



Chapter 11
Middle Level
SSAT Practice Test

Middle Level Practice Test

Be sure each mark *completely* fills the answer space.

Start with number 1 for each new section of the test. You may find more answer spaces than you need.
If so, please leave them blank.

SECTION 1

- | | | | | |
|-----------------------|------------------------|------------------------|------------------------|------------------------|
| 1 (A) (B) (C) (D) (E) | 6 (A) (B) (C) (D) (E) | 11 (A) (B) (C) (D) (E) | 16 (A) (B) (C) (D) (E) | 21 (A) (B) (C) (D) (E) |
| 2 (A) (B) (C) (D) (E) | 7 (A) (B) (C) (D) (E) | 12 (A) (B) (C) (D) (E) | 17 (A) (B) (C) (D) (E) | 22 (A) (B) (C) (D) (E) |
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SECTION 2

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|-----------------------|------------------------|------------------------|------------------------|------------------------|
| 1 (A) (B) (C) (D) (E) | 9 (A) (B) (C) (D) (E) | 17 (A) (B) (C) (D) (E) | 25 (A) (B) (C) (D) (E) | 33 (A) (B) (C) (D) (E) |
| 2 (A) (B) (C) (D) (E) | 10 (A) (B) (C) (D) (E) | 18 (A) (B) (C) (D) (E) | 26 (A) (B) (C) (D) (E) | 34 (A) (B) (C) (D) (E) |
| 3 (A) (B) (C) (D) (E) | 11 (A) (B) (C) (D) (E) | 19 (A) (B) (C) (D) (E) | 27 (A) (B) (C) (D) (E) | 35 (A) (B) (C) (D) (E) |
| 4 (A) (B) (C) (D) (E) | 12 (A) (B) (C) (D) (E) | 20 (A) (B) (C) (D) (E) | 28 (A) (B) (C) (D) (E) | 36 (A) (B) (C) (D) (E) |
| 5 (A) (B) (C) (D) (E) | 13 (A) (B) (C) (D) (E) | 21 (A) (B) (C) (D) (E) | 29 (A) (B) (C) (D) (E) | 37 (A) (B) (C) (D) (E) |
| 6 (A) (B) (C) (D) (E) | 14 (A) (B) (C) (D) (E) | 22 (A) (B) (C) (D) (E) | 30 (A) (B) (C) (D) (E) | 38 (A) (B) (C) (D) (E) |
| 7 (A) (B) (C) (D) (E) | 15 (A) (B) (C) (D) (E) | 23 (A) (B) (C) (D) (E) | 31 (A) (B) (C) (D) (E) | 39 (A) (B) (C) (D) (E) |
| 8 (A) (B) (C) (D) (E) | 16 (A) (B) (C) (D) (E) | 24 (A) (B) (C) (D) (E) | 32 (A) (B) (C) (D) (E) | 40 (A) (B) (C) (D) (E) |

SECTION 3

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|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1 (A) (B) (C) (D) (E) | 13 (A) (B) (C) (D) (E) | 25 (A) (B) (C) (D) (E) | 37 (A) (B) (C) (D) (E) | 49 (A) (B) (C) (D) (E) |
| 2 (A) (B) (C) (D) (E) | 14 (A) (B) (C) (D) (E) | 26 (A) (B) (C) (D) (E) | 38 (A) (B) (C) (D) (E) | 50 (A) (B) (C) (D) (E) |
| 3 (A) (B) (C) (D) (E) | 15 (A) (B) (C) (D) (E) | 27 (A) (B) (C) (D) (E) | 39 (A) (B) (C) (D) (E) | 51 (A) (B) (C) (D) (E) |
| 4 (A) (B) (C) (D) (E) | 16 (A) (B) (C) (D) (E) | 28 (A) (B) (C) (D) (E) | 40 (A) (B) (C) (D) (E) | 52 (A) (B) (C) (D) (E) |
| 5 (A) (B) (C) (D) (E) | 17 (A) (B) (C) (D) (E) | 29 (A) (B) (C) (D) (E) | 41 (A) (B) (C) (D) (E) | 53 (A) (B) (C) (D) (E) |
| 6 (A) (B) (C) (D) (E) | 18 (A) (B) (C) (D) (E) | 30 (A) (B) (C) (D) (E) | 42 (A) (B) (C) (D) (E) | 54 (A) (B) (C) (D) (E) |
| 7 (A) (B) (C) (D) (E) | 19 (A) (B) (C) (D) (E) | 31 (A) (B) (C) (D) (E) | 43 (A) (B) (C) (D) (E) | 55 (A) (B) (C) (D) (E) |
| 8 (A) (B) (C) (D) (E) | 20 (A) (B) (C) (D) (E) | 32 (A) (B) (C) (D) (E) | 44 (A) (B) (C) (D) (E) | 56 (A) (B) (C) (D) (E) |
| 9 (A) (B) (C) (D) (E) | 21 (A) (B) (C) (D) (E) | 33 (A) (B) (C) (D) (E) | 45 (A) (B) (C) (D) (E) | 57 (A) (B) (C) (D) (E) |
| 10 (A) (B) (C) (D) (E) | 22 (A) (B) (C) (D) (E) | 34 (A) (B) (C) (D) (E) | 46 (A) (B) (C) (D) (E) | 58 (A) (B) (C) (D) (E) |
| 11 (A) (B) (C) (D) (E) | 23 (A) (B) (C) (D) (E) | 35 (A) (B) (C) (D) (E) | 47 (A) (B) (C) (D) (E) | 59 (A) (B) (C) (D) (E) |
| 12 (A) (B) (C) (D) (E) | 24 (A) (B) (C) (D) (E) | 36 (A) (B) (C) (D) (E) | 48 (A) (B) (C) (D) (E) | 60 (A) (B) (C) (D) (E) |

SECTION 4

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|-----------------------|------------------------|------------------------|------------------------|------------------------|
| 1 (A) (B) (C) (D) (E) | 6 (A) (B) (C) (D) (E) | 11 (A) (B) (C) (D) (E) | 16 (A) (B) (C) (D) (E) | 21 (A) (B) (C) (D) (E) |
| 2 (A) (B) (C) (D) (E) | 7 (A) (B) (C) (D) (E) | 12 (A) (B) (C) (D) (E) | 17 (A) (B) (C) (D) (E) | 22 (A) (B) (C) (D) (E) |
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| 4 (A) (B) (C) (D) (E) | 9 (A) (B) (C) (D) (E) | 14 (A) (B) (C) (D) (E) | 19 (A) (B) (C) (D) (E) | 24 (A) (B) (C) (D) (E) |
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Middle Level SSAT
Writing Sample

Time – 25 Minutes
1 Topic

Writing Sample

Schools would like to get to know you better through a story you tell using one of the ideas below. Please choose the idea you find more interesting and write a story using the idea in your first sentence. Please fill in the circle next to the one you choose.

