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American College Testing

Version 1.0

Sections

1. English
2. Reading
3. Science
4. Math

Exam A**QUESTION 1**

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing, <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

[§ 2] (4) In 1839, Kirkpatrick Macmillan a Scottish blacksmith, <2> dramatically improved upon the original bicycle design. (5) Macmillan's machine had tires with iron rims to keep them from getting worn down. (6) He also used foot-operated cranks similar to pedals so his bicycle could be ridden at a quick pace. <3> (7) It hadn't looked <4> much like a modern bicycle, though, because its back wheel was substantially larger than its front wheel. (8) In 1861, the French Michaux brothers took the evolution of the bicycle a step further by inventing an improved crank mechanism.

[§ 3] (9) Ten years later, James Starley, an English inventor, revolutionized bicycle design. (10) He made <5> the front wheel many times larger than the back wheel, putting a gear on <6> the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. (11) Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment.

[§ 4] (12) It wasn't until 1874 that the first truly modern bicycle appeared on the scene. (13) Today their built, <7> used, and enjoyed all over the world. (14) H. J. Lawson, invented by another Englishman, <8> the "safety bicycle" would look familiar to today's cyclists. (15) This bicycle had equal sized wheels, which made it less prone to toppling over. (16) Lawson also attached a chain to the pedals to drive the rear wheel. (17) With these improvements, the bicycle became extremely popular and useful for transportation.

<1>:

- A. NO CHANGE
- B. there was no such thing as a bicycle,
- C. bicycles were uninvented,
- D. whoever heard of a bicycle,



Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice has the most appropriate and correct usage and word choice.

QUESTION 2

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing, <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

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<2>:

- A. NO CHANGE
- B. Macmillan was a Scottish blacksmith
- C. Macmillan, a Scottish blacksmith,
- D. Macmillan, he was a Scottish blacksmith,

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

The phrase *a Scottish blacksmith* is relevant but nonessential information and needs to be set off by commas.

QUESTION 3

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing. <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

[§2] (4) In 1839, Kirkpatrick Macmillan a Scottish blacksmith. <2> dramatically improved upon the original bicycle design. (5) Macmillan's machine had tires with iron rims to keep them from getting worn down. (6) He also used foot-operated cranks similar to pedals so his bicycle could be ridden at a quick pace. <3> (7) It hadn't looked <4> much like a modern bicycle, though, because its back wheel was substantially larger than its front wheel. (8) In 1861, the French Michaux brothers took the evolution of the bicycle a step further by inventing an improved crank mechanism.

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<3>:

- A. NO CHANGE
- B. could be rode quickly
- C. could have been ridden fast
- D. could ride at a quick pace

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is correct as is.

QUESTION 4

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing. <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

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<4>:

- A. NO CHANGE
- B. looked not
- C. didn't look
- D. wasn't looking

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

The verb needs to be in the past tense.



QUESTION 5

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing. <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

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<5>:

- A. NO CHANGE
- B. He made
- C. He had made
- D. He; made

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:
There should not be a comma between a subject and a verb.

QUESTION 6

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing. <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

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<6>:

- A. NO CHANGE
- B. putted a gear on
- C. put a gear in
- D. put a gear on

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:
This choice gives the sentence parallel structure.

QUESTION 7

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<7>:

- A. NO CHANGE
- B. Today there are built,
- C. Today they, are built,D. Today, they are built,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

Comma after an introductory word or phrase and *they + are* contraction.

QUESTION 8

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

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<8>:

- A. NO CHANGE
- B. H. J. Lawson invented by another Englishman,
- C. Invented by another Englishman, H. J. Lawson,
- D. Another Englishman inventor, H. J. Lawson,

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice presents the correct word order.

QUESTION 9

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing. <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

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If the writer were trying to convince readers to buy a bicycle, he would:

- A. NO CHANGE
- B. Add a paragraph describing the health and environmental benefits of riding a bike.
- C. Add a paragraph comparing the cost and quality of today's best-selling bicycles.
- D. Add a paragraph about the Tour de France and other bicycle races.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice gives readers reasons to buy a bicycle for themselves.

