

PERT

STUDY GUIDE

**Postsecondary Education
Readiness Test Study Guide
and Practice Questions**

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Complete Test Preparation is committed to providing students with the best study materials and practice tests available on the market. Members of our team combine years of teaching experience, with experienced writers and editors, all with advanced degrees.

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Getting Started

CONGRATULATIONS! By deciding to take the Florida Post Secondary Readiness Test (PERT), you have taken the first step toward a great future! Of course, there is no point in taking this important examination unless you intend to do your best to earn the highest grade you possibly can. That means getting yourself organized and discovering the best approaches, methods and strategies to master the material. Yes, that will require real effort and dedication on your part but if you are willing to focus your energy and devote the study time necessary, before you know it you will be on your way to opening that letter of acceptance to the school of your dreams!

We know that taking on a new endeavour can be a little scary, and it is easy to feel unsure of where to begin. That's where we come in. This study guide is designed to help you improve your test-taking skills, show you a few tricks of the trade and increase both your competency and confidence.

The PERT Exam

The PERT exam is composed of three main sections, reading, mathematics, and writing. The reading section consists of reading comprehension, analysis of written passages and meaning in context. The mathematics section contains, arithmetic, algebra, geometry and polynomials and quadratic equations. The writing skills section contains questions on sentence structure and rewriting sentences. The writing section contains an essay question, as well as English grammar, spelling, punctuation and usage.

The PERT exam is computer based and adaptive. This means if you answer a questions correctly, the next ques-

tion will be more difficulty until you reach your level of difficulty. If you answer incorrectly and you are not already at the lowest level of difficulty, the next question will be easier. Each question is multiple-choice, and the exact number of questions varies from student to student depending on how skilled the student is in a particular area.

While we seek to make our guide as comprehensive as possible, note that like all exams, the PERT Exam might be adjusted at some future point. New material might be added, or content that is no longer relevant or applicable might be removed. It is always a good idea to give the materials you receive when you register a careful review.

How this study guide is organized

This study guide is divided into three sections. The first section, self-assessments, which will help you recognize your areas of strength and weaknesses. This will be a boon when it comes to managing your study time most efficiently; there is not much point of focusing on material you have already got firmly under control. Instead, taking the self-assessments will show you where that time could be much better spent. In this area you will begin with a few questions to quickly evaluate your understanding of material that is likely to appear on the PERT. If you do poorly in certain areas, simply work carefully through those sections in the tutorials and then try the self-assessment again.

The second section, Tutorials, offers information in each of the content areas, as well as strategies to help you master that material. The tutorials are not intended to be a complete course, but cover general principles. If you find that you do not understand the tutorials, it is recommended that you seek out additional instruction.

Third, we offer two sets of practice test questions, similar to those on the PERT Exam.

The PERT Study Plan

Now that you have made the decision to take the PERT, it is time to get started. Before you do another thing, you will need to figure out a plan of attack. The very best study tip is to start early! The longer the time period you devote to regular study practice, the more likely you will be to retain the material and be able to access it quickly. If you thought that 1x20 is the same as 2x10, guess what? It really is not, when it comes to study time. Reviewing material for just an hour per day over the course of 20 days is far better than studying for two hours a day for only 10 days. The more often you revisit a particular piece of information, the better you will know it. Not only will your grasp and understanding be better, but your ability to reach into your brain and quickly and efficiently pull out the tidbit you need, will be greatly enhanced as well.

The great Chinese scholar and philosopher Confucius believed that true knowledge could be defined as knowing both what you know and what you do not know. The first step in preparing for the PERT is to assess your strengths and weaknesses. You may already have an idea of what you know and what you do not know, but evaluating yourself using our Self- Assessment modules for each of the three areas, Math, Writing and Reading Comprehension, will clarify the details.

Making a Study Schedule

To make your study time most productive you will need to develop a study plan. The purpose of the plan is to organize all the bits of pieces of information in such a way that you will not feel overwhelmed. Rome was not built in a day, and learning everything you will need to know to pass the PERT is going to take time, too. Arranging the material you need to learn into manageable chunks is the best way to go. Each study session should make you feel as though you have suc-

ceeded in accomplishing your goal, and your goal is simply to learn what you planned to learn during that particular session. Try to organize the content in such a way that each study session builds on previous ones. That way, you will retain the information, be better able to access it, and review the previous bits and pieces at the same time.