Ⓐ What I noticed across the street caused me to...

Ⓑ The room was surprisingly cold.

GO ON TO THE NEXT PAGE.

A large rectangular box containing 25 horizontal lines for writing.

Middle Level SSAT

Section 1

Time – 30 Minutes

25 Questions

Following each problem in this section, there are five suggested answers. Work each problem in your head or in the blank space provided at the right of the page. Then look at the five suggested answers and decide which one is best.

Note: Figures that accompany problems in this section are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale.

Sample Problem:

$\begin{array}{r} 5,413 \\ -4,827 \\ \hline \end{array}$	(A) 586
	(B) 596
	(C) 696
	(D) 1,586
	(E) 1,686

(B) (C) (D) (E)

-
1. Which fraction equals $\frac{2}{3}$?

- (A) $\frac{3}{2}$
- (B) $\frac{3}{6}$
- (C) $\frac{9}{12}$
- (D) $\frac{8}{12}$
- (E) $\frac{5}{6}$

USE THIS SPACE FOR FIGURING.

-
2. Which of the following is an even positive integer that lies between 22 and 27 ?

- (A) 25
- (B) 24
- (C) 22
- (D) 21
- (E) 20

GO ON TO THE NEXT PAGE.

-
3. In the number 281, the sum of the digits is how much less than the product of the digits?

(A) 16
(B) 11
(C) 10
(D) 5
(E) 4

USE THIS SPACE FOR FIGURING.

1

-
4. $(109 - 102) \times 3 - 4^2 =$

(A) 5
(B) 0
(C) -5
(D) -7
(E) -336

-
5. A concert is held at a stadium that has 25,000 seats. If exactly $\frac{3}{4}$ of the seats were filled, to the nearest thousand, how many people attended the concert?

(A) 10,000
(B) 14,000
(C) 15,000
(D) 19,000
(E) 21,000

-
6. The perimeter of a square with an area of 81 is

(A) 81
(B) 54
(C) 36
(D) 18
(E) 9

-
7. If the sum of three consecutive positive integers is 9, what is the middle integer?

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5

GO ON TO THE NEXT PAGE.

8. A number greater than 2 that is a factor of both 20 and 16 is also a factor of which number?
- (A) 10
 - (B) 14
 - (C) 18
 - (D) 24
 - (E) 30
-

USE THIS SPACE FOR FIGURING.

1

9. $(2^3)^2 =$
- (A) 2
 - (B) 2^5
 - (C) 2^6
 - (D) 4^5
 - (E) 4^6
-

10. If $\frac{1}{2}$ is greater than $\frac{M}{16}$, then M could be
- (A) 7
 - (B) 8
 - (C) 9
 - (D) 10
 - (E) 32
-

11. The sum of the lengths of two sides of an equilateral triangle is 4. What is the perimeter of the triangle?
- (A) 2
 - (B) 4
 - (C) 6
 - (D) 8
 - (E) 12

GO ON TO THE NEXT PAGE.

Questions 12–14 refer to the following chart.

USE THIS SPACE FOR FIGURING.

1

Stacey's Weekly Mileage

Day	Miles Driven
MONDAY	35
TUESDAY	70
WEDNESDAY	50
THURSDAY	105
FRIDAY	35
SATURDAY	35
SUNDAY	20
Total	350

Figure 1

12. What percentage of her total weekly mileage did Stacey drive on Monday?
- (A) 10%
 (B) 20%
 (C) 35%
 (D) 60%
 (E) 90%
13. The number of miles Stacey drove on Thursday is equal to the sum of the miles she drove on which days?
- (A) Monday and Wednesday
 (B) Saturday and Sunday
 (C) Tuesday, Wednesday, and Friday
 (D) Friday, Saturday, and Sunday
 (E) Monday, Friday, and Saturday
14. The number of miles Stacey drove on Sunday is equal to what percent of the number of miles she drove on Wednesday?
- (A) 10%
 (B) 20%
 (C) 40%
 (D) 50%
 (E) 80%

GO ON TO THE NEXT PAGE.

15. If $x = 5$, which of the following is equal to $\frac{1}{x}$?

- (A) 10%
- (B) 20%
- (C) 40%
- (D) 2%
- (E) 3%

USE THIS SPACE FOR FIGURING.

1

16. What is 20% of 25% of 80 ?

- (A) 4%
- (B) 5%
- (C) 10%
- (D) 16%
- (E) 20%

17. During one week, Roy worked 3 hours on Monday, 5 hours on Tuesday, and 8 hours each day on Saturday and Sunday. The following week Roy worked a total of 40 hours. What was the average number of hours Roy worked each week?

- (A) 32
- (B) 28
- (C) 24
- (D) 12
- (E) 6

18. A box with dimensions $4 \times 8 \times 10$ is equal in volume to a box with dimensions $16 \times g \times 2$. What does g equal?

- (A) 2
- (B) 4
- (C) 8
- (D) 10
- (E) 16

GO ON TO THE NEXT PAGE.

19. Otto wants to buy two CDs that regularly sell for b dollars each. The store is having a sale in which the second CD costs half price. If he buys the CDs at this store, what is the overall percent he will save on the price of the two CDs?
- (A) 10%
 (B) 25%
 (C) $33\frac{1}{3}\%$
 (D) 50%
 (E) 75%

USE THIS SPACE FOR FIGURING.