QUESTION 10

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Bicycles

[§ 1] (1) Today, bicycles are so common that it's hard to believe they haven't always been around. (2) But two hundred years ago, bicycles weren't even existing. <1> and the first bicycle, invented in Germany in 1818, was nothing like our bicycles today – it was made of wood and didn't even have pedals. (3) Since then, however, numerous innovations and improvements in design have made the bicycle one of the most popular means of recreation and transportation around the world.

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Which of the following sequences makes paragraph 4 most logical?

- A. NO CHANGE

B. (12), (13), (14), (16), (17), (15)C. (12), (17), (14), (15), (16), (13)

D. (12), (14), (15), (16), (17), (13)

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most logical sequence. The sentence about Lawson and naming the safety bicycle must come before the details of the safety bicycle. Sentence (13) is the best conclusion for the paragraph.

QUESTION 11

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Industrial Revolution

[§1] The Industrial Revolution was essentially a rapid change in the method of production of material goods. <1> Products once made by hand were now able to be produced by machine or by chemical processes. The Industrial Revolution transformed Western society, creating an international capitalist economy, urbanization, labor reforms, a system to educate the public, <2> and labor specialization.

[§2] (1) In the first century of the Industrial Revolution, the country undergoing the most dramatic change was England. (2) After 1850, the Industrial Revolution spread rapidly <3> throughout Europe. (3) While the pace of change during the Industrial Revolution was indeed very rapid, the Industrial Revolution itself stretched over a rather long period of time – from the middle of the 18th century in the 1700s <4> through World War I (1914).

[§3] Several key discoveries and inventions enabled the Industrial Revolution to take place included <5> machines and tools like the cotton gin, the radio, the circular saw, the cylindrical press, and the steam engine. Cement, dynamite, and aluminum were invented, as were the bleaching and paper-making processes. At the same time, there was a tremendous growth in population and urbanization. In fact, the population growth in England was so dramatic that the country's population doubled between 1750–1820. This meant a great demand for food, clothing, and shelter, demands that became the driving force behind <6> the Industrial Revolution.

[§4] Mass production of goods was made possible in large part due to <7> the steam engine. The steam engine enabled factories to move from the countryside (where they were by bodies of water, their source of power) into cities and towns, which were becoming increasingly crowded. <8>

The writer changed the underlined text <1> to *in how material goods were produced*. The result is a sentence that is:

- A. more dramatic
- B. more concise
- C. more complex
- D. more accurate

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This change would make the sentence more concise.

QUESTION 12

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§1] The Industrial Revolution was essentially a rapid change in the method of production of material goods. <1> Products once made by hand were now able to be produced by machine or by chemical processes. The Industrial Revolution transformed Western society, creating an international capitalist economy, urbanization, labor reforms, a system to educate the public, <2> and labor specialization.

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[§4] Mass production of goods was made possible in large part due to <7> the steam engine. The steam engine enabled factories to move from the countryside (where they were by bodies of water, their source of power) into cities and towns, which were becoming increasingly crowded. <8>

<2>:

- A. NO CHANGE
- B. a public education system
- C. systematizing education
- D. public education

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice makes the sentence parallel.

QUESTION 13

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Industrial Revolution

[§1] The Industrial Revolution was essentially a rapid change in the method of production of material goods. <1> Products once made by hand were now able to be produced by machine or by chemical processes. The Industrial Revolution transformed Western society, creating an international capitalist economy, urbanization, labor reforms, a system to educate the public, <2> and labor specialization.

[§2] (1) In the first century of the Industrial Revolution, the country undergoing the most dramatic change was England. (2) After 1850, the Industrial Revolution spread rapidly <3> throughout Europe. (3) While the pace of change during the Industrial Revolution was indeed very rapid, the Industrial Revolution itself stretched over a rather long period of time – from the middle of the 18th century in the 1700s <4> through World War I (1914).

[§3] Several key discoveries and inventions enabled the Industrial Revolution to take place included <5> machines and tools like the cotton gin, the radio, the circular saw, the cylindrical press, and the steam engine. Cement, dynamite, and aluminum were invented, as were the bleaching and paper-making processes. At the same time, there was a tremendous growth in population and urbanization. In fact, the population growth in England was so dramatic that the country's population *doubled* between 1750–1820. This meant a great demand for food, clothing, and shelter, demands that became the driving force behind <6> the Industrial Revolution.