Self-assessment

The Best Study Tip! The very best study tip is to start early! The longer you study regularly, the more you will retain and 'learn' the material. Studying for 1 hour per day for 20 days is far better than studying for 2 hours for 10 days.

What don't you know?

The first step is to assess your strengths and weaknesses. You may already have an idea of where your weaknesses are, or you can take our Self-assessment modules for each of the areas, Reading Comprehension, Arithmetic, Essay Writing, Algebra and College Level Math.

Exam Component	Rate 1 to 5
Reading Comprehension	
Making Inferences	
Main idea	
Arithmetic	
Decimals Percent and Fractions	
Problem solving (Word Problems)	
Basic Algebra	
Simple Geometry	
Problem Solving	

Essay and English	
Essay Writing	
Basic English Grammar and Usage	
Spelling	
Punctuation	
Capitalization	
Mathematics	
Linear Equations	
Quadratics	
Polynomials	
Coordinate Geometry	

Making a Study Schedule

The key to making a study plan is to divide the material you need to learn into manageable size and learn it, while at the same time reviewing the material that you already know.

Using the table above, any scores of three or below, you need to spend time learning, going over, and practicing this subject area. A score of four means you need to review the material, but you don't have to spend time re-learning. A score of five and you are OK with just an occasional review before the exam.

A score of zero or one means you really do need to work on this and you should allocate the most time and give it the highest priority. Some students prefer a 5-day plan and others a 10-day plan. It also depends on how much time you have until the exam.

Here is an example of a 5-day plan based on an example from the table above:

Main Idea: 1 Study 1 hour everyday – review on last day
Linear Equations: 3 Study 1 hour for 2 days then $\frac{1}{2}$ hour and then review
Algebra: 4 Review every second day

Grammar & Usage: 2 Study 1 hour on the first day – then $\frac{1}{2}$ hour everyday

Reading Comprehension: 5 Review for $\frac{1}{2}$ hour every other day

Geometry: 5 Review for $\frac{1}{2}$ hour every other day

Using this example, geometry and reading comprehension are good and only need occasional review. Algebra is good and needs 'some' review. Linear Equations need a bit of work, grammar and usage needs a lot of work and Main Idea is very weak and need most of time. Based on this, here is a sample study plan:

Day	Subject	Time
Monday		
Study	Main Idea	1 hour
Study	Grammar & Usage	1 hour
	$\frac{1}{2}$ hour break	
Study	Linear Equations	1 hour
Review	Algebra	$\frac{1}{2}$ hour
Tuesday		
Study	Main Idea	1 hour
Study	Grammar & Usage	$\frac{1}{2}$ hour
	$\frac{1}{2}$ hour break	
Study	Linear Equations	$\frac{1}{2}$ hour
Review	Algebra	$\frac{1}{2}$ hour
Review	Geometry	$\frac{1}{2}$ hour
Wednesday		
Study	Main Idea	1 hour
Study	Grammar & Usage	$\frac{1}{2}$ hour
	$\frac{1}{2}$ hour break	
Study	Linear Equations	$\frac{1}{2}$ hour
Review	Geometry	$\frac{1}{2}$ hour
Thursday		
Study	Main Idea	$\frac{1}{2}$ hour
Study	Grammar & Usage	$\frac{1}{2}$ hour
Review	Linear Equations	$\frac{1}{2}$ hour
	$\frac{1}{2}$ hour break	
Review	Geometry	$\frac{1}{2}$ hour

Review	Algebra	$\frac{1}{2}$ hour
Friday		
Review	Main Idea	$\frac{1}{2}$ hour
Review	Grammar & Usage	$\frac{1}{2}$ hour
Review	Linear Equations	$\frac{1}{2}$ hour
	$\frac{1}{2}$ hour break	
Review	Algebra	$\frac{1}{2}$ hour
Review	Grammar & Usage	$\frac{1}{2}$ hour

Using this example, adapt the study plan to your own schedule. This schedule assumes 2 $\frac{1}{2}$ - 3 hours available to study everyday for a 5 day period.

First, write out what you need to study and how much. Next figure out how many days you have before the test. Note, do NOT study on the last day before the test. On the last day before the test, you won't learn anything and will probably only confuse yourself.