1

20. In a certain month Ben eats 8 dinners at Italian restaurants, 4 dinners at Chinese restaurants, and 6 dinners at steakhouses. If these dinners account for all Ben's restaurant visits during the month, what percent of Ben's restaurant meals were at steakhouses?
- (A) 75%
 (B) $66\frac{1}{2}\%$
 (C) 50%
 (D) $33\frac{1}{3}\%$
 (E) 10%

21. What is the area of the shaded region?
- (A) 48
 (B) 36
 (C) 24
 (D) 12
 (E) It cannot be determined from the information given.

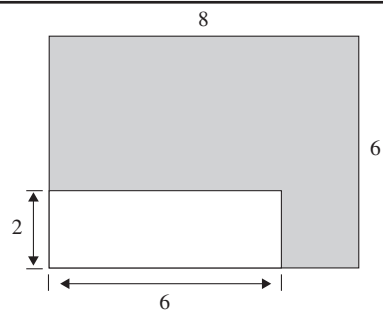


Figure 2

22. In the equation $(2 + _ + 3)(2) = 16$, what does the $_$ stand for?
- (A) 3
 (B) 8
 (C) 9
 (D) 10
 (E) 12

GO ON TO THE NEXT PAGE.

23. At Skytop Farm, the ratio of cows to pigs is 16 to 1. Which of the following could be the total number of cows and pigs at the farm?

- (A) 15
- (B) 16
- (C) 32
- (D) 68
- (E) 74

USE THIS SPACE FOR FIGURING.

1

24. Sibyl has seen four more films than Linda has seen. Linda has seen twice as many films as Joel has seen. If Sibyl has seen s films, then in terms of s , which of the following is an expression for the number of films Joel has seen?

- (A) $\frac{s}{2} - 2$
- (B) $\frac{s}{2} - 4$
- (C) $s - 2$
- (D) $s - 4$
- (E) $\frac{8}{s - 2}$

Question 25 refers to the following definition.

For all integers x , $@ x = 2x$.

25. $@3 - @2 =$

- (A) @4
- (B) @2
- (C) @1
- (D) @-2
- (E) @-3

STOP

IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

Middle Level SSAT

Section 2

Time – 40 Minutes

40 Questions

2

Read each passage carefully and then answer the questions about it. For each question, decide on the basis of the passage which one of the choices best answers the questions.

The native inhabitants of the Americas arrived from Asia more than 20,000 years ago. They belonged to numerous tribes and many were skilled hunters, farmers, and fishers. Some of the most famous of the tribes of Native Americans are the Sioux, the Cheyenne, the Iroquois, and the Apache.

These tribes settled and developed organized societies. The settlers to North America from Europe fought the Native Americans for land. Geronimo was the last great Native American chief to organize rebellions against the settlers. He led raids across the southwest and into Mexico. Although he eventually was captured, he later became a celebrity.

After a long battle, the United States government moved the Native Americans onto reservations—special sections of land set aside for them—where many still reside today.

- The main purpose of this passage is to
 - report on the current status of Native Americans
 - offer a solution to the problems of Native Americans
 - give a brief history of Native Americans
 - discuss ways Native Americans are able to work on reservations
 - give a history of different Native American tribes
- According to the passage, the fate of Geronimo was
 - to live out his life in disgrace
 - to become a great war hero with no defeats
 - to become famous throughout the country
 - to die penniless and alone
 - to commit suicide
- The author's tone in regard to the fate of Native Americans is
 - passionate
 - objective
 - disappointed
 - ambivalent
 - envious
- Which of the following is the author most likely to discuss next?
 - Possible causes of Native American resentment
 - The life of the Native American in modern society
 - The battle that defeated Geronimo
 - The differences among tribes
 - A detailed history of the Sioux
- The passage names all the following as skills possessed by Native Americans EXCEPT
 - farming
 - hunting
 - fishing
 - gathering
 - fighting

GO ON TO THE NEXT PAGE.

Twenty percent of all the land on Earth consists of deserts. When most people think of deserts, they think of searing heat, big sand dunes, and camels. But not all deserts are huge sand piles—many are strewn with rocks and some, like those at high altitudes, may actually be quite cold.

5 Desert life is interesting and varied as well. Though the desert is a punishing place—it is difficult to find food and water in the desert—many animals live there. Because there is so little water, desert animals have adapted. Camels can survive for days without drinking. Other animals get their water from the insects and plants they eat.

10 The extreme temperatures of the desert can make life difficult as well. Many of the mammals there have thick fur to keep out the heat and the cold. Some desert animals are nocturnal, sleeping by day and hunting by night when the air is cooler. It may seem that all deserts are the same, but they are as different as the animals that inhabit them.

6. The passage is primarily about
- (A) deserts and desert wildlife
 - (B) nocturnal animals
 - (C) plant life of the desert
 - (D) sources of water in the desert
 - (E) average desert temperatures
7. Which of the following can be inferred as an example of an adaptation to desert life?
- (A) The large claws of the lizard
 - (B) The heavy outer shell of the beetle
 - (C) The long ears of the hedgehog that give off heat to cool the animal
 - (D) The large hood of the cobra that scares off predators
 - (E) The quick speed of the mongoose so that it may catch its prey
8. The style of the passage is most like that found in a(n)
- (A) scientific thesis
 - (B) general book on desert life
 - (C) advanced text on animal adaptations
 - (D) diary of a naturalist
 - (E) biography of a desert researcher
9. According to the passage, camels are well adapted to desert life because
- (A) they have long legs
 - (B) they have thick fur that keeps them cool
 - (C) they have large hooded eyes
 - (D) they are capable of hunting at night
 - (E) they can store water for many days
10. According to the passage, some deserts
- (A) are filled with lush vegetation
 - (B) are home to large bodies of water
 - (C) actually get a good deal of rainfall
 - (D) can be in a cold climate
 - (E) are home to large, thriving cities
11. The word “punishing” in line 5 most closely means
- (A) beating
 - (B) harsh
 - (C) unhappy
 - (D) deadly
 - (E) fantastic

GO ON TO THE NEXT PAGE.

