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Test of Essential Academic Skills
Study Guide and Practice Tests

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ISBN-10: 1927358779

Published by
Complete Test Preparation Inc.
Victoria BC Canada

Visit us on the web at http://www.test-preparation.ca
Printed in the USA

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Contents

Getting Started
How this study guide is organized 9
The TEAS® Study Plan 9
Making a Study Schedule 11

Reading
Reading Self-Assessment 16
Answer Key 22
Help with Reading Comprehension 23

Mathematics
Math Self-assessment 29
Answer Key 32
Metric Conversion – A Quick Tutorial 35
Fraction Tips, Tricks and Shortcuts 37
Decimal Tips, Tricks and Shortcuts 40
Percent Tips, Tricks and Shortcuts 40
How to Answer Basic Math Multiple Choice 42
How to Solve Word Problems 45
Types of Word Problems 47
Roman Numerals 55

English and Language Usage
English and Language Usage Self-Assessment 57
Answer Key 63
English Grammar and Punctuation Tutorials 65
Capitalization 65
Colons and Semicolons 66
Commas 67
How to Answer English Grammar Multiple Choice - Verb Tense 69
Common English Usage Mistakes - A Quick Review 83
Subject Verb Agreement 89
Help with Building your Vocabulary 94

Science
Science Self-Assessment 100
Answer Key 107
Science Tutorials 111
Scientific Method 111
Biology 113
Cell Biology 114
Chromosomes, genes, proteins, RNA and DNA 117
Mitosis and Meiosis 118
Phenotypes and Genotypes 121
Heredity: Genes and Mutation 122
Classification 125

Ecology 128
Chemistry 132
Basic Concepts in Chemistry 133
Basic Physics 144
Energy: Work and Power 147
Defining Force and Newton’s Three Laws 149
Force: Friction 150
Fundamental Forces: Electromagnetism 152
Fundamental Forces: Gravity 153
Fundamental Forces: Strong and Weak Nuclear Forces 155
States of Matter 157
Evaporation, Vaporization and Condensation 159
Oxidation and Reduction 160

Human Body Science (Anatomy and Physiology) Tutorials
The Circulatory System 162
The Endocrine System 171
The Integumentary System 176
The Reproductive System 182
The Respiratory System 188
The Skeletal System 192
The Nervous System 198
The Urinary System 203
The Immune System 208

Practice Test Questions Set 1
Quick Reference Answer Key 251
Answer Key with Explanations 253

Practice Test Questions Set 2
Quick Reference Answer Key 302
Answer Key with Explanations 304

Conclusion
Register for Free Updates and More Practice Test Questions

TEAS Test Strategy! Special Offer

Full Version
https://www.test-preparation.ca/teas_studyguide/
Getting Started

Congratulations! By deciding to take the Test of Essential Academic Skills (TEAS® V) Exam, 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 very best to earn the highest grade that 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 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 Test of Essential Academic Skills Exam

Content areas for the TEAS® V are: Reading, Math, Science and English.

Reading
Paragraph Comprehension
Passage Comprehension

Mathematics
Numbers and Operations
Algebraic Applications
Data Interpretation
Measurement
Metric Conversion

Science
Human Body Science
Life Science
Earth and Physical Science
Scientific Reasoning

English and Language Usage
English Grammar and Usage
Word meaning in Context
Spelling and Punctuation
Sentence Structure

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 managing your study time most efficiently; there is not much point of focusing on material you already have 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 evaluate quickly your understanding of material that is likely to appear on the TEAS®. If you do poorly in certain areas, simply work carefully through the tutorials and then try the self-assessment again.

The second section, Tutorials, offers information in each of the content areas, as well as tactics 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. Note most Universities recommend students take introductory courses in Math, English and Science before taking the TEAS®.

Third, we offer two sets of practice test questions, similar to those on the TEAS® V Exam. Again, we cover all modules, so make sure to check with your school!

The TEAS® Study Plan

Now that you have made the decision to take the TEAS, it’s 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 retain the material and be able to reach 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 ef-

ciently 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 what you know and what you do not know. The first step
in preparing for the TEAS® Exam 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, english,
science and reading, will clarify the details.

Making a Study Schedule

To make your study time the 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 every-
thing you will need to know to pass the TEAS® Exam is going to take time, too. Arrang-
ing 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 accomplished 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 reach it, and review
the previous bits and pieces at the same time.

Self-assessment

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, math, English, science and reading.

Below is a table to assess your exam readiness in each content area. You can fill this in
now, and correct if necessary after completing the self-assessments, or fill it in after you
have taken the self-assessments.

<table>
<thead>
<tr>
<th>Exam Component</th>
<th>Rate from 1 to 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Paragraph Comprehension</td>
<td></td>
</tr>
<tr>
<td>Passage Comprehension</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Word Meaning (Vocabulary - Meaning in Context)</td>
<td></td>
</tr>
<tr>
<td>Spelling &amp; Punctuation</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Basic Math</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
</tr>
<tr>
<td>Data Interpretation</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Human Body Science (Anatomy and Physiology)</td>
<td></td>
</tr>
<tr>
<td>Life Science (Biology, Ecology etc.)</td>
<td></td>
</tr>
<tr>
<td>Earth and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

Making a Study Schedule

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

Using the table above, any scores of 3 or below, you need to spend time learning, going
over, and practicing this subject area. A score of 4 means you need to review the mate-
rial, but you don’t have to spend time re-learning. A score of 5 and you are OK with
just an occasional review before the exam.
A score of 0 or 1 means you really need to work on this area and should allocate the most time and the highest priority. Some students prefer a 5-day plan and others a 10-day plan. It also depends on how much time until the exam.