Make a table with the days before the test and the number of hours you have available to study each day. We suggest working with 1 hour and $\frac{1}{2}$ hour time slots.

Start filling in the blanks, with the subjects you need to study the most getting the most time and the most regular time slots (i.e. everyday) and the subjects that you know getting the least time (e.g. $\frac{1}{2}$ hour every other day, or every 3rd day).

Tips for making a schedule

Once you make a schedule, stick with it! Make your study sessions reasonable. If you make a study schedule and don't stick with it, you set yourself up for failure. Instead, schedule study sessions that are a bit shorter and set yourself up for success! Make sure your study sessions are do-able. Studying is hard work but after you pass, you can party and take a break!

Schedule breaks. Breaks are just as important as study time. Work out a rotation of studying and breaks that works for you.

Build up study time. If you find it hard to sit still and study for 1 hour straight through, build up to it. Start with 20 minutes, and then take a break. Once you get used to 20-minute study sessions, increase the time to 30 minutes. Gradually work your way up to 1 hour.

40 minutes to 1 hour are optimal. Studying for longer than this is tiring and not productive. Studying for shorter isn't long enough to be productive.

Studying Math. Studying Math is different from studying other subjects because you use a different part of your brain. The best way to study math is to practice everyday. This will train your mind to think in a mathematical way. If you miss a day or days, the mathematical mind-set is gone and you have to start all over again to build it up.

Study and practice math everyday for at least 5 days before the exam.

Reading Comprehension

THIS SECTION CONTAINS A SELF-ASSESSMENT AND READING TUTORIAL. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the reading questions likely to be on the PERT, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete reading course, and it is assumed that students have some familiarity with reading comprehension questions. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

Tour of the PERT Reading Comprehension Content

Below is a more detailed list of the types of reading comprehension questions that generally appear on the PERT. Make sure you understand all of these points at a very minimum.

- Draw logical conclusions
- Identify the main idea
- Identify secondary ideas
- Identify the author's intent
- Summarizing
- Identify tone
- Distinguish between fact and opinion

The questions below are not the same as you will find on the PERT - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly the changes consist of substituting new questions for old, but the changes can be new question formats or styles, changes

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to the number of questions in each section, changes to the time limits for each section and combining sections. Below are general reading questions that cover the same areas as the PERT. While the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the reading section of the PERT.

Reading Comprehension Self-Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop your personalized study plan (above)
- Get accustomed to the PERT format
- Extra practice – the self-assessments are almost a full 3rd practice test!
- Provide a baseline score for preparing your study schedule.

Since this is a Self-assessment, and depending on how confident you are with Reading Comprehension, timing is optional. A general rule is one minute per question, so allow 25 minutes to complete this self-assessment. Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

80% - 100%	Excellent – you have mastered the content
60 – 79%	Good. You have a working knowledge. Even though you can just pass this section, you may want to review the tutorials and do some extra practice to see if you can improve your mark.
40% - 59%	Below Average. You do not understand the reading comprehension problems. Review the tutorials , and retake this quiz again in a few days, before proceeding to the practice test questions.
Less than 40%	<p>Poor. You have a very limited understanding of the reading comprehension problems.</p> <p>Please review the tutorials , and retake this quiz again in a few days, before proceeding to the practice test questions.</p>

Reading Self-Assessment Answer Sheet

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Directions: The following questions are based on several reading passages. A series of questions follow each passage. Read each passage carefully, and then answer the questions based on it. You may reread the passage as often as you wish. When you have finished answering the questions based on one passage, go right onto the next passage. Choose the best answer based on the information given and implied.

Questions 1 – 4 refer to the following passage.

Passage 1 - Who Was Anne Frank?

You may have heard mention of the word Holocaust in your History or English classes. The Holocaust took place from 1939-1945. It was an attempt by the Nazi party to purify the human race, by eliminating Jews, Gypsies, Catholics, homosexuals and others they deemed inferior to their “perfect” Aryan race. The Nazis used Concentration Camps, which were sometimes used as Death Camps, to exterminate the people they held in the camps. The saddest fact about the Holocaust was the over one million children under the age of sixteen died in a Nazi concentration camp. Just a few weeks before World War II was over, Anne Frank was one of those children to die.