The original Olympic Games started in Greece more than 2,000 years ago. These games were a religious festival, and, at their height, lasted for five days. Only men could compete, and the sports included running, wrestling, and chariot racing.

Today's Olympic Games are quite a bit different. First, there are two varieties:
 5 Winter Olympics and Summer Olympics. They each boast many men and women competing in a multitude of sports, from skiing to gymnastics. They are each held every four years, but not during the same year. They alternate so that there are Olympic Games every two years. The Olympics are no longer held only in one country. They are hosted by different cities around the world. The opening ceremony is a spectacular
 10 display, usually incorporating the traditional dances and culture of the host city.

The highlight of the opening ceremony is the lighting of the Olympic flame. Teams of runners carry the torch from Olympia, the site of the ancient Greek games. Although the games have changed greatly throughout the centuries, the spirit of competition is still alive. The flame represents that spirit.

12. The passage is primarily concerned with
- (A) justifying the existence of the Olympic Games
 - (B) explaining all about the games in Ancient Greece
 - (C) discussing the differences between Winter Olympics and Summer Olympics
 - (D) comparing the modern Olympic Games to those in Ancient Greece
 - (E) explaining the process for choosing a host country
13. The author mentions "traditional dances and culture of the host city" in order to
- (A) give an example of how the opening ceremony is so spectacular
 - (B) explain the differences among the different host cities
 - (C) show that Ancient Greek games were quite boring by contrast
 - (D) make an analogy to the life of the Ancient Greeks
 - (E) illustrate the complexity of the modern games
14. The author's tone in the passage can best be described as
- (A) disinterested
 - (B) upbeat
 - (C) gloating
 - (D) depressing
 - (E) fatalistic
15. The lighting of the torch is meant to symbolize
- (A) the destruction caused in Ancient Greece
 - (B) the spirit of Ancient Greek competition
 - (C) the rousing nature of the games
 - (D) the heat generated in competition
 - (E) an eternal flame so that the games will continue forever
16. Which of the following can be inferred from the passage?
- (A) Women in ancient Greece did not want to compete in the Olympics.
 - (B) The Olympics were held every year.
 - (C) The Olympics used to be held in just one country.
 - (D) Ice skating is a winter event.
 - (E) Opening ceremonies today are more spectacular than ones in ancient Greece.

GO ON TO THE NEXT PAGE.

Like snakes, lizards, and crocodiles, turtles are reptiles. The earliest fossils recognized as turtles are about 200 million years old and date from the time when dinosaurs roamed Earth. Unbelievably, turtles have changed little in appearance since that time.

5 There are many different types of turtles in many different climates around the world. In contrast to other reptiles, whose populations are confined largely to the tropics, turtles are most abundant in southeastern North America and southeastern Asia. They live in lakes, ponds, salt marshes, rivers, forests, and even deserts. The sizes of turtles vary. Bog or mud turtles grow no larger than about 4 inches (10 centimeters) long. At the other end of the spectrum is the sea-roving leatherback turtle, which may be more than 6.5 feet (2 meters) in length and weigh

10 more than 1,100 pounds (500 kilograms).

Turtles live longer than most other animals, but reports of turtles living more than a century are questionable. Several kinds, however, have lived more than 50 years in captivity. Even in natural environments, box turtles and slider turtles can reach ages of 20 to 30 years. The ages of some turtles can be estimated by counting the growth rings that form each year on the external

15 bony plates of the shell.

17. The author mentions dinosaurs in the first paragraph to
- (A) illustrate the age of the turtle fossils
 - (B) uncover the mystery of turtle origins
 - (C) show that turtles may become extinct
 - (D) give an example of the type of predator that turtles once faced
 - (E) bring the life of the turtle into focus
18. Turtles are different from other reptiles because they
- (A) date back to dinosaur times
 - (B) have not adapted to their environment
 - (C) live in different climates
 - (D) are desert dwellers
 - (E) are good pets
19. When the author discusses the theory that turtles may live to be more than 100, the tone can best be described as
- (A) respectful
 - (B) ridiculing
 - (C) horrified
 - (D) interested
 - (E) skeptical
20. One of the ways to verify the age of a turtle is to
- (A) measure the turtle
 - (B) count the rings on its shell
 - (C) examine the physical deterioration of its shell
 - (D) weigh the turtle
 - (E) subtract its weight from its length
21. The author would most probably agree that
- (A) turtles are more interesting than other reptiles
 - (B) there is a lot to be learned about turtles
 - (C) turtles live longer than any other animal
 - (D) turtles can be very dangerous
 - (E) there are no bad turtles

GO ON TO THE NEXT PAGE.

The summer holidays! Those magic words! The mere mention of them used to send shivers of joy rippling over my skin. All my summer holidays, from when I was four years old to when I was seventeen (1920 to 1932), were idyllic. This, I am certain, was
5 because we always went to the same idyllic place, and that place was Norway.

Except for my ancient half-sister and my not-quite-so-ancient half-brother, the rest of us were all pure Norwegian by blood. We all spoke Norwegian and all our relations lived over there. So in a
10 way, going to Norway every summer was like going home.

Even the journey was an event. Do not forget that there were no commercial aeroplanes in those times, so it took us four whole days to complete the trip out and another four days to get home again.

22. The author's goal in writing was to express
- (A) his affection for Norway
 - (B) his dislike of his half-sister and half-brother
 - (C) dismay at the drudgery of the journey
 - (D) how different life was back then
 - (E) his realization that the trip was so long
23. The author uses the word "idyllic" in the first paragraph to mean
- (A) scary
 - (B) pleasant
 - (C) religious
 - (D) cold
 - (E) boring
24. The author uses the analogy that "going to Norway every summer was like going home" to illustrate
- (A) how much he dreaded the journey
 - (B) how frequently they went to Norway
 - (C) why his half-sister and half-brother were going along
 - (D) how long they stayed in Norway
 - (E) how happy and comfortable he was there
25. The author mentions the length of the trip in order to
- (A) make the reader sympathetic to his plight
 - (B) make the reader understand why the trip was an adventure
 - (C) help the reader visualize the boredom that he faced
 - (D) give the reader some sympathy for the half-sister and half-brother
 - (E) help the reader visualize Norway

GO ON TO THE NEXT PAGE.