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

**Basic Math:** Study 1 hour everyday – review on last day
**Life Science:** Study 1 hour for 2 days then ½ hour a day, then review
**Vocabulary:** Study 1 hour on the first day then ½ hour everyday
**Reading:** Review for ½ hour every other day
**Algebra:** Review for ½ hour every other day
**Human Body Science:** Study 1 hour everyday – review a few times.

Using this example, here is a sample study plan which you can adapt to your own situation:

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Basic Math</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Life Sciences</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Review Human Body Sciences</td>
<td>½ hour</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Basic Math</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Data Interpretation</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>½ hour</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Basic Math</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Life Sciences</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Review Human Body Sciences</td>
<td>½ hour</td>
</tr>
<tr>
<td>Thursday</td>
<td>Basic Math</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Life Sciences</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Review Grammar</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Review Vocabulary</td>
<td>½ hour</td>
</tr>
<tr>
<td>Friday</td>
<td>Review</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>½ hour</td>
</tr>
<tr>
<td></td>
<td>Review Grammar</td>
<td>½ hour</td>
</tr>
</tbody>
</table>

This section contains a self-assessment and reading tutorial. The tutorial is designed to familiarize general principles and the self-assessment contains general questions similar to the reading questions likely to be on the TEAS® exam, but are not intended to be identical to the exam questions. Many Universities recommend students take introductory courses before taking the TEAS® Exam. The tutorials are not designed to be a complete reading course, and it is assumed 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 TEAS Reading Content

The TEAS® reading section has 42 questions and counts for 28% of your mark. Below is a more detailed list of the types of reading questions that generally appear on the TEAS®:

- Draw logical conclusions
- Identify the author’s intent, i.e. to persuade, inform, entertain, etc.
- Make predictions
- Analyze and evaluate the use of text structure to solve problems or identify sequences
- Read meters and gauges
- Identify passage types (narrative, expository, technical, persuasive, etc.)
- Follow directions
- Give the definition of a word from context
- Find specific information from different types of communication (memo, posted notice etc.)
- Find information from a table of contents or index
- Find information from a graphic (chart or similar, graphic representation)
- Identify and use scale, legends on a sample map

The questions below are not the same as you will find on the TEAS® - 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 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 TEAS®. 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 TEAS®.

**Reading Self-Assessment**

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop a personalized study plan (above)
- Get accustomed to the TEAS® 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. The TEAS® has 42 reading questions. The reading section is 28% of the total score. The self-assessment has 15 questions, so allow about 15 minutes to complete this assessment.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% - 100%</td>
<td>Excellent – you have mastered the content!</td>
</tr>
<tr>
<td>60 – 79%</td>
<td>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.</td>
</tr>
<tr>
<td>40% - 59%</td>
<td>Below Average. You do not understand reading comprehension problems. Review the tutorials, and retake this quiz again in a few days, before proceeding to the rest of the study guide.</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Poor. You have a very limited understanding of reading comprehension problems. Please review the Tutorials, and retake this quiz again in a few days, before proceeding to the rest of the study guide.</td>
</tr>
</tbody>
</table>

**Reading Comprehension Answer Sheet**

1. [A B C D]
2. [A B C D]
3. [A B C D]
4. [A B C D]
5. [A B C D]
6. [A B C D]
7. [A B C D]
8. [A B C D]
9. [A B C D]
10. [A B C D]
Questions 1 – 4 refer to the following passage.

Passage 1 - The Immune System

An immune system is a system of biological structures and processes that protects against disease by identifying and killing pathogens and other threats. The immune system can detect a wide variety of agents, from viruses to parasitic worms, and distinguish them from the organism’s own healthy cells and tissues. Detection is complicated as pathogens evolve rapidly to avoid the immune system defences, and successfully infect their hosts.

The human immune system consists of many types of proteins, cells, organs, and tissues, which interact in an elaborate and dynamic network. As part of this more complex immune response, the human immune system adapts over time to recognize specific pathogens more efficiently. This adaptation process is called “adaptive immunity” or “acquired immunity” and creates immunological memory. Immunological memory created from a primary response to a specific pathogen, provides an enhanced response to future encounters with that same pathogen. Acquired immunity is the basis of vaccination.

1. What can we infer from the first paragraph in this passage?
   a. When a person’s body fights off the flu, this is the immune system in action
   b. When a person’s immune system functions correctly, they avoid all sicknesses and injuries
   c. When a person’s immune system is weak, a person will likely get a terminal disease
   d. When a person’s body fights off a cold, this is the circulatory system in action

2. The immune system’s primary function is to:
   a. Strengthen the bones
   b. Protect against disease
   c. Improve respiration
   d. Improve circulation

3. Based on the passage, what can we say about evolution’s role in the immune system?
   a. Evolution of the immune system is an important factor in the immune system’s efficiency
   b. Evolution causes a person to die, thus killing the pathogen
   c. Evolution plays no known role in immunity
   d. The least evolved earth species have better immunity

4. Which sentence below, taken from the passage, tell us the main idea of the passage?
   a. The human immune system consists of many types of proteins, cells, organs, and tissues, which interact in an elaborate and dynamic network.
   b. An immune system is a system of biological structures and processes that protects against disease by identifying and killing pathogens and other threats.
   c. The immune system can detect a wide variety of agents, from viruses to parasitic worms, and distinguish them from the organism’s own healthy cells and tissues.
   d. None of these express the main idea.

5. Consider the gauge above. What is the temperature?
   a. 260 C
   b. 230 C
   c. 220 C
   d. 250 C

Questions 6 – 9 refer to the following passage.