Before the Nazi party began its persecution of the Jews, Anne Frank had a happy life. She was born in June of 1929. In June of 1942, for her 13th birthday, she was given a simple present which would go on to impact the lives of millions of people around the world. That gift was a small red diary that she called Kitty. This diary was to become Anne’s most treasured possession when she and her family hid from the Nazis in a secret annex above her father’s office building in Amsterdam.

For 25 months, Anne, her sister Margot, her parents, another family, and an elderly Jewish dentist hid from the Nazis in this tiny annex. They were never permitted to go outside and their food and supplies were brought to them by Miep Gies

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and her husband, who did not believe in the Nazi persecution of the Jews. It was a very difficult life for young Anne and she used Kitty as an outlet to describe her life in hiding.

After 2 years, Anne and her family were betrayed and arrested by the Nazis. To this day, nobody is exactly sure who betrayed the Frank family and the other annex residents. Anne, her mother, and her sister were separated from Otto Frank, Anne's father. Then, Anne and Margot were separated from their mother. In March of 1945, Margot Frank died of starvation in a Concentration Camp. A few days later, at the age of 15, Anne Frank died of typhus. Of all the people who hid in the Annex, only Otto Frank survived the Holocaust.

Otto Frank returned to the Annex after World War II. It was there that he found Kitty, filled with Anne's thoughts and feelings about being a persecuted Jewish girl. Otto Frank had Anne's diary published in 1947 and it has remained continuously in print ever since. Today, the diary has been published in over 55 languages and more than 24 million copies have been sold around the world. The Diary of Anne Frank tells the story of a brave young woman who tried to see the good in all people.

1. From the context clues in the passage, what does annex mean?

- a. Attic
- b. Bedroom
- c. Basement
- d. Kitchen

2. Why do you think Anne's diary has been published in 55 languages?

- a. So everyone could understand it.
- b. So people around the world could learn more about the horrors of the Holocaust.
- c. Because Anne was Jewish but hid in Amsterdam and died in Germany.
- d. Because Otto Frank spoke many languages.

3. From the description of Anne and Margot's deaths in the passage, what can we assume typhus is?

- a. The same as starving to death.
- b. An infection the Germans gave to Anne.
- c. A disease Anne caught in the concentration camp.
- d. Poison gas used by the Germans to kill Anne.

4. In the third paragraph, what does outlet mean?

- a. A place to plug things into the wall
- b. A store where Miep bought cheap supplies for the Frank family
- c. A hiding space similar to an Annex
- d. A place where Anne could express her private thoughts.

Answer Key

1. A

We know that an annex is like an attic because the text states the annex was above Otto Frank's building.

Choice B is incorrect because an office building doesn't have bedrooms. Choice C is incorrect because a basement would be below the office building. Choice D is incorrect because there would not be a kitchen in an office building.

2. B

The diary has been published in 55 languages so people all over the world can learn about Anne. That is why the passage says it has been continuously in print.

Choice A is incorrect because it is too vague. Choice C is incorrect because it was published after Anne died and she did not write in all three languages. Choice D is incorrect because the passage does not give us any information about what languages Otto Frank spoke.

3. C

Use the process of elimination to figure this out.

Choice A cannot be the correct answer because otherwise the passage would have simply said that Anne and Margot both died of starvation. Choices B and D cannot be correct because if the Germans had done something specifically to murder Anne, the passage would have stated that directly. By the process of elimination, choice C has to be the correct answer.

4. D

We can figure this out using context clues. The paragraph is talking about Anne's diary and so, outlet in this instance is a place where Anne can pour her feelings.

Choice A is incorrect answer. That is the literal meaning of the word outlet and the passage is using the figurative meaning. Choice B is incorrect because that is the secondary literal meaning of the word outlet, as in an outlet mall. Again, we are looking for figurative meaning. Choice C is incorrect because there are no clues in the text to support that answer.

Help with Reading Comprehension

At first sight, reading comprehension tests look challenging especially if you are given long essays to answer only two to three questions. While reading, you might notice your attention wandering, or you may feel sleepy. Do not be discouraged because there are various tactics and long range strategies that make comprehending even long, boring essays easier.