You may love to walk along the seashore and collect beautiful shells, but do you ever think about whose home that shell was before you found it? That's right, seashells are the home of a whole group of creatures known as shellfish. Some of the most common types of shellfish are the mussel, the clam, and the scallop.

5 It may surprise you to learn that the shellfish themselves make the shells. They manage to draw calcium carbonate, a mineral, from the water. They use that mineral to build the shell up layer by layer. The shell can grow larger and larger as the shellfish grows in size.

10 There are two main types of shells. There are those that are a single unit, like a conch's shell, and those that are in two pieces, like a clam's shell. The two-piece shell is called a bivalve, and the two pieces are hinged together, like a door, so that the shell can open and close for feeding.

26. The "home" mentioned in line 2 most likely refers to
- (A) the sea
 - (B) the planet
 - (C) the places shellfish can be found
 - (D) the shell
 - (E) a shelter for fish
27. Which of the following questions is answered by the passage?
- (A) How do shellfish reproduce?
 - (B) How much does the average shellfish weigh?
 - (C) What is the average life span of a shellfish?
 - (D) What do shellfish feed on?
 - (E) How do shellfish make their shells?
28. This passage is primarily concerned with
- (A) how shellfish differ from other fish
 - (B) the life span of shellfish
 - (C) shellfish and their habitats
 - (D) a general discussion of shells
 - (E) the origin of shells
29. The author uses the comparison of the bivalves' hinge to a door in order to
- (A) illustrate how the shell opens and closes
 - (B) explain why the shell is so fragile
 - (C) give a reason for the shells that are found open
 - (D) explain the mechanism for how the shells are made
 - (E) illustrate that shellfish are not so different from other fish
30. What is the best title of the selection?
- (A) "A Conch by Any Other Name Would Shell be as Sweet"
 - (B) "Going to the Beach"
 - (C) "I Can Grow My Own Home!"
 - (D) "The Prettiest Aquatic Life"
 - (E) "How to Find Shells"
31. According to the passage, the primary difference between the conch's shell and the clam's shell is that
- (A) the conch shell is more valuable than the clam's shell
 - (B) the conch shell protects better than the clam's shell
 - (C) the conch shell is more beautiful than the clam's shell
 - (D) the clam's shell is more difficult for the clam to manufacture than the conch shell is for the conch to manufacture
 - (E) the conch shell has fewer pieces than the clam shell

GO ON TO THE NEXT PAGE.

By day the bat is cousin to the mouse;
 He likes the attic of an aging house.
 His fingers make a hat about his head.
 His pulse-beat is so slow we think him dead.
 5 He loops in crazy figures half the night
 Among the trees that face the corner light.
 But when he brushes up against a screen,
 We are afraid of what our eyes have seen:
 For something is amiss or out of place
 10 When mice with wings can wear a human face.
 —Theodore Roethke

32. The “hat” referred to in line 3 is meant to refer to
- (A) the attic of the house
 - (B) the bat’s head
 - (C) the bat’s wings
 - (D) the death of the bat
 - (E) the mouse
33. The passage uses which of the following to describe the bat?
- I. The image of a winged mouse
 - II. The image of a vampire
 - III. The way he flies
- (A) I only
 - (B) I and II only
 - (C) II and III only
 - (D) I and III only
 - (E) I, II, and III
34. The author mentions the “crazy figures” in line 5 to refer to
- (A) the comic notion of a mouse with wings
 - (B) the pattern of the bat’s flight
 - (C) the shape of the house
 - (D) the reason the bat appears dead
 - (E) the trees in the yard
35. The author would most probably agree with which of the following statements?
- (A) Bats are useful animals.
 - (B) Bats are related to mice.
 - (C) Bats are feared by many.
 - (D) Most people have bats in their attic.
 - (E) Bats are an uninteresting phenomenon.

GO ON TO THE NEXT PAGE.

Did you ever watch a sport and admire the players' uniforms? Perhaps you play a sport and know the thrill of putting on your team's uniform. Uniforms are important for many different reasons, whether you are playing a sport or watching one.

5 If you are playing a sport, you have many reasons to appreciate your uniform. You may notice how different uniforms are for different sports. That's because they are designed to make participation both safe and easy. If you participate in track and field, your uniform is designed to help you run faster and move more easily. If you participate in a sport like boxing or football, your uniform will protect you as well. You may wear special shoes, like sneakers or cleats, to help you run faster or keep you from slipping.

10 If you watch sports, you can appreciate uniforms as well. Imagine how difficult it would be to tell the players on a field apart without their uniforms. And of course, as sports fans all over the world do, you can show support for the team you favor by wearing the colors of the team's uniform.

36. The primary purpose of the passage is to
- (A) discuss the importance of team spirit
 - (B) explain why uniforms are important for safety
 - (C) give a general history of uniforms
 - (D) help shed light on the controversy surrounding uniforms
 - (E) give some reasons why uniforms are useful
37. The "support" mentioned in line 12 most probably means
- (A) nourishment
 - (B) salary
 - (C) endorsement
 - (D) brace
 - (E) relief
38. Which of the following best describes the author's attitude toward uniforms?
- (A) Most of them are basically the same.
 - (B) They have many different purposes.
 - (C) They're most useful as protection against injury.
 - (D) They are fun to wear.
 - (E) They don't serve any real purpose.
39. According to the passage, people need special uniforms for track and field sports to
- (A) help spectators cheer on the team
 - (B) distinguish them from other athletes
 - (C) protect against injury
 - (D) give them freedom of movement
 - (E) prevent them from losing
40. According to the passage, the primary reason that spectators like uniforms is that
- (A) they help them to distinguish teams
 - (B) they have such vibrant colors
 - (C) they make great souvenirs
 - (D) they are collectible
 - (E) they are not too expensive

STOP

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Middle Level SSAT**Section 3**

Time – 30 Minutes

60 Questions

3

This section consists of two different types of questions. There are directions and a sample question for each type.

