Test Bank - Chapter 01

Q1: Reduce the following fraction to lowest terms: [Image omitted] .

A. [Image omitted] (Correct)
B. [Image omitted]
C. [Image omitted]
D. [Image omitted]

Rationale: To reduce [Image omitted] to the lowest terms, divide both the numerator and the denominator by the largest number that results in a whole number for both numerator and denominator. In this case, both 54 and 81 can be divided evenly by 27. 54 divided by 27 = 2. 81 divided by 27 = 3.

Q2: Reduce the following fraction to lowest terms: [Image omitted] .

A. [Image omitted]
B. [Image omitted] (Correct)
C. [Image omitted]
D. [Image omitted]

Rationale: To reduce [Image omitted] to the lowest terms, divide both the numerator and the denominator by the largest number that results in a whole number for both numerator and denominator. In this case, both 105 and 135 can be divided evenly by 15. 105 divided by 15 = 7. 135 divided by 15 = 9.

Q3: Reduce the following fraction to lowest terms: [Image omitted] .

A. [Image omitted]
B. [Image omitted] (Correct)
C. [Image omitted]
D. [Image omitted]

Rationale: To reduce [Image omitted] to the lowest terms, divide both the numerator and the denominator by the largest number that results in a whole number for both numerator and denominator. In this case, both 39 and 65 can be divided evenly by 13. 39 divided by 13 = 3. 65 divided by 13 = 5.

Q4: Change the following improper fraction to a whole or mixed number: [Image omitted] .

A. 20
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To transform the fraction, divide the numerator by the denominator. In this case, 325 divided by 16 = 20.3125. The whole number is your integer. To get the rest of your fraction, subtract

the product of your whole number times your denominator from the numerator: 325 – (20 x 16) = 5. This is the numerator of the fractional portion of your mixed number: [Image omitted] .

Q5: Change the following improper fraction to a whole or mixed number: [Image omitted] .

A. 3
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To transform the fraction, divide the numerator by the denominator. In this case, 193 divided by 62 = 3.11290. The whole number is your integer. To get the rest of your fraction, subtract the product of your whole number times your denominator from the numerator: 193 – (3 x 62) = 7. This is the numerator of the fractional portion of your mixed number: [Image omitted] .

Q6: Change the following mixed number to an improper fraction: [Image omitted] .

A. [Image omitted]
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To create an improper fraction, first remember that 1 is always equal to [Image omitted] . Thus, [Image omitted] . A number can be multiplied by 1 without changing its value. This is important, because we need to transform 12 into a fraction with 8 in the denominator. To do this, we can multiply 12 by [Image omitted] . From this, we get [Image omitted] . Now that the denominators match, we can add [Image omitted] to create the improper fraction of [Image omitted] .

Q7: Change the following mixed number to an improper fraction: [Image omitted] .

A. [Image omitted]
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To create an improper fraction, first remember that 1 is always equal to [Image omitted] . Thus, [Image omitted] = 1. A number can be multiplied by 1 without changing its value. This is important, because we need to transform 29 into a fraction with 3 in the denominator. To do this, we can multiply 29 by [Image omitted] . From this, we get [Image omitted] . Now that the denominators match, we can add [Image omitted] to create the improper fraction of [Image omitted] .

Q8: Perform the indicated operation and reduce to lowest terms: [Image omitted] .

A. [Image omitted]
B. [Image omitted] (Correct)
C. –1

D. 24

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each fraction by 1 in the form of [Image omitted] to ensure each fraction has the lowest common denominator. In this case, that denominator is 24. For the first fraction, this looks like: [Image omitted] . For the second fraction, this looks like [Image omitted] . Now that they have matching denominators, we can subtract the numerators: 9 – 8 = 1. From this, we get [Image omitted] .

Q9: Perform the indicated operation and reduce to lowest terms: [Image omitted] .

A. [Image omitted] (Correct)
B. 4
C. [Image omitted]
D. 80

Rationale: Fractions can be multiplied or divided regardless of if their denominators match. So to multiply these fractions, first we multiple the numerators: 4 × 5 = 20. Then we multiply their denominators: 5 × 16 = 80. This gives us a fraction of [Image omitted] which can be reduced to [Image omitted] .