Your friends before your foes. It is always best to tackle essays or passages with familiar subjects rather than those with unfamiliar ones. This approach applies the same logic as tackling easy questions before hard ones. Skip passages that do not interest you and leave them for later when there is more time left.

Don't use 'special' reading techniques. This is not the time for speed-reading or anything like that – just plain ordinary reading – not too slow and not too fast.

Read through the entire passage and the questions before you do anything. Many students try reading the questions first and then looking for answers in the passage thinking this approach is more efficient. What these students do not realize is that it is often hard to navigate in unfamiliar roads. If you do not familiarize yourself with the passage first, looking for answers become not only time-consuming but also dangerous because you might miss the

context of the answer you are looking for. If you read the questions first you will only confuse yourself and lose valuable time.

Familiarize yourself with reading comprehension questions. If you are familiar with the common types of reading questions, you are able to take note of important parts of the passage, saving time. There are six major kinds of reading questions.

- **Main Idea**- Questions that ask for the central thought or significance of the passage.
- **Specific Details** - Questions that asks for explicitly stated ideas.
- **Drawing Inferences** - Questions that ask for a statement's intended meaning.
- **Tone or Attitude** - Questions that test your ability to sense the emotional state of the author.
- **Context Meaning** – Questions that ask for the meaning of a word depending on the context.
- **Technique** – Questions that ask for the method of organization or the writing style of the author.

Read. Read. Read. The best preparation for reading comprehension tests is always to read, read and read. If you are not used to reading lengthy passages, you will probably lose concentration. Increase your attention span by making a habit out of reading.

Reading Comprehension tests become less daunting when you have trained yourself to read and understand fast. Always remember that it is easier to understand passages you are interested in. Do not read through passages hastily. Make mental notes of ideas that you think might be asked.

Reading Strategy

When facing the reading comprehension section of a standardized test, you need a strategy to be successful. You want to keep several steps in mind:

- **First, make a note of the time and the number of sections.** Time your work accordingly. Typically, four to five minutes per section is sufficient. Second, read the directions for each selection thoroughly before beginning (and listen well to any additional verbal instructions, as they will often clarify obscure or confusing written guidelines). You must know exactly how to do what you're about to do!
- **Now you're ready to begin reading the selection.** Read the passage carefully, noting significant characters or events on a scratch sheet of paper or underlining on the test sheet. Many students find making a basic list in the margins helpful. Quickly jot down or underline one-word summaries of characters, notable happenings, numbers, or key ideas. This will help you better retain information and focus wandering thoughts. Remember, however, that your main goal in doing this is to find the information that answers the questions. Even if you find the passage interesting, remember your goal and work fast but stay on track.
- **Now read the question and all of the choices.** Now you have read the passage, have a general idea of the main ideas, and have marked the important points. Read the question and all of the choices. Never choose an answer without reading them all! Questions are often designed to confuse – stay focussed and clear. Usually the answer choices will focus on one or two facts or inferences from the passage. Keep these clear in your mind.
- **Search for the answer.** With a very general idea of what the different choices are, go back to the passage and scan for the relevant information. Watch for big

Practice Test Questions Set 1

The questions below are not the same as you will find on the PERT - that would be too easy! And nobody knows what the questions will be and they change all the time. Below are general questions that cover the same subject areas as the PERT. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the PERT.

For the best results, take these practice test questions as if it were the real exam. Set aside time when you will not be disturbed, and a location that is quiet and free of distractions. Read the instructions carefully, read each question carefully, and answer to the best of your ability. Use the bubble answer sheets provided. When you have completed the practice questions, check your answer against the Answer Key and read the explanation provided.

Do not attempt more than one set of practice test questions in one day. After completing the first practice test, wait two or three days before attempting the second set of questions.

Reading Answer Sheet

	A	B	C	D	E		A	B	C	D	E	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	E
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Mathematics Answer Sheet

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Writing Skills Answer Sheet

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Reading and Language Arts

Directions: The following questions are based on several reading passages. A series of questions follow each passage. Read each passage carefully, and then answer the questions based on it. You may reread the passage as often as you wish. When you have finished answering the questions based on one passage, go right onto the next passage. Choose the best answer based on the information given and implied.

Questions 1 – 4 refer to the following passage.