Each of the following questions consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to the word in capital letters.

Sample Question:

CHILLY:

(A) lazy

(B) nice

(C) dry

(D) cold

(E) sunny

(A) (B) (C) ● (E)

1. OBEDIENT:
 - (A) amenable
 - (B) excessive
 - (C) ironic
 - (D) inhumane
 - (E) improper
2. CONTAMINATE:
 - (A) deodorize
 - (B) decongest
 - (C) deter
 - (D) taint
 - (E) defoliate
3. WOEFUL:
 - (A) wretched
 - (B) bloated
 - (C) dim
 - (D) animated
 - (E) reasonable
4. PRACTICAL:
 - (A) difficult to learn
 - (B) inferior in quality
 - (C) providing great support
 - (D) having great usefulness
 - (E) feeling great regret
5. SCRUTINIZE:
 - (A) examine carefully
 - (B) announce publicly
 - (C) infer correctly
 - (D) decide promptly
 - (E) warn swiftly
6. CONFIDE:
 - (A) judge
 - (B) entrust
 - (C) secret
 - (D) profess
 - (E) confuse
7. INITIATE:
 - (A) bring to an end
 - (B) sign
 - (C) commence
 - (D) hinder
 - (E) guide
8. FORTUNATE:
 - (A) lucky
 - (B) wealthy
 - (C) intelligent
 - (D) poor
 - (E) downtrodden

GO ON TO THE NEXT PAGE.

9. CRUMBLE:
(A) eat
(B) stumble
(C) dry out
(D) small
(E) deteriorate
10. DESPERATE:
(A) hungry
(B) frantic
(C) delicate
(D) adaptable
(E) contaminated
11. FRET:
(A) listen
(B) provide
(C) worry
(D) require
(E) stash
12. DISGUISE:
(A) mystery
(B) convict
(C) present
(D) false front
(E) pressure
13. ASSIST:
(A) support
(B) bring
(C) distrust
(D) yearn
(E) destroy
14. REPRIMAND:
(A) praise
(B) insure
(C) liberate
(D) chide
(E) forgive
15. EVADE:
(A) take from
(B) blind
(C) help
(D) sidestep
(E) successful
16. FATIGUE:
(A) grow weary
(B) become fluid
(C) increase in height
(D) recede from view
(E) improve
17. ANTIDOTE:
(A) foundation
(B) vacation
(C) poison
(D) learning experience
(E) antitoxin
18. PROPOSE:
(A) speak up
(B) marriage
(C) fall away
(D) suggest
(E) lease
19. INCREDIBLE:
(A) mundane
(B) uncivilized
(C) sophisticated
(D) believable
(E) extraordinary
20. VIGILANT:
(A) observant
(B) sleepy
(C) overly anxious
(D) brutal
(E) moving

GO ON TO THE NEXT PAGE.

21. TATTERED:
(A) unkempt
(B) neat
(C) exuberant
(D) unruly
(E) pressed
22. PRECEDE:
(A) stand alongside
(B) move toward
(C) come before
(D) hurl
(E) beg
23. LAMENT:
(A) relish
(B) drench
(C) moan
(D) invent
(E) incline
24. ENGAGE:
(A) date
(B) employ
(C) train
(D) dismiss
(E) fear
25. COMPETENT:
(A) disastrous
(B) fast
(C) cautious
(D) able
(E) inanimate
26. SINCERE:
(A) new
(B) passionate
(C) expensive
(D) genuine
(E) untold
27. RICKETY:
(A) strong
(B) wooden
(C) antique
(D) beautiful
(E) feeble
28. CONSPICUOUS:
(A) plain as day
(B) identity
(C) camouflaged
(D) shiny
(E) cramped
29. VERSATILE:
(A) peaceful
(B) disruptive
(C) adaptable
(D) truthful
(E) charming
30. CORROBORATION:
(A) attraction
(B) confirmation
(C) legal activity
(D) unfulfilled expectation
(E) enthusiastic response

GO ON TO THE NEXT PAGE.

The following questions ask you to find relationships between words. For each question, select the answer choice that best completes the meaning of the sentence.

Sample Question:

<p>Kitten is to cat as (A) fawn is to colt (B) puppy is to dog (C) cow is to bull (D) wolf is to bear (E) hen is to rooster</p>	<p>(A) ● (C) (D) (E)</p>
--	--------------------------

Choice (B) is the best answer because a kitten is a young cat, just as a puppy is a young dog. Of all the answer choices, (B) states a relationship that is most like the relationship between kitten and cat.

- | | |
|--|---|
| <p>31. Fish is to water as
 (A) bird is to egg
 (B) roe is to pouch
 (C) lion is to land
 (D) flower is to pollen
 (E) bee is to honey</p> <p>32. Sick is to healthy as jailed is to
 (A) convicted
 (B) free
 (C) guilty
 (D) trapped
 (E) hurt</p> <p>33. Dancer is to feet as
 (A) surgeon is to heart
 (B) juggler is to hands
 (C) drummer is to drums
 (D) conductor is to voice
 (E) musician is to eyes</p> <p>34. Bystander is to event as
 (A) juror is to verdict
 (B) culprit is to crime
 (C) tourist is to journey
 (D) spectator is to game
 (E) model is to portrait</p> | <p>35. Baker is to bread as
 (A) shop is to goods
 (B) butcher is to livestock
 (C) politician is to votes
 (D) sculptor is to statue
 (E) family is to confidence</p> <p>36. Igneous is to rock as
 (A) stratum is to dig
 (B) fossil is to dinosaur
 (C) computer is to calculator
 (D) watercolor is to painting
 (E) calendar is to date</p> <p>37. Delicious is to taste as melodious is to
 (A) sound
 (B) movie
 (C) ears
 (D) eyes
 (E) sight</p> <p>38. Clog is to shoe as
 (A) sneaker is to run
 (B) lace is to tie
 (C) beret is to hat
 (D) shirt is to torso
 (E) sock is to foot</p> |
|--|---|

GO ON TO THE NEXT PAGE.