Passage 2 - White Blood Cells

White blood cells (WBCs), or leukocytes (also spelled “leucocytes”), are cells of the immune system that defend the body against both infectious diseases and foreign material. Five different and diverse types of leukocytes exist, but they are all produced and derived from a powerful cell in the bone marrow known as a hematopoietic stem cell. Leukocytes are found throughout the body, including the blood and lymphatic system.
Reading Self-Assessment Answer Key

1. A
The passage does not mention the flu specifically, however we know the flu is a pathogen (A bacterium, virus, or other microorganism that can cause disease). Therefore, we can infer, when a person’s body fights off the flu, this is the immune system in action.

2. B
The immune system’s primary function is to protect against disease.

3. A
The passage refers to evolution of the immune system being important for efficiency. In paragraph three, there is a discussion of adaptive and acquired immunity, where the immune system “remembers” pathogens. We can conclude, evolution of the immune system is an important factor in the immune system’s efficiency.

4. B
The sentence these expresses the main idea of the passage is, “An immune system is a system of biological structures and processes that protects against disease by identifying and killing pathogens and other threats.”

5.

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.

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.
This section contains a self-assessment and math tutorials. The tutorials are designed to familiarize students with general principles and the self-assessment contains general questions similar to the mathematics questions likely to be on the TEAS® exam, but are not intended to be identical to the exam questions. Many Universities recommend students take an introductory mathematics course before taking the TEAS® Exam. The tutorials are not designed to be a complete mathematics course, and it is presumed students have some familiarity with mathematics. 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 TEAS Mathematics Content

The TEAS Mathematics section has 30 questions and counts for 20% of your score. Below is a detailed list of the mathematics topics likely to appear on the TEAS. Make sure that you understand these topics at the very minimum.

- Convert decimals, percent, roman numerals and fractions
- Solve word problems
- Calculate percent and ratio
- Operations using fractions, percent and fractions
- Determine quantities and/or total cost from information given
- Analyze and interpret tables, graphs and charts
- Convert and estimate metric measurements
- Understand and solve simple algebra problems

The questions in the self-assessment are not the same as you will find on the TEAS® - 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 also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. 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 Math section of the TEAS®.

Mathematics Self-Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop a personalized study plan (above)
- Get accustomed to the TEAS® 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 Math, timing yourself is optional. The TEAS® has 30 questions, to be answered in 40 minutes. This self-assessment has 30 questions, so allow 30 minutes to complete.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tr>
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<tr>
<td>60 – 79%</td>
<td>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.</td>
</tr>
<tr>
<td>40% - 59%</td>
<td>Below Average. You do not understand the mathematics content. Review the tutorials, and retake this quiz again in a few days, before proceeding to the Practice Test Questions.</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Poor. You have a very limited understanding of the mathematics content. Please review the Tutorials, and retake this quiz again in a few days, before proceeding to the Practice Test Questions.</td>
</tr>
</tbody>
</table>

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Math Self-Assessment Answer Sheet

1. Translate the following into an equation: six times a number plus five.
   a. $6X + 5$
   b. $(6 \times 5)$
   c. $5X + 6$
   d. $(6 \times 5) + 5$

2. Brad has agreed to buy everyone a Coke. Each drink costs $1.89, and there are 5 friends. Estimate Brad's cost.
   a. $7$
   b. $8$
   c. $10$
   d. $12$

3. Consider the graph above. What is the third best-selling product?
   a. Radar Detectors
   b. Flat Screen
   c. Blu Ray
   d. Auto CD Players

4. Which two products are the closest in the number of sales?
   a. Blu Ray and Flat Screen TV
   b. Flat Screen TV and Radar Detectors
   c. Radar Detectors and Auto CD Players
   d. DVD players and Blu Ray

5. Sarah weighs 25 pounds more than Tony. If together they weigh 205 pounds, how much does Sarah weigh in kilograms? Assume 1 pound ≈ 0.4536 kilograms.
   a. 41
   b. 48
   c. 50
   d. 52

6. A building is 15 m long and 20 m wide and 10 m high. What is the volume of the building?
   a. $45 \text{ m}^3$
   b. $3,000 \text{ m}^3$
   c. $1500 \text{ m}^3$
   d. $300 \text{ m}^3$

7. 15 is what percent of 200?
   a. 7.5%
   b. 15%
   c. 20%
   d. 17.50%

8. A boy has 5 red balls, 3 white balls and 2 yellow balls. What percent of the balls are yellow?
   a. 2%
   b. 8%
   c. 20%
   d. 12%

9. Add 10% of 300 to 50% of 20
   a. 50
   b. 40
   c. 60
   d. 45
Math Self-assessment Answer Key

1. B
Six times a number plus five is the same as saying six times (a number plus five).
Or, $6 \times (\text{a number plus five})$. Let $X$ be the number so, $6(X+5)$.

2. C
If there are 5 friends and each drink costs $1.89, we can round up to $2 per drink and estimate the total cost at, $5 \times \$2 = \$10$. The actual cost is $5 \times \$1.89 = \$9.45$.

3. B
Flat Screen TV are the third best-selling product.

4. B
The two products that are closest in the number of sales, are Flat Screen TVs and Radar Detectors.

5. D
Let us denote Sarah's weight by "x." Then, since she weighs 25 pounds more than Tony, Tony will be $x - 25$. They together weigh 205 pounds which means that the sum of the two representations will be equal to 205:
Sarah : $x$
Tony : $x - 25$
$x + (x - 25) = 205 \ldots$ by arranging this equation we have:
$x + x - 25 = 205$
$2x - 25 = 205 \ldots$ we add 25 to each side in order to have $x$ term alone:
$2x - 25 + 25 = 205 + 25$
$2x = 230$
$x = 230/2$
$x = 115 \text{ pounds} \rightarrow$ Sarah weighs 115 pounds. Since 1 pound is 0.4535 kilograms, we need to multiply 115 by 0.4535 in order to have her weight in kilograms:
$x = 115 \times 0.4535 = 52.1525 \text{ kilograms} \rightarrow$ this is equal to 52 when rounded to the nearest whole number.