[§4] Mass production of goods was made possible in large part due to <7> the steam engine. The steam engine enabled factories to move from the countryside (where they were by bodies of water, their source of power) into cities and towns, which were becoming increasingly crowded. <8>

The most logical sequence for paragraph 2 is:

- A. NO CHANGE
- B. (2), (1), (3)C. (3), (2), (1)
- D. (3), (1), (2)

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most logical sequence: first, the sentence giving the overall timeline of the revolution, then the next two sentences in chronological order.

QUESTION 14

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§4] Mass production of goods was made possible in large part due to <7> the steam engine. The steam engine enabled factories to move from the countryside (where they were by bodies of water, their source of power) into cities and towns, which were becoming increasingly crowded. <8>

<3>:

- A. NO CHANGE
- B. was quickly spreading
- C. spread with great rapidity
- D. spread fast

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most correct and concise choice.



QUESTION 15

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§4] Mass production of goods was made possible in large part due to <7> the steam engine. The steam engine enabled factories to move from the countryside (where they were by bodies of water, their source of power) into cities and towns, which were becoming increasingly crowded. <8>

<4>:

- A. NO CHANGE
- B. from the middle of the century eighteen
- C. from the mid-1700s

D. beginning in the middle of the 1700s, around 1750,

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most concise choice. Choices A and D are redundant; choice B has improper word order.

QUESTION 16

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

- A. NO CHANGE
- B. place. These included
- C. place. Thus including
- D. place, including

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the best choice. Choice B is grammatically correct, but D combines the sentences for greater sentence variety.

QUESTION 17

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<6>:

- A. NO CHANGE
- B. which had become the driving force of
- C. that forced the driving of
- D. that drove the force behind

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice presents the correct word order and conveys the correct idea.

QUESTION 18

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<7>:

- A. NO CHANGE
- B. by
- C. from
- D. in regard to

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the correct prepositional idiom.

QUESTION 19

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

Which of the following alternatives provides the most logical and effective conclusion for paragraph 4 <8>?

- A. Today, we are living in an Information Revolution.
- B. In cities and towns, factories found a ready workforce and large consumer base for their products.
- C. Railroads took goods out of the city back to the countryside.
- D. Overcrowding was a major problem to be dealt with in the cities.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This ties in the issues in the paragraph: mass production, moving into cities and towns, and large populations. Choice A is irrelevant, and choices C and D are related, but off topic.



QUESTION 20

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The writer wishes to add a fifth paragraph. Which of the following topics would best fit the audience and purpose of this essay?

- A. the work conditions in the factories
- B. child labor
- C. the impact of mass production on the economy
- D. the population explosion and its effects

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:
 All of the topics are related to the Industrial Revolution, but this essay focuses on mass production, so this topic would be the most logical to add.

QUESTION 21

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Annie Smith Peck

[§1] Since a hundred years, <1> the highest mountains in South America have lured climbers from all over the world. But until 1908, Peru's Mt. Huascaran resisted the efforts of all those who attempted to reach its summit. One mountaineer, Annie Smith Peck, vowed to overcome the obstacles and be the first to the top of Mt. Huascaran. In order to succeed, she would have to organize expeditions – deal with reluctant companions –survive bad weather, and <2> climb steep cliffs of ice and rock.

[§2] Peck was born in the United States in 1850. Although she didn't start mountain climbing until she was in her thirties, it <3> soon became clear that she had found her life's work. A natural mountaineer, Peck was soon setting records on expeditions in North America and Europe. She traveled to Bolivia in 1903 and found Mount Huascaran, which had yet to be surmounted, a challenge she simply could not resist. <4>

[§3] (1) Peck mounted four expeditions and made five attempts before she finally conquered Mt. Huascaran. (2) Between those expeditions, Peck returned to the United States to raise money. (3) She received help from many scientific organizations, including the Museum of Natural History. (4) The Museum had also supported Admiral Peary on his trip to the North Pole. (5) Still, Peck struggled at least as much to raise money as she did climbing <5> her beloved mountains.