39. Cube is to square as
(A) box is to cardboard
(B) circle is to street
(C) cylinder is to pen
(D) line is to angle
(E) sphere is to circle
40. Jam is to fruit as
(A) bread is to toast
(B) butter is to milk
(C) crayon is to color
(D) height is to stone
(E) write is to pencil
41. Mile is to quart as
(A) sky is to height
(B) coffee is to drink
(C) pot is to stew
(D) floor is to ground
(E) length is to volume
42. Biologist is to scientist as surgeon is to
(A) doctor
(B) scar
(C) cut
(D) heart
(E) scalpel
43. Clay is to potter as
(A) sea is to captain
(B) magazine is to reader
(C) marble is to sculptor
(D) word is to teacher
(E) bubble is to child
44. Clip is to movie as
(A) buckle is to shoe
(B) excerpt is to novel
(C) jar is to liquid
(D) room is to house
(E) filling is to pie
45. Ruthless is to mercy as naive is to
(A) thoughtfulness
(B) illness
(C) worldliness
(D) contempt
(E) purity
46. Glacier is to ice as
(A) rain is to snow
(B) bay is to sea
(C) cloud is to storm
(D) ocean is to water
(E) pond is to fish
47. Glass is to window as
(A) wood is to building
(B) car is to motor
(C) job is to skills
(D) fabric is to clothing
(E) loan is to interest
48. Buttress is to support as scissor is to
(A) press
(B) store
(C) create
(D) cool
(E) cut
49. Sneer is to disdain as cringe is to
(A) loneliness
(B) bravery
(C) intelligence
(D) distrust
(E) fear
50. Library is to book as
(A) bank is to money
(B) museum is to patron
(C) opera is to audience
(D) restaurant is to waiter
(E) concert is to music
51. Famine is to food as
(A) drought is to water
(B) paper is to print
(C) legend is to fantasy
(D) debate is to issue
(E) clause is to contract
52. Teacher is to student as
(A) coach is to player
(B) assistant is to executive
(C) nurse is to doctor
(D) patient is to dentist
(E) theory is to technician

GO ON TO THE NEXT PAGE.

3

53. Muffle is to noise as
(A) engine is to bicycle
(B) wind is to vane
(C) dam is to flood
(D) aroma is to fetid
(E) nibble is to eat
54. Rest is to exhaustion as
(A) pack is to vacation
(B) water is to thirst
(C) audit is to forms
(D) jury is to trial
(E) tide is to ocean
55. Playwright is to script as
(A) choreographer is to dance
(B) mathematician is to science
(C) philosopher is to insight
(D) enemy is to strategy
(E) athlete is to prowess
56. Gluttony is to food as
(A) sheer is to wall
(B) avarice is to money
(C) enterprise is to earning
(D) curiosity is to danger
(E) mystery is to solution
57. Facile is to effort as
(A) deception is to trick
(B) helpful is to friend
(C) inconsiderate is to thoughtful
(D) pious is to religion
(E) incompetent is to task
58. Single-handed is to assistance as anonymous is to
(A) praise
(B) authorship
(C) recognition
(D) sincerity
(E) ideas
59. Stable is to horse as kennel is to
(A) farm
(B) storage
(C) dog
(D) groomer
(E) boarding
60. Tree is to knee as
(A) pot is to cot
(B) bam is to lamb
(C) forest is to body
(D) bob is to cob
(E) seek is to leek

STOP

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Middle Level SSAT**Section 4**

Time – 30 Minutes

25 Questions

4

Following each problem in this section, there are five suggested answers. Work each problem in your head or in the blank space provided at the right of the page. Then look at the five suggested answers and decide which one is best.

Note: Figures that accompany problems in this section are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale.

Sample Problem:

$\begin{array}{r} 5,413 \\ -4,827 \\ \hline \end{array}$	(A) 586
	(B) 596
	(C) 696
	(D) 1,586
	(E) 1,686

(A) (B) (C) (D) (E)

1. Which of the following fractions is greatest?

USE THIS SPACE FOR FIGURING.

- (A) $\frac{3}{4}$
- (B) $\frac{5}{8}$
- (C) $\frac{1}{2}$
- (D) $\frac{3}{7}$
- (E) $\frac{5}{9}$

2. The sum of the factors of 12 is

- (A) 28
- (B) 21
- (C) 20
- (D) 16
- (E) 15

GO ON TO THE NEXT PAGE.

3. $16 + 2 \times 3 + 2 =$

- (A) 90
- (B) 56
- (C) 24
- (D) 23
- (E) 18

USE THIS SPACE FOR FIGURING.

4

4. $D + E + F + G =$

- (A) 45
- (B) 90
- (C) 180
- (D) 270
- (E) 360

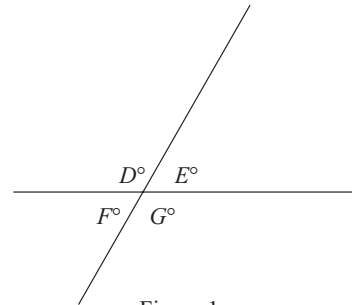


Figure 1

5. What are two different prime factors of 48 ?

- (A) 2 and 3
- (B) 3 and 4
- (C) 4 and 6
- (D) 4 and 12
- (E) 6 and 8

6. The difference between 12 and the product of 4 and 6 is

- (A) 12
- (B) 10
- (C) 2
- (D) 1
- (E) 0

7. The sum of the number of degrees in a straight line and the number of degrees in a triangle equals

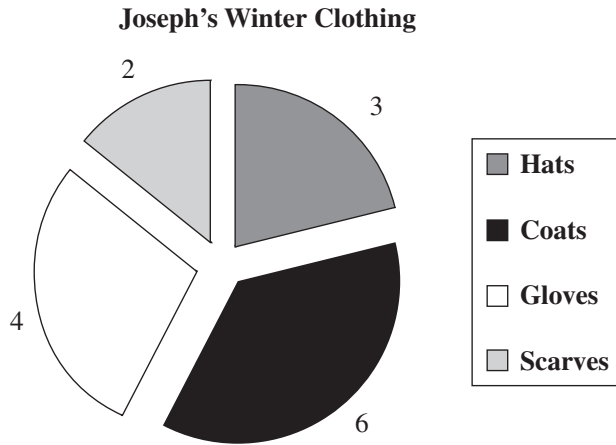
- (A) 720
- (B) 540
- (C) 360
- (D) 180
- (E) 90

GO ON TO THE NEXT PAGE.