Q10: Perform the indicated operation and reduce to lowest terms: [Image omitted]

A. [Image omitted] (Correct)
B. 180
C. [Image omitted]
D. [Image omitted]

Rationale: Fractions can be multiplied or divided regardless of if their denominators match. So to multiply these fractions, first we multiple the numerators: 1 x 1 = 1. Then we multiply their denominators: 12 x 15 = 180. This gives us a fraction of [Image omitted] , which cannot be further reduced.

Q11: Perform the indicated operation and reduce to lowest terms: [Image omitted] .

A. [Image omitted] (Correct)
B. [Image omitted]
C. [Image omitted]
D. [Image omitted]

Rationale: Recall that, to divide a fraction, you must multiply it by the inverse number. The inverse of 5 is [Image omitted] . Thus, [Image omitted] .

Q12: Indicate which fraction is the largest:

A. [Image omitted] (Correct)
B. [Image omitted]
C. [Image omitted]

D. [Image omitted]

Rationale: Recall that, if the numerators are equal, fractions are larger when their denominators are smaller.

Q13: Arrange the following fractions from smallest to largest: [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] .

A. [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted]
B. [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted]
C. [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted]
D. [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] , [Image omitted] (Correct)

Rationale: Recall that, if the numerators are equal, fractions are larger when their denominators are smaller. Thus, the smallest fraction here has the largest denominator.

Q14: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each fraction by 1 in the form of [Image omitted] to ensure each fraction has the lowest common denominator. In this case, that denominator is 20. For the first fraction, this looks like: [Image omitted] . For the second fraction, this looks like [Image omitted] . For the third fraction, this looks like: [Image omitted] . Now that they have matching denominators, we can add the numerators: 4 + 10 + 5 = 19. From this, we get [Image omitted] .

Q15: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted] (Correct)
B. [Image omitted]
C. [Image omitted]
D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each fraction by 1 in the form of [Image omitted] to ensure each fraction has the lowest common denominator. In this case, that denominator is 24. The fractional portion of the number is transformed like so: [Image omitted] . For the fractional portion of the second number, this looks like: [Image omitted] . Now that the denominators match, we can subtract: 20 – 9 = 11. This means the fractional portion of our answer is [Image omitted] . But do not forget to subtract the whole numbers, too! 16 – 14 = 2. Combining our fractional and whole number, we get [Image omitted] .

Q16: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]
B. 25
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: Fractions can be multiplied or divided regardless of if their denominators match, but we can't ignore the mixed number here, so the first thing to do is change the first mixed number into an improper fraction: [Image omitted] . This whole number can now be added to the fractional component of [Image omitted] . Now we can multiply the fractions: 82 x 15 = 1230. 12 x 3 = 36. So our product is the improper fraction [Image omitted] . This can be reduced to [Image omitted] .

Q17: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]
B. [Image omitted]
C. [Image omitted]
D. [Image omitted] (Correct)

Rationale: Fractions can be multiplied or divided regardless of if their denominators match. In this case, you can think of 56 as having a denominator of 1. Recall that, to divide a fraction, you must multiply it by the inverse number. The inverse of [Image omitted] is [Image omitted] . Thus, [Image omitted] . This can be reduced to [Image omitted] .

Q18: Indicate the largest number in the following set:

A. [Image omitted] (Correct)
B. [Image omitted]
C. [Image omitted]
D. [Image omitted]

Rationale: Recall that, if the numerators are equal, fractions are larger when their denominators are smaller.

Q19: Indicate the largest number in the following set.

A. [Image omitted]
B. [Image omitted] (Correct)
C. [Image omitted]
D. [Image omitted]

Rationale: Recall that, if the numerators are equal, fractions are larger when their denominators are smaller.

Q20: Reduce the following fraction to lowest terms: [Image omitted] .