[§4] In 1908, Peck scraped together the funds for yet another expedition to Mt. Huascaran. This time, she hired two Swiss guides to assist <6> her with the climb. On their first trip up the mountain's slopes, one of the guides became ill, and the entire team was forced to turn back even though they were very close to the top. Being so close to success was very frustrating for Peck, who could not even prove how close they had come because she had accidentally brought the wrong kind of film and was unable to photograph the climb.

[§5] The team rested for a few days, the guide recovered, and on August 28th, they set off again. The climb was extremely difficult. Steps had to be cut <7> one by one into the steep ice; snow bridges and crevasses had to be carefully crossed. The weather was so cold that everyone suffered from frostbite. When Peck and her two guides were just a short distance from the top, they stopped to determine the exact height of the mountain.

[§6] At that moment, one of the guides took advantage of Peck's distraction and climbed the few remaining feet to the summit so that he was the first to reach the peak. What a jerk! <8> Although Peck was understandably angry, she <9> focused on the triumph of achieving her goal: standing at last on the top of Mt. Huascaran.

<1>:

- A. NO CHANGE
- B. Through the passing of a hundred years
- C. For over a hundred years
- D. In the time of the last century

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:
 This is the most correct and concise choice.

QUESTION 22

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<2>:

- A. NO CHANGE
- B. expeditions, deal with reluctant companions, survive bad weather, and
- C. expeditions; deal with reluctant, companions; survive bad weather; and
- D. expeditions: deal with reluctant companions, survive bad weather, and

Correct Answer: B

Section: English
Explanation

Explanation/Reference:

Explanation:

Separate items in a list with commas, unless one or more items already has a comma (then use a semi-colon).



QUESTION 23

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<3>:

- A. NO CHANGE
- B. thirty's, it
- C. thirties. It
- D. thirties, thus it

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is correct as it stands. Choice C would create a sentence fragment.

QUESTION 24

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<4>:

- A. NO CHANGE
- B. an irresistible challenge
- C. and just had to climb it
- D. the one mountain she just had to climb to the top of

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most concise and appropriate version.

QUESTION 25

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Annie Smith Peck

[§ 1] Since a hundred years, <1> the highest mountains in South America have lured climbers from all over the world. But until 1908, Peru's Mt. Huascaran resisted the efforts of all those who attempted to reach its summit. One mountaineer, Annie Smith Peck, vowed to overcome the obstacles and be the first to the top of Mt. Huascaran. In order to succeed, she would have to organize expeditions – deal with reluctant companions – survive bad weather, and <2> climb steep cliffs of ice and rock.

[§ 2] Peck was born in the United States in 1850. Although she didn't start mountain climbing until she was in her thirties, it <3> soon became clear that she had found her life's work. A natural mountaineer, Peck was soon setting records on expeditions in North America and Europe. She traveled to Bolivia in 1903 and found Mount Huascaran, which had yet to be surmounted, a challenge she simply could not resist. <4>

[§ 3] (1) Peck mounted four expeditions and made five attempts before she finally conquered Mt. Huascaran. (2) Between those expeditions, Peck returned to the United States to raise money. (3) She received help from many scientific organizations, including the Museum of Natural History. (4) The Museum had also supported Admiral Peary on his trip to the North Pole. (5) Still, Peck struggled at least as much to raise money as she did climbing <5> her beloved mountains.

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[§ 6] At that moment, one of the guides took advantage of Peck's distraction and climbed the few remaining feet to the summit so that he was the first to reach the peak. What a jerk! <8> Although Peck was understandably angry, she <9> focused on the triumph of achieving her goal: standing at last on the top of Mt. Huascaran.

<5>:

- A. NO CHANGE
- B. climbed
- C. proving she climbed
- D. to climb



Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This gives the sentence parallel structure.

QUESTION 26

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<6>:

- A. NO CHANGE
- B. assisting
- C. would assist
- D. who had assisted

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is correct as it stands.

QUESTION 27

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<7>:

- A. NO CHANGE
- B. hacked
- C. put
- D. done

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:
Hacked is the most precise and vivid word choice