Questions 8–10 refer to the following graph.

USE THIS SPACE FOR FIGURING.

4



8. The number of scarves Joseph owns plus the number of coats he owns equals
- (A) 5
(B) 7
(C) 8
(D) 9
(E) 10
9. Hats represent what percentage of the total number of garments accounted for in the graph?
- (A) 10%
(B) 20%
(C) 30%
(D) 50%
(E) 80%
10. Which types of garments represent one-third of the total number of garments accounted for in the graph?
- (A) Hats and coats
(B) Gloves and scarves
(C) Hats and scarves
(D) Gloves and coats
(E) Hats, gloves, and scarves

GO ON TO THE NEXT PAGE.

USE THIS SPACE FOR FIGURING.

4

11. George bought five slices of pizza for \$10. At this price, how many slices of pizza could he buy with \$32 ?

(A) 16
(B) 15
(C) 14
(D) 12
(E) 10

12. On a certain English test, the 10 students in Mrs. Bennett's class score an average of 85. On the same test, 15 students in Mrs. Grover's class score an average of 70. What is the combined average score for all the students in Mrs. Bennett's and Mrs. Grover's classes?

(A) 80
(B) 77.5
(C) 76
(D) 75
(E) 72

13. If Mary bought p pencils, Jane bought 5 times as many pencils as Mary, and Peggy bought 2 pencils fewer than Mary, then in terms of p , how many pencils did the three girls buy all together?

(A) $5p - 2$
(B) 7
(C) $7p - 2$
(D) $8p$
(E) $8p - 2$

14. $\frac{4}{1,000} + \frac{3}{10} + 3 =$

(A) 4,033
(B) 433
(C) 334
(D) 3.34
(E) 3.304

GO ON TO THE NEXT PAGE.

Questions 15 and 16 refer to the following definition.

USE THIS SPACE FOR FIGURING.

4

For all real numbers f , $\boxed{f} = -2f$.

15. $\boxed{0} =$

- (A) 4
- (B) 2
- (C) 0
- (D) -2
- (E) -4

16. $\boxed{2} \times \boxed{3} =$

- (A) $\boxed{24}$
- (B) $\boxed{2}$
- (C) $\boxed{3}$
- (D) $\boxed{-3}$
- (E) $\boxed{-12}$

17. $2\frac{1}{4}\% =$

- (A) 0.0025
- (B) 0.0225
- (C) 0.225
- (D) 2.025
- (E) 2.25

18. The area of triangle UVW is

- (A) $2h^2$
- (B) h^2
- (C) h
- (D) 3
- (E) 2

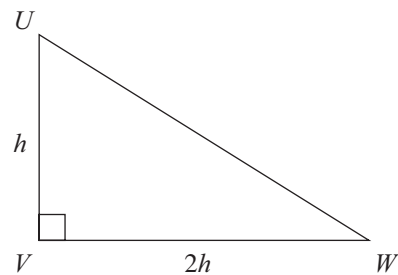


Figure 2

GO ON TO THE NEXT PAGE.

19. 9^4 is equal to which of the following?

- (A) $(3) \times (3) \times (3) \times (3)$
- (B) $(9) \times (3) \times (9) \times (3)$
- (C) $(9) \times (4)$
- (D) $(3) \times (3) \times (3) \times (3) \times (3) \times (3) \times (3) \times (3)$
- (E) $(9) \times (9) + (9) \times (9)$

USE THIS SPACE FOR FIGURING.

4

20. It costs h cents to make 12 handkerchiefs. At the same rate, how many cents will it cost to make 30 handkerchiefs?

- (A) $30h$
- (B) $\frac{5h}{2}$
- (C) $\frac{2h}{5}$
- (D) $\frac{2}{5h}$
- (E) $5h$

21. A girl collects rocks. If her collection consists of 12 pieces of halite, 16 pieces of sandstone, 8 pieces of mica, and 8 pieces of galaxite, then the average number of pieces of each type of rock in her collection is

- (A) 8
- (B) 11
- (C) 12
- (D) 16
- (E) 44

22. A recipe calls for 24 ounces of water for every two ounces of sugar. If 12 ounces of sugar are used, how many ounces of water should be added?

- (A) 6
- (B) 12
- (C) 24
- (D) 36
- (E) 144

GO ON TO THE NEXT PAGE.

23. The number of people now employed by a certain company is 240, which is 60% of the number employed five years ago. How many more employees did the company have five years ago than it has now?
- (A) 160
 (B) 360
 (C) 400
 (D) 720
 (E) 960

USE THIS SPACE FOR FIGURING.



$$\begin{array}{r} 1B5 \\ \times 15 \\ \hline 2,025 \end{array}$$

24. In the multiplication problem above, B represents which digit?
- (A) 1
 (B) 2
 (C) 3
 (D) 5
 (E) 7

25. If the area of each of the smaller squares that make up rectangle $ABCD$ is 4, what is the perimeter of rectangle $ABCD$?
- (A) 220
 (B) 64
 (C) 55
 (D) 32
 (E) 4

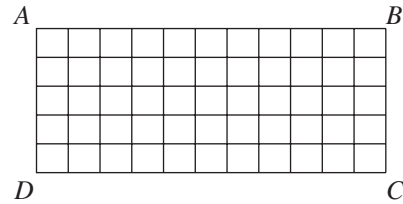


Figure 3

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