Passage 1 - The Life of Helen Keller

Many people have heard of Helen Keller. She is famous because she was unable to see or hear, but learned to speak and read and went on to attend college and earn a degree. Her life is a very interesting story, one that she developed into an autobiography, which was then adapted into both a stage play and a movie. How did Helen Keller overcome her disabilities to become a famous woman? Read on to find out. Helen Keller was not born blind and deaf. When she was a small baby, she had a very high fever for several days. As a result of her sudden illness, baby Helen lost her eyesight and her hearing. Because she was so young when she went deaf and blind, Helen Keller never had any recollection of being able to see or hear. Since she could not hear, she could not learn to talk. Since she could not see, it was difficult for her to move around. For the first six years of her life, her world was very still and dark.

Imagine what Helen's childhood was like. She could not hear her mother's voice. She could not see the beauty of her parent's farm. She could not recognize who was giving her a hug, or a bath or even where her bedroom was each night. More sad, she could not communicate with her parents in any way. She could not express her feelings or tell them the things she wanted. It must have been a very sad childhood.

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When Helen was six years old, her parents hired her a teacher named Anne Sullivan. Anne was a young woman who was almost blind. However, she could hear and she could read Braille, so she was a perfect teacher for young Helen. At first, Anne had a very hard time teaching Helen anything. She described her first impression of Helen as a “wild thing, not a child.” Helen did not like Anne at first either. She bit and hit Anne when Anne tried to teach her. However, the two of them eventually came to have a great deal of love and respect.

Anne taught Helen to hear by putting her hands on people’s throats. She could feel the sounds that people made. In time, Helen learned to feel what people said. Next, Anne taught Helen to read Braille, which is a way that books are written for the blind. Finally, Anne taught Helen to talk. Although Helen did learn to talk, it was hard for anyone but Anne to understand her.

As Helen grew older, more and more people were amazed by her story. She went to college and wrote books about her life. She gave talks to the public, with Anne at her side, translating her words. Today, both Anne Sullivan and Helen Keller are famous women who are respected for their lives’ work.

1. Helen Keller could not see and hear and so, what was her biggest problem in childhood?

- a. Inability to communicate
- b. Inability to walk
- c. Inability to play
- d. Inability to eat

2. Helen learned to hear by feeling the vibrations people made when they spoke. What were these vibrations were felt through?

- a. Mouth
- b. Throat
- c. Ears

d. Lips

3. From the passage, we can infer that Anne Sullivan was a patient teacher. We can infer this because

- a. Helen hit and bit her and Anne still remained her teacher.
- b. Anne taught Helen to read only.
- c. Anne was hard of hearing too.
- d. Anne wanted to be a teacher.

4. Helen Keller learned to speak but Anne translated her words when she spoke in public. The reason Helen needed a translator was because

- a. Helen spoke another language.
- b. Helen's words were hard for people to understand.
- c. Helen spoke very quietly.
- d. Helen did not speak but only used sign language.

Answer Key

Section 1 – Reading

1. B

The correct answer because that fact is stated directly in the passage. The passage explains that Anne taught Helen to hear by allowing her to feel the vibrations in her throat.

2. A

We can infer that Anne is a patient teacher because she did not leave or lose her temper when Helen bit or hit her; she just kept trying to teach Helen. Choice B is incorrect because Anne taught Helen to read and talk. Choice C is incorrect because Anne could hear. She was partially blind, not deaf. Choice D is incorrect because it does not have to do with patience.

3. B

The passage states that it was hard for anyone but Anne to understand Helen when she spoke. Choice A is incorrect because the passage does not mention Helen spoke a foreign language. Choice C is incorrect because there is no mention of how quiet or loud Helen's voice was. Choice D is incorrect because we know from reading the passage that Helen did learn to speak.

4. D

This question tests the reader's summarization skills. The other choices A, B, and C focus on portions of the second paragraph that are too narrow and do not relate to the specific portion of text in question. The complexity of the sentence may mislead students into selecting one of these answers, but rearranging or restating the sentence will lead the reader to the correct answer. In addition, choice A makes an assumption that may or may not be true about the intentions of the company, choice B focuses on one product rather than the idea of the products, and choice C makes an assumption about women that may or may not be true and is not supported by the text.