A. [Image omitted] (Correct)
B. 3
C. [Image omitted]
D. [Image omitted]

Rationale: To reduce [Image omitted] to the lowest terms, divide both the numerator and the denominator by the largest number that results in a whole number for both numerator and denominator. In this case, both 34 and 102 can be divided evenly by 34. 34 divided by 34 = 1. 102 divided by 34 = 3.

Q21: Reduce the following fraction to lowest terms: [Image omitted] .

A. [Image omitted]
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To reduce [Image omitted] to the lowest terms, divide both the numerator and the denominator by the largest number that results in a whole number for both numerator and denominator. In this case, both 60 and 1200 can be divided evenly by 60. 60 divided by 60 = 1. 1200 divided by 60 = 20.

Q22: Express the following improper fraction as a mixed number: [Image omitted] . Reduce to lowest terms.

A. [Image omitted]
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To transform the fraction, divide the numerator by the denominator. In this case, 24 divided by 18 = 1.3333. The whole number is your integer. To get the rest of your fraction, subtract the product of your whole number times your denominator from the numerator: 24 – (1 x 18) = 6. This is the numerator of the fractional portion of your mixed number: [Image omitted] . However, [Image omitted] can be further reduced to [Image omitted] . Thus, our answer is [Image omitted] .

Q23: Express the following improper fraction as a mixed number: [Image omitted] . Reduce to lowest terms.

A. [Image omitted]
B. [Image omitted] (Correct)
C. [Image omitted]
D. [Image omitted]

Rationale: To transform the fraction, divide the numerator by the denominator. In this case, 15 divided by 13 = 1.1538 The whole number is your integer. To get the rest of your fraction, subtract

the product of your whole number times your denominator from the numerator: 15 – (1 x 13) = 2. This is the numerator of the fractional portion of your mixed number: [Image omitted] .

Q24: Change the following mixed number to an improper fraction: [Image omitted] .

A. [Image omitted]
B. [Image omitted]
C. [Image omitted]
D. [Image omitted] (Correct)

Rationale: To create an improper fraction, first remember that 1 is always equal to [Image omitted] . Thus, [Image omitted] . A number can be multiplied by 1 without changing its value. This is important, because we need to transform 9 into a fraction with 9 in the denominator. To do this, we can multiply 9 by [Image omitted] . From this, we get [Image omitted] . Now that the denominators match, we can add [Image omitted] to create the improper fraction of [Image omitted] .

Q25: Change the following mixed number to an improper fraction. [Image omitted] = _____

A. [Image omitted]
B. [Image omitted]
C. [Image omitted] (Correct)
D. [Image omitted]

Rationale: To create an improper fraction, first remember that 1 is always equal to [Image omitted] . Thus, [Image omitted] . A number can be multiplied by 1 without changing its value. This is important, because we need to transform 6 into a fraction with 10 in the denominator. To do this, we can multiply 6 by [Image omitted] . From this, we get [Image omitted] . Now that the denominators match, we can add [Image omitted] to create the improper fraction of [Image omitted] .

Q26: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]
B. [Image omitted] (Correct)
C. [Image omitted]
D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do. Because of this, we can add: 5 + 3 = 8. This means the fractional portion of our answer is [Image omitted] . But do not forget to add the whole numbers, too! 6 + 5 = 11. Combining our fractional and whole number, we get [Image omitted] . Do not forget to reduce the fractional component whenever possible: [Image omitted] , so our final answer is [Image omitted] .

Q27: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted] (Correct)

C. [Image omitted]

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do. Because of this, we can add: 3 + 2 = 5. This means the fractional portion of our answer is [Image omitted] . But do not forget to add the whole numbers, too! 4 + 2 = 6. Combining our fractional and whole number, we get [Image omitted] . Do not forget to reduce the fractional component whenever possible: [Image omitted] , so our final answer is [Image omitted] .

Q28: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted]

C. [Image omitted] (Correct)

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each fraction by 1 in the form of [Image omitted] to ensure each fraction has the lowest common denominator. In this case, that denominator is 30. For the first fraction, this looks like: [Image omitted] . For the second fraction, this looks like [Image omitted] . For the third fraction, this looks like [Image omitted] . Now that they have matching denominators, we can add the numerators: 6 + 20 + 15 = 41. From this, we get [Image omitted] . This is an improper fraction that can be reduced to [Image omitted] . Now we can add all of the whole numbers: 3 + 3 + 2 + 1 = 9. Together, we get [Image omitted] .