6. B
Formula for volume of a shape is $L \times W \times H = 15 \times 20 \times 10 = 3,000 \text{ m}^3$

7. A
$\frac{15}{200} = \frac{X}{100}$
$200X = (15 \times 100)$
$1500/200 \text{ Cancel zeroes in the numerator and denominator}$
$15/2 = 7.5\%$.

Notice that the questions asks, What is 15 is what percent of 200? The question does not ask, what is 15% of 200! The answers are very different.

8. C
Total no. of balls = 10, no. of yellow balls = 2, answer = $2/10 \times 100 = 20\%$.

9. B
10% of 300 = 30 and 50% of 20 = 10 so 30 + 10 = 40.
Weight and Mass

When measuring weight and mass, the relation between metric and standard units looks like this:

<table>
<thead>
<tr>
<th>Metric Unit</th>
<th>Standard Unit</th>
<th>Conversion Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.035 oz</td>
<td>1 gram</td>
<td>1 ounce</td>
</tr>
<tr>
<td>2.202 lbs</td>
<td>1 kilogram</td>
<td>1 pound</td>
</tr>
<tr>
<td>1.103 T</td>
<td>1 metric ton</td>
<td>1 ton</td>
</tr>
</tbody>
</table>

Note that in science, the metric units of grams and kilograms are always used to denote the mass of an object rather than its weight.

Temperature

In predominantly metric countries the standard unit of temperature is degrees Celsius while in countries with only limited use of the metric system, such as the United States, degrees Fahrenheit is used. The chart shows the difference between Fahrenheit and Celsius:

<table>
<thead>
<tr>
<th>Celsius</th>
<th>Fahrenheit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0°</td>
<td>32°</td>
</tr>
<tr>
<td>10°</td>
<td>50°</td>
</tr>
<tr>
<td>20°</td>
<td>68°</td>
</tr>
<tr>
<td>30°</td>
<td>86°</td>
</tr>
<tr>
<td>40°</td>
<td>104°</td>
</tr>
<tr>
<td>50°</td>
<td>122°</td>
</tr>
<tr>
<td>60°</td>
<td>140°</td>
</tr>
<tr>
<td>70°</td>
<td>158°</td>
</tr>
<tr>
<td>80°</td>
<td>176°</td>
</tr>
<tr>
<td>90°</td>
<td>194°</td>
</tr>
<tr>
<td>100°</td>
<td>212°</td>
</tr>
</tbody>
</table>

As you can see 0° C is freezing while 32° F is freezing. Similarity, 100° C is boiling compared with 212° F. To convert from Celsius to Fahrenheit you need to multiply the temperature in Celsius by 1.8, and then add 32 to it. (C° F = (C° C × 1.8) + 32) To convert from Fahrenheit to Celsius you do the opposite. Subtract 32 from the temperature, then divide by 1.8. (C° C = (F° - 32) / 1.8)

Fraction Tips, Tricks and Shortcuts

When you are writing an exam, time is precious, and anything you can do to answer faster is a real advantage. Here are some ideas, shortcuts, tips and tricks that can speed up answering fractions problems.

Remember that a fraction is just a number which names a portion of something. For instance, instead of having a whole pie, a fraction says you have a part of a pie—such as a half of one or a fourth of one.

Two digits make up a fraction. The digit on top is known as the numerator. The digit on the bottom is known as the denominator. To remember which is which, just remember that “denominator” and “down” both start with a “d.” And the “downstairs” number is the denominator. So for instance, in ¼, the numerator is the 1 and the denominator (or “downstairs”) number is the 2.

- It’s easy to add two fractions if they have the same denominator. Just add the digits on top, and leave the bottom one the same: 1/10 + 6/10 = 7/10.
- It’s the same with subtracting fractions with the same denominator: 7/10 - 6/10 = 1/10.

Adding and subtracting fractions with different denominators is a little more complicated. First, you have to get the problem so that they do have the same denominators. The easiest way to do this is to multiply the denominators: For 2/5 + 1/2 multiply 5 by 2. Now you have a denominator of 10. But now you have to change the top numbers too. Since you multiplied the 5 in 2/5 by 2, you also multiply the 2 by 2, to get 4. So the first number is now 4/10. Since you multiplied the second number times 5, you also multiply its top number by 5, to get a final fraction of 5/10. Now you can add 5 and 4 together to get a final sum of 9/10.

- Sometimes you’ll be asked to reduce a fraction to its simplest form. This means getting it to where the only common factor of the numerator and denominator is 1. Think of it this way: Numerators and denominators are brothers that must be treated the same. If you do something to one, you must do it to the other, or it’s just not fair. For instance, if you divide your numerator by 2, then you should also divide the denominator by the same. Let’s take an example: The fraction 2/10. This is not reduced to its simplest terms because there is a number that will divide evenly into both: the number 2. We want to make it so that the only number that will divide evenly into both is 1. What can we divide into 2 to get 1? The number 2, of course! Now to be “fair,” we have to do the same thing to the denominator: Divide 2 into 10 and you get 5. So our new, reduced fraction is 1/5.