Practice Test Questions Set 2

The questions below are not the same as you will find on the PERT - that would be too easy! And nobody knows what the questions will be and they change all the time. Below are general questions that cover the same subject areas as the PERT. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the PERT.

For the best results, take these practice test questions as if it were the real exam. Set aside time when you will not be disturbed, and a location that is quiet and free of distractions. Read the instructions carefully, read each question carefully, and answer to the best of your ability. Use the bubble answer sheets provided. When you have completed the Practice Questions, check your answer against the Answer Key and read the explanation provided.

Do not attempt more than one set of practice test questions in one day. After completing the first practice test, wait two or three days before attempting the second set of questions.

Reading Answer Sheet

	A	B	C	D	E		A	B	C	D	E
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Mathematics Answer Sheet

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10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
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16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
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19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						

Writing Skills Answer Sheet

	A	B	C	D	E		A	B	C	D	E
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						

Part 1 – Reading and Language Arts

Questions 1 - 4 refer to the following passage.

Passage 1 - The Crusades

In 1095 Pope Urban II proclaimed the First Crusade with the intent and stated goal to restore Christian access to holy places in and around Jerusalem. Over the next 200 years there were 6 major crusades and numerous minor crusades in the fight for control of the “Holy Land.” Historians are divided on the real purpose of the Crusades, some believing that it was part of a purely defensive war against Islamic conquest; some see them as part of a long-running conflict at the frontiers of Europe; and others see them as confident, aggressive, papal-led expansion attempts by Western Christendom. The impact of the crusades was profound, and judgment of the Crusaders ranges from laudatory to highly critical. However, all agree that the Crusades and wars waged during those crusades were brutal and often bloody. Several hundred thousand Roman Catholic Christians joined the Crusades, they were Christians from all over Europe.

Europe at the time was under the Feudal System, so while the Crusaders made vows to the Church they also were beholden to their Feudal Lords. This led to the Crusaders not only fighting the Saracen, the commonly used word for Muslim at the time, but also each other for power and economic gain in the Holy Land. This infighting between the Crusaders is why many historians hold the view that the Crusades were simply a front for Europe to invade the Holy Land for economic gain in the name of the Church. Another factor contributing to this theory is that while the army of crusaders marched towards Jerusalem they pillaged the land as they went. The church and feudal Lords vowing to return the land to its original beauty, and inhabitants, this rarely happened though as the Lords often kept the land for themselves. A full 800 years after the Crusades, Pope John Paul II expressed his sorrow for the massacre of innocent people and the lasting damage the Medieval church caused in that area of the World.

1. What is the tone of this article?

- a. Subjective
- b. Objective
- c. Persuasive
- d. None of the Above

2. What can all historians agree on concerning the Crusades?

- a. It achieved great things
- b. It stabilized the Holy Land
- c. It was bloody and brutal
- d. It helped defend Europe from the Byzantine Empire

3. What impact did the feudal system have on the Crusades?

- a. It unified the Crusaders
- b. It helped gather volunteers
- c. It had no effect on the Crusades
- d. It led to infighting, causing more damage than good

4. What does Saracen mean?

- a. Muslim
- b. Christian
- c. Knight
- d. Holy Land

Answer Key

Reading Comprehension

1. A

Choice B is incorrect; the author did not express their opinion on the subject matter. Choice C is incorrect, the author was not trying to prove a point, nor is the author trying to persuade.

2. C

Choice C is correct; historians believe it was brutal and bloody. Choice A is incorrect; there is no consensus that the Crusades achieved great things. Choice B is incorrect; it did not stabilize the Holy Lands. Choice D is incorrect, some historians do believe this was the purpose but not all historians.

3. D

The feudal system led to infighting. Choice A is incorrect, it had the opposite effect. Choice B is incorrect, though this is a good answer, it is not the best answer. The Church asked for volunteers not the Feudal Lords. Choice C is incorrect, it did have an effect on the Crusades.

4. A

Saracen was a generic term for Muslims widely used in Europe during the later medieval era.

Conclusion

CONGRATULATIONS! You have made it this far because you have applied yourself diligently to practicing for the exam and no doubt improved your potential score considerably! Getting into a good school is a huge step in a journey that might be challenging at times but will be many times more rewarding and fulfilling. That is why being prepared is so important.

Good Luck!

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