Q29: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted]

C. [Image omitted] (Correct)

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each fraction by 1 in the form of [Image omitted] to ensure each fraction has the lowest common denominator. In this case, that denominator is 12. For the first fraction, this looks like: [Image omitted] . For the second fraction, this looks like [Image omitted] . Now that they have matching denominators, we can add the numerators: 6 + 4 = 10. From this, we get [Image omitted] . This fraction can be reduced to [Image omitted] . Now we can add all of the whole numbers: 1 + 3 = 4. Together, we get [Image omitted] .

Q30: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted] (Correct)

C. [Image omitted]

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do. Because they have matching denominators, we can subtract the numerators: 15 – 10 = 5. From this, we get [Image omitted] . This fraction cannot be further simplified.

Q31: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted]

C. [Image omitted] (Correct)

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each fraction by 1 in the form of [Image omitted] to ensure each fraction has the lowest common denominator. In this case, that denominator is 16. The first fraction is already in the correct format. For the second fraction, this looks like [Image omitted] . Now that they have matching denominators, we can subtract the numerators: 8 – 4 = 4. From this, we get [Image omitted] . This fraction can be reduced to [Image omitted] .

Q32: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted]

C. [Image omitted] (Correct)

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each number by 1 in the form of [Image omitted] . In this case, the least common denominator is 9. For the first number, this looks like: [Image omitted] . The second fraction is already in the correct format. Now that they have matching denominators, we can subtract the numerators: 126 – 5 = 121. From this, we get [Image omitted] . This is an improper fraction that can be simplified to [Image omitted] .

Q33: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]

B. [Image omitted]

C. [Image omitted] (Correct)

D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each number by 1 in the form of [Image omitted] . In this case, the least common denominator is 8. For this problem, we are going to create improper

fractions to simplify things. [Image omitted] . Converting the fractional element, we get [Image omitted] Combined, this improper fraction is [Image omitted] . The second mixed number can be similarly combined. [Image omitted] . [Image omitted] . Now we can subtract the numerators: 50 – 21 = 29. The answer is [Image omitted] but this is an improper fraction that needs to be simplified to [Image omitted] .

Q34: Perform the indicated operation with fractions: [Image omitted] . Reduce to lowest terms as indicated.

A. [Image omitted]
B. [Image omitted] (Correct)
C. [Image omitted]
D. [Image omitted]

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each number by 1 in the form of [Image omitted] . In this case, the least common denominator is 12. For this problem, we are going to create improper fractions to simplify things. [Image omitted] . Converting the fractional element, we get [Image omitted] . Combined, this improper fraction is [Image omitted] . The second mixed number can be similarly combined. [Image omitted] . [Image omitted] . Now we can subtract the numerators: 64 – 19 = 45. The answer is [Image omitted] , but this is an improper fraction that needs to be simplified to [Image omitted] .

Q35: A client received [Image omitted] ounces (oz) of medication at breakfast and [Image omitted] oz at lunch. How many oz of medication has the client received? _____

A. [Image omitted] oz
B. [Image omitted] oz (Correct)
C. [Image omitted] oz
D. [Image omitted] oz

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each number by 1 in the form of [Image omitted] . In this case, the least common denominator is 6. The fractional portion of the first number can be converted like so: [Image omitted] . The fractional portion of the second number can be converted like so: [Image omitted] . Now the numerators can be added: 3 + 2 = 5. So know that the fractional portions of the medication were [Image omitted] oz. Do not forget to add the whole number portions, too! 2 + 2 = 4 oz. All together, the client has received [Image omitted] oz of medication.