- In some ways, multiplying fractions is the easiest of all: Just multiply the two top numbers and then multiply the two bottom numbers. For instance, with this problem: 2/5 X 2/3 you multiply 2 by 2 and get a top number of 4; then multiply 5 by 3 and get a bottom number of 15. Your answer is 4/15.
This section contains an English self-assessment and English tutorials. The Tutorials are designed to familiarize students with general principles and the self-assessment contains general questions similar to the English questions likely to be on the TEAS® exam, but are not intended to be identical to the exam questions. Many Universities recommend students take an introductory English course before taking the TEAS® Exam. The tutorials are not designed to be a complete English course, and it is assumed that students have some familiarity with English. 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 TEAS English Content

The TEAS® English and Language Usage section has 30 questions, which count for 20% of your score. Below is a detailed list of the topics likely to appear on the TEAS®. Make sure you understand these topics at the very minimum.

- English Grammar
- Meaning in Context (Vocabulary)
- Spelling
- Punctuation
- Capitalization
- Sentence Structure

The questions below are not the same as you will find on the TEAS® - 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 also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. 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 English section of the TEAS® V.

English and Language Usage Self-Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop a personalized study plan (above)
- Get accustomed to the TEAS® format
- Extra practice – the self-assessment is a 3rd test!
- Provide a baseline score for preparing your study schedule.

Since this is a self-assessment, and depending on how confident you are with English grammar, timing yourself is optional. The TEAS® English and language usage section has 30 questions which must be answered in 40 minutes. The self-assessment has 30 questions, so allow 40 minutes to complete this assessment.

Once complete, use the table below to assess your understanding of the content and prepare your study schedule described in chapter 1.

<table>
<thead>
<tr>
<th>80% - 100%</th>
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</tr>
<tr>
<td>40% - 59%</td>
<td>Below Average. You do not understand the English content. Review the tutorials, and retake this quiz again in a few days, before proceeding to the practice test questions.</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Poor. You have a very limited understanding. Please review the Tutorials, and retake this quiz again in a few days, before proceeding to the practice test questions.</td>
</tr>
</tbody>
</table>

Full Version
https://www.test-preparation.ca/teas_studyguide/
Select the word that best fits the given sentence.

1. He didn’t realize how serious the crime was. It wasn’t simply a misdemeanor, but rather a ________.
   a. Felony
   b. Trespass
   c. Infracition
   d. None of the Above

2. Choose the correct sentence.
   a. Does the sun set in the East or West?
   b. Does the sun set in the east or the west?
   c. Does the Sun set in the east or west?
   d. None of the Above.

3. Their new house is like a castle. I have never seen such a ________ home.
   a. Palace
   b. Palatial
   c. Meagre
   d. Humble

4. Fill in the blank.
   She never does anything like that, so I doubt that she will do it herself. I am sure she will get one of her ________ to do it.
   a. Superiors
   b. Acquaintances
   c. Underlings
   d. None of the Above

5. He went to the store after school.
   What is the subject of this sentence?
   a. School
   b. Store
   c. He
   d. After

6. He was exhausted and very tired when he finally finished the exam.
   What part of this sentence is redundant?
   a. finished the exam
   b. He was exhausted
   c. And very tired
   d. When he finally

7. Choose the sentence with the correct usage.
   a. The ceremony had an emotional effect on the groom, but the bride was not affected.
   b. The ceremony had an emotional affect on the groom, but the bride was not affected.
   c. The ceremony had an emotional effect on the groom, but the bride was not affected.
   d. The ceremony had an emotional affect on the groom, but the bride was not affected.

8. I never want to speak to him again!
   What type of sentence is this?
   a. Imperative
   b. Interrogative
   c. Exclamatory
   d. Declarative
1. A
Felony: A serious criminal offense, which, under federal law, is punishable by death or imprisonment for a term exceeding one year.

2. A
The cardinal directions, North, South East and West are capitalized. In general, the first letter is capitalized for well-defined regions, e.g. South America, Lower California, Tennessee Valley. This general rule also applies to zones of the Earth’s surface (North Temperate Zone, the Equator). In other cases, do not capitalize the points of the compass (north China, south-east London) or other adjectives (western Arizona, central New Mexico, upper Yangtze, lower Rio Grande).

3. B
Palatial: Of or relating to a palace.

4. C
Underlings: A subordinate, or person of lesser rank or authority.

5. C
‘He’ is the subject of the sentence.

6. C
The phrase, ‘and very tired’ is redundant after saying he was exhausted.

7. A
“Affect” is a verb, while “effect” is a noun.

8. C
This is an exclamatory sentence.
English Grammar and Punctuation Tutorials

Capitalization

Although many of the rules for capitalization are pretty straightforward, there are several tricky points that are important to review.

Starting a Sentence

Everyone knows that you need to capitalize the first letter of the first word in a sentence, but is it really all that easy to figure out where one sentence starts and another stops? Take these three examples:

That was the moment it really sunk in: There would be no hockey this year.

It was April and that could mean only one thing: baseball.

We played for hours before heading home; everyone felt tired and happy.

In the first example, the first letter after the colon is capitalized while in the second example, it is not. That is because everything after the first example’s colon is a complete sentence, while, after the second example, there is only one word. In example three you have what could be a complete sentence (“everyone felt tired and happy”), but which is not because it follows a semicolon, making it just another clause instead.

Within a sentence you can have an additional complete sentence if the sentence follows a colon. However, if what could be a complete sentence follows a semicolon, it is a clause and does not get capitalized.

Remember that the same rules apply for quotation marks that apply for colons: A complete sentence inside quotation marks is capitalized, but a single word or phrase is not.

Proper Nouns

The first letter of all proper nouns needs to be capitalized. There are many categories of proper noun. The most common proper nouns are the specific names of people (such as Bill), places (such as Germany) or things (such as Honda Civic). However, there are several less obvious categories of words that should be capitalized as proper nouns.

Historical events such as World War II or the California Gold Rush need to be capitalized.

The names of celestial bodies such as Orion’s Belt need to be capitalized.