Q36: A client weighed [Image omitted] pounds (lb), lost [Image omitted] lb due to illness. How many pounds does the client now weigh? ____

A. [Image omitted] lb
B. [Image omitted] lb
C. [Image omitted] lb (Correct)
D. [Image omitted] lb

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do not, so we must multiply each number by 1 in the form of [Image omitted] . In this case, the least common denominator is 4. For this problem, we are going to create improper fractions to simplify things. [Image omitted] . Converting the fractional element, we get [Image omitted] . Combined, this improper fraction is [Image omitted] . The second mixed number can be similarly combined. [Image omitted] . [Image omitted] . Now we can subtract the numerators: 590 – 27 = 563. The answer is [Image omitted] , but this is an improper fraction that needs to be simplified to [Image omitted] lb.

Q37: A client is supposed to drink a 10-ounce (oz) bottle of magnesium citrate before an X-ray study. The client was able to drink 4 oz. How much of the magnesium citrate remains? (Express answer as a fraction reduced to lowest terms.) _____

A. 5 oz

B. [Image omitted] bottle (Correct)

C. 4 oz

D. [Image omitted] bottle

Rationale: The patient drank 4 oz of the 10 oz in the bottle. 10 oz minus 4 oz = 6 oz. This is the fraction [Image omitted] . This fraction can be simplified to [Image omitted] . [Image omitted] of the bottle remains.

Q38: One tablet contains 250 milligrams of medication. How many milligrams are in [Image omitted] tablets? _____

A. 1.125 mg

B. 55.55 mg

C. 1,125 mg (Correct)

D. 1,500 mg

Rationale: For simplicity, first convert the tablets into an improper fraction: [Image omitted] . [Image omitted] . If there are [Image omitted] , then [Image omitted] mgs. This can be simplified to 1125.

Q39: Change the following improper fraction to a whole or mixed number. [Image omitted] = __ *(Fill in the blank)*

Answer: 15

Rationale: To transform the fraction, divide the numerator by the denominator. In this case, 1,500 divided by 100 = 15 even. The whole number is your integer. There is no remainder, so the transformation is complete.

Q40: Perform the indicated operation and reduce to lowest terms. [Image omitted] = __ *(Fill in the blank)*

Answer: 1

Rationale: To add or subtract fractions, first we have to confirm that all of the denominators match. In this case, they do. From there we simply add the numerators: 1 + 6 + 5 = 12. Now we have a fraction of [Image omitted] . This fraction can be reduced by division to 1.

Q41: Perform the indicated operation and reduce to lowest terms. [Image omitted] = __ *(Fill in the blank)*

Answer: 2

Rationale: Recall that, to divide a fraction, you must multiply it by the inverse number. The inverse of [Image omitted] is [Image omitted] . Thus, [Image omitted] . This fraction can be reduced to 2.

Q42: A client drank [Image omitted] of a 12 ounce (oz) can of seltzer water. How many ounces of seltzer water did the client drink? __ oz *(Fill in the blank)*

Answer: 8

Rationale: First, recognize that [Image omitted] . From there, this is simply a matter of multiplying two fractions. Fractions can be multiplied or divided regardless of if their denominators match. So to multiply these fractions, first we multiple the numerators: 12 X 2 = 24. Then we multiply their denominators: 1 X 3 = 3. This gives us a fraction of [Image omitted] . This is an improper fraction which can be reduced to 8.

Q43: The nurse is instructed to give a client [Image omitted] of a cup of solution. If 1 cup = 240 milliliters (mL), how many mL should the nurse administer? __ mL *(Fill in the blank)*

Answer: 160

Rationale: Fractions can be multiplied or divided regardless of if their denominators match. So to multiply these fractions, first we multiple the numerators: 2 X 240 = 480. Then we multiply their denominators: 3 X 1 = 3. This gives us a fraction of [Image omitted] . This is an improper fraction which can be reduced to 160.

Q44: A bottle of tablets (tabs) has 90 scored tablets so that each tablet (tab) can be divided into two pieces. If a typical dose is [Image omitted] tab, how many doses does the bottle contain? __ doses *(Fill in the blank)*

Answer: 180

Rationale: Each 1 table is equal to 2 doses. There are 90 tablets. 90 X 2 = 180 doses.