The names of ethnicities such as African American or Hispanic need to be capitalized.

Relationship words that replace a person’s name such as Mom, Doctor and Mister need
This section contains a science self-assessment and tutorials. The tutorials are designed to familiarize students with general principles and the self-assessment contains general questions similar to the science questions likely to be on the TEAS® exam, but are not intended to be identical to the exam questions. Many Universities recommend students take an introductory Science course before taking the TEAS® Exam. The tutorials are not designed to be a complete science course, and it is assumed students have some familiarity with science. 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 TEAS Science Content

The TEAS® science section has 48 questions and counts for 32% of your score. Below is a detailed list of the science topics likely to appear on the TEAS®. Make sure that you understand these at the very minimum.

- Describe and understand the functions of body systems including, circulatory, digestive, nervous, respiratory and immune systems.
- Understand general human anatomy and physiology
- Birth rates, death rates and population growth
- Natural selection and adaptation
- Biological classification
- Parts of a cell and functions
- Mitosis and Meiosis
- Photosynthesis and respiration
- DNA and RNA, including mutations and cell replication
- Basic Heredity (Mendel and Punnett squares)
- Chromosomes, genes and proteins
- Phenotypes and genotypes
- Basic chemical reactions such as oxidation/reduction and acid/base reactions
- Catalysts
- Chemical bonds
- Types of energy - Kinetic, potential, mechanical
- Atoms, protons, neutrons and electrons
- The Periodic Table
- States of matter - liquids, gases and solids
- Simple changes of state including evaporation, vaporization and condensation
- Understand scientific reasoning
- Identify steps in a scientific investigation

The questions below are not the same as you will find on the TEAS® – 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 also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section and combing sections. Below are general Science questions that cover the same areas as the TEAS®. 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 science section of the TEAS®.

Science Self Assessment

The purpose of the self-assessment is:

- Identify your strengths and weaknesses.
- Develop a personalized study plan (above)
- Get accustomed to the TEAS® format
- Extra practice – the self-assessment is a 3rd test!
- Provide a baseline score for preparing your study schedule.

Since this is a self-assessment, and depending on how confident you are with basic science, timing yourself is optional. The TEAS® has 48 science questions to be answered in 60 minutes. The self-assessment has 40 questions, so allow 50 minutes to complete.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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</tr>
</tbody>
</table>

Science Self-Assessment Answer Sheet

1. A B C D  
2. A B C D  
3. A B C D  
4. A B C D  
5. A B C D  
6. A B C D  
7. A B C D  
8. A B C D  
9. A B C D  
10. A B C D  
11. A B C D  
12. A B C D  
13. A B C D  
14. A B C D  
15. A B C D  
16. A B C D  
17. A B C D  
18. A B C D  
19. A B C D  
20. A B C D  
21. A B C D  
22. A B C D  
23. A B C D  
24. A B C D  
25. A B C D  
26. A B C D  
27. A B C D  
28. A B C D  
29. A B C D  
30. A B C D
Human Body Science

1. Which system can be thought of as the blood distribution system?
   a. Digestive system
   b. Musculoskeletal system
   c. Endocrine system
   d. Circulatory system

2. What are examples of nutrients circulated via the circulatory system?
   a. Citric acids
   b. Amino acids
   c. Proteins
   d. Nuclei

3. What is the primary purpose of the digestive system?
   a. To expel food and liquids from the body.
   b. To absorb oxygen from food.
   c. To help circulate blood throughout the body.
   d. To convert food into a form that can provide nourishment for the body.

4. Which element in the digestive process helps break down food?
   a. Digestive juices
   b. Proteins
   c. Amino acids
   d. Chromosomes

5. What is the respiratory system?
   a. The system that brings oxygen into the body and expels carbon dioxide from the body.
   b. The system that sends blood to and from the heart.
   c. The system which processes food that enters the body.
   d. The system which expels urine from the body.

Life Science

8. Fill in the Blank.
   A ________ is a naturally occurring assemblage of plants and animals that occupy a common environment.
   a. Society
   b. Biosphere
   c. Community
   d. Population

9. Classification is a grouping of organisms based on similar
   a. Traits and evolutionary histories
   b. Traits and biological histories
   c. Behaviors and evolutionary histories
   d. Traits and evolutionary advancement

10. A method for categorizing organisms by their biological type is known as
    a. Anatomical classification
    b. Biological classification
    c. Physical classification
    d. Cellular classification
Answer Key

1. D
The circulatory system can be thought of as the blood distribution system.

2. B
The circulatory system is a system that passes nutrients (such as amino acids, electrolytes and lymph), gases, hormones, blood cells, etc. to and from cells in the body to help fight diseases, help stabilize body temperature and pH.

3. D
The primary purpose of the digestive system is to convert food into a form that can provide nourishment for the body.

4. A
Digestive juices such as gastric acid are formed in the stomach. It has a pH of 1 to 2 and is composed of hydrochloric acid (HCl) (around 0.5%, or 5000 parts per million), and large quantities of potassium chloride (KCl) and sodium chloride (NaCl). The acid plays a key role in digestion of proteins, by activating digestive enzymes, and making ingested proteins unravel so that digestive enzymes can break down the long chains of amino acids.

5. A
The respiratory system is the anatomical system of an organism that introduces respiratory gases to the interior and performs gas exchange. The anatomical features of the respiratory system include airways, lungs, and the respiratory muscles. Molecules of oxygen and carbon dioxide are passively exchanged, by diffusion, between the gaseous external environment and the blood. This exchange process occurs in the alveolar region of the lungs.

8. C
Communities are usually named after a dominant feature, such as characteristic plant species, e.g., pine.

9. A
Classification is a grouping of organisms based on similar traits and evolutionary histories.

Note: Taxonomy and systematics are the two sciences that attempt to classify living things. In taxonomy, organisms are assigned to groups based on their characteristics. In modern systematics, the placement of organisms into groups is based on evolutionary relationships.

10. B
Biological classification. Classification is more a matter of convenience; in reality, there are many times when the various classifications tend to blur.

11 A
Analogous traits are similar but the similarity does not derive from a common ancestor.
Science Tutorials

Scientific Method

The scientific method is a set of steps that allow people who ask “how” and “why” questions about the world to go about finding valid answers that accurately reflect reality.

Were it not for the scientific method, people would have no valid method for drawing quantifiable and accurate information about the world.

There are four primary steps to the scientific method:

1. Analyzing an aspect of reality and asking “how” or “why” it works or exists
2. Forming a hypothesis that explains “how” or “why”
3. Making a prediction about the sort of things that would happen if the hypothesis were true
4. Performing an experiment to test your prediction.

These steps vary somewhat depending on the field of science you happen to be studying. (In astronomy, for instance, experiments are generally eschewed in favor of observational evidence confirming predictions are true.) But for the most part, this is the model scientists follow.

Observation and Analysis

The first step in the scientific method requires you to determine what it is about reality that you want to explore.

You might notice that your friends who eat regular servings of fruits and vegetables are healthier and more athletic than your friends who live off red meat and meals covered in cheese and gravy. This is an observation and, noting it, you are likely to ask yourself “why” it seems to be true. At this stage of the scientific method, scientists will often do research to see if anyone else has explored similar observations and analyze what other people’s findings have been. This is an important step not only because it can show what others have found to be true about their observation, but because it can show what others have found to be false, which can be equally as valuable.

Hypothesis

After making your observation and doing some research, you can form your hypothesis. A hypothesis is an idea you formulate based on the evidence you have already gathered about “how” your observation relates to reality.
Chromosomes, genes, proteins, RNA and DNA

The concepts of genes, chromosomes, proteins, RNA and DNA are all interrelated genetic terms. Chromosomes are made up of genes, the DNA contains the chromosomes and the RNA interprets and implements the information in the RNA. Here is a breakdown of each of them.

Proteins

Proteins are biological molecules that are made up of a chain or chains of amino acids. Proteins play many very vital roles in living organisms. Protein is essential for the performance of many bodily functions such as replicating DNA, transporting nutrients and molecules within the body, responding to stimuli, and acting as a catalyst for metabolic reactions within the living organism, among other things. There are different types of proteins and they play various roles. The difference in proteins would be determined by their unique arrangement or sequence of amino acids.

Genes

A gene is the molecular hereditary unity of an organism and a small part of the chromosome. It is the term used to describe a portion of RNA or DNA code that performs a particular function in the organism. Genes are essential to life because they specify the functions of all proteins and RNA chains. Genes contain the information to maintain and build the cells in the organism and contain genetic information that would be passed onto the offspring.

Genes hold the information for biological traits and functions some of which can clearly be seen and some of which are hidden. For example, the information contained in specific genes determines factors such as eye color, hair color, number of limbs, height and so on. Some traits such as blood type and the thousands of metabolic reactions and biochemical process that take place in the body to sustain life are defined unseen by the genes.

A gene is set of basic instruction embedded on a sequence of nucleic acids. The gene is a locatable region of the DNA genome sequence that corresponds with a unit of inheritance and associated with a particular body function or set of functions.

Chromosomes

The chromosome is a piece of the DNA containing several genes. The chromosome is an organized part of the DNA. It is a single piece of coiled DNA. The chromosome contains several genes, DNA-bound proteins, nucleotide sequences and regulatory elements. The DNA-bound proteins help to hold the DNA together and regulate its functions.

Since the chromosomes contain the genes, they contain almost all the genetic information of the organism. Chromosomes differ from one organism to another. The DNA molecule could be linear or circular. The chromosome can contain from 100,000...
Circulatory System

Tour of the System

The easiest way to see how the circulatory system works is by taking a tour with erythrocytes (red blood cells) through the system:

The erythrocytes start in the left ventricle of the heart. They then move through the aortic valve into the aorta. As the aorta branches into smaller arteries, the erythrocytes move into an artery then split into smaller blood vessels known as arterioles. From arterioles, the erythrocytes pass into a capillary, or capillary bed. Capillaries are tiny blood vessels and it is in these vessels that the exchange of oxygen, nutrients and carbon dioxide takes place.

After this exchange, the erythrocytes are de-oxygenated (oxygen has been removed from the erythrocyte). Blood that contains these de-oxygenated erythrocytes is also known as venous blood. The erythrocytes, which now contain carbon dioxide and other waste products, pass from the capillaries into venules.

Venules come together to form veins. From the veins, the erythrocytes flow into the superior vena cava, and into the right atrium. They pass through the tricuspid valve into the right ventricle. The erythrocytes pass through the pulmonary valve and into the pulmonary artery on their way to the lungs. The pulmonary artery is the only artery that carries deoxygenated blood.

In the lungs, the erythrocytes give up their carbon dioxide and absorb oxygen. Now the blood goes back to the left atrium, through the mitral valve and into the left ventricle, ready to start its journey once again.

The movement of the blood to and from the heart is the systemic circulation and the movement of the blood from the heart to the lungs and back again is the pulmonary circulation.

The blood pressure in arteries is regulated by muscular contraction or expansion of the arterial walls, according to need.

The circulatory system also consists of the lymphatic system, which has the job of distributing lymph throughout the body. This is how lymph moves through the system:

In capillaries, the serum, or the liquid part of the blood, seeps through the tissues. If tissues are inflamed, the capillaries are more permeable and so seepage is faster.

This serum is called lymph. Lymph makes its way through tissues, until it collects in the lymphatic ducts. Once in the ducts, lymph begins to make its way back to the venous blood stream. As lymph moves, lymph nodes filtered it.

These lymph nodes contain leukocytes (white blood cells) which are ready to attack bacteria or viruses.

Functions

The circulatory system has several key functions, including:

- Controlling the movement of blood and lymph through the body
- Exchanging gases (oxygen and carbon dioxide) with other cells and tissues in the body
- Exchanging nutrients (such as amino acids and electrolytes) with other cells and tissues
- Helping with immune responses
- Helping with clotting
- Helping in the maintenance of body temperature and pH (maintaining homeostasis)
Components

Heart: This is what pumps blood around the body. Because the heart is a muscle, it also needs oxygen, so it has its own circulatory system known as the coronary circulation, which takes blood to and from the heart.

Aorta: This is the main artery that receives blood from the heart. It is a very tough, muscular artery.

Arteries: These blood vessels also contain muscle to make them elastic. This helps to move the blood along.

Arterioles: Also muscular these smaller vessels contract to deliver blood to the capillaries.

Capillaries: These are the diameter of a single cell, making exchange of gases and other products from erythrocytes easy.

Venules: Many of these small blood vessels come together to form a vein.

Veins: Unlike arteries, these do not contract. With a tube-like structure, they contain valves to prevent blood from flowing backwards.

Lymph ducts: These empty lymph into the veins.

Lymph nodes: These act as filters for the lymph and are very important in the immune system. Inflammation of these usually shows infection in the body.

Common Diseases and Disorders

Angina: Is a type of chest pain that often radiates down the arm. Angina is caused when the heart cannot receive the blood and oxygen that it needs (usually because the coronary arteries are blocked with plaque).

Cardiac Arrest: The heart stops pumping blood around the body. Unlike a heart attack, this can happen suddenly without a known cause (such as coronary heart disease).

Coronary heart disease: Coronary arteries (which supply the heart with blood) are narrowed because of plaque deposits on their walls. These deposits prevent enough oxygen from reaching the heart.

Heart Attack or Myocardial Infarction: When the coronary arteries (which supply blood the heart muscle with blood) become blocked with plaque, blood flow to the heart muscles is reduced. This causes damage to the heart muscle as well as increasing the risk of part of the heart muscle dying.

Phlebitis: This is inflammation of a vein. A common place is in the legs, where the veins swell and block the blood, so the leg swells markedly.

Varicose veins: Unnaturally swollen veins caused by faulty valves. These are usually in the legs.

Medical Terminology

Blood pressure: This is how much pressure there is against the walls of the main arteries. The systolic pressure is when the ventricles of the heart contract and the diastolic pressure is when ventricles relax and refill. The classic blood pressure measurement is 120/80 (120 is the systole value and 80 is the diastole value).

Erythrocytes: These red blood cells carry oxygen, carbon dioxide and other products through the circulatory system.

Hypertension: High blood pressure

Hypotension: Low blood pressure

Leukocytes: There are several different kinds of white blood cells and they play a key role in the immune system.

Platelets: Platelets are cell fragments found in the blood. They are essential for blood clotting.

Pulse rate/heart rate: The number of times the heart beats per minute.

The circulatory system is also important when assessing a person’s color. The color changes when a greater or lesser quantity of blood diverts to the skin, so color is a good indicator of health.

Terms to denote a lack of color include: pale, ashen, pallid, sallow, white, colorless, white as a ghost, blanched.

Terms to denote too much color include: florid, flushed, crimson, ruddy, feverish.

There are also trauma terms for the circulatory system:

Bleeding: Blood coming from a lesion. Internal bleeding is bleeding inside the body, often caused by an injury or disease. Blood may sometimes leak from an opening such as the mouth or anus.

Bleeding nose (Epistaxis): Blood coming from the nose, usually due to trauma. A bleeding nose can sometimes start spontaneously due to increased blood pressure.

Bruised: Discolored due to a blow. Usually the skin is not broken (a bruise is also called a contusion).

Cut or Incision: A clean-cut wound or slit such as one caused by a knife.

Crush: Caused by pressure a crush is a contusion or bruise, showing internal bleeding.
Practice Test Questions Set 1

Section I – Reading
Questions: 42
Time: 45 Minutes

Section II – Mathematics
Questions: 30
Time: 30 Minutes

Section III – English and Language Usage
Questions: 30
Time: 30 Minutes

Section IV – Science
Questions: 48
Time: 40 minutes

The questions below are not the same as you will find on the TEAS® - 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 TEAS®. 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 TEAS®.

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.

You are given 209 minutes to complete the full TEAS® exam.

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.

Section 1 - Reading

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10. A B C D 27. A B C D 44. A B C D
15. A B C D 32. A B C D 49. A B C D
17. A B C D 34. A B C D

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Section II - Math

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Section III - English

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Section IV – Science

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Practice Test Questions Set 2

Section I – Reading
Questions: 42  
Time: 45 Minutes

Section II – Math
Questions: 30  
Time: 30 Minutes

Section III – English and Language Usage
Questions: 30  
Time: 30 Minutes

Section IV – Science
Questions: 48  
Time: 40 Minutes

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### Section I – Reading Answer Sheet

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### Section II – Math – Answer Sheet

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Section III – English and Language Usage Answer Sheet

7. A B C D  17. A B C D  27. A B C D

Section IV – Science Answer Sheet

8. A B C D  25. A B C D  42. A B C D
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15. A B C D  32. A B C D
16. A B C D  33. A B C D
17. A B C D  34. A B C D

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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.

Study, then Practice, and then Succeed!

Good Luck!

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