Q45: The nurse administers [Image omitted] ounces of a medication four times a day to a client for 5 days. How many ounces of medication did the client receive over the 5 days? __ oz *(Fill in the blank)*

Answer: 25

Rationale: For simplicity, first convert each dose into an improper fraction: [Image omitted] . Now, we can easily multiply [Image omitted] oz X 4 times a day X 5 days = [Image omitted] oz. This can

be simplified to 25 oz.

Review Questions—Student Practice Problems - Chapter 01

Q1: A medication bottle contains 20 doses, how many full and fractional bottles of medicine are required for 24 doses? __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 1 1/5

Q2: A baby weighed 6 1/4 pounds at birth. At 3 months, the baby weighs 12 1/2 pounds. How much weight has the baby gained in 3 months? __ pounds *(Fill in the blank)*

Answer: 6 1/4

Q3: A frozen entre■e contains 310 calories. If a person eats 6/10 of the entre■e, how many calories are consumed? __ calories *(Fill in the blank)*

Answer: 186

Q4: A liquid medication contains 40 tablespoons. One dose is 1 1/4 tablespoons. How many doses are available in this bottle? __ doses *(Fill in the blank)*

Answer: 32

Q5: How many seconds are there in 24 1/2 minutes? __ seconds *(Fill in the blank)*

Answer: 1,470

Q6: 18 7/16 - 4 12/16 = __ *(Fill in the blank)*

Answer: 13 11/16

Q7: 18 3/8 + 4 5/6 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 23 5/24

Q8: A 6-month-old infant drinks 6 1/2 ounces of formula every 4 hours. How many ounces (oz) will the infant drink in 1 week? __ ounces *(Fill in the blank)*

Answer: 273

Q9: 3 1/2 ÷ 3 3/4 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 14/15

Q10: 1 1/9 × 2 11/12 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 3 13/54

Q11: 5 4/5 + 2 2/5 + 3 4/5 = __ *(Fill in the blank)*

Answer: 12

Q12: 7 5/8 + 6 3/8 = __ *(Fill in the blank)*

Answer: 14

Q13: 5 10/11 + 4 9/11 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 10 8/11

Q14: 7 5/9 + 2 2/3 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 10 2/9

Q15: 16/25 - 11/25 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 1/5

Q16: 7 1/3 - 3 3/4 = __ (Express answer as a fraction reduced to lowest terms.) *(Fill in the blank)*

Answer: 3 7/12

Q17: A client drank 4 3/4 oz of apple juice from a container that contained 7 1/2 oz. How much apple juice was left? __ oz (State answer as a fraction.) *(Fill in the blank)*

Answer: 2 3/4

Q18: A bottle of medicine contains 45 doses. How many doses are in 2 1/2 bottles? __ doses (State answer as a fraction.) *(Fill in the blank)*

Answer: 112 1/2

Q19: A nurse worked 3 1/2 hours of her 12-hour shift. How many hours are left on her shift? __ hours (State answer as a fraction.) *(Fill in the blank)*

Answer: 8 1/2

Q20: A client is instructed to take 2 3/4 teaspoons (tsp) of cough syrup four (4) times a day. How many tsp of cough syrup will the client receive each day? __ *(Fill in the blank)*

Answer: 11

Review Questions—NCLEX - Unit 01

Q1: An infant weighing 5.6 kilograms requires 3.5 ounces of formula per day for each kilogram of body weight. How much formula does the infant need? (Express answer rounded to one decimal place.)

A. 20 ounces
B. 19.7 ounces
C. 19.6 ounces (Correct)
D. 19 ounces

Q2: Which of the following indicates amounts using the safe decimal notation? (Select all that apply.) *(Select all that apply.)*

A. 2.70
B. 2.700
C. 02.70
D. 2.7 (Correct)
E. 1.5 (Correct)
F. 1.50

Q3: A client drank 25% of a 32-ounce liquid. How many ounces did the client consume? __ ounces *(Fill in the blank)*

Answer: 8

Q4: A client took 21⁄2 tablets of a medication that contained 0.25 milligrams. How many milligrams did the client consume? (Round to the nearest hundred.) __ milligram *(Fill in the blank)*

Answer: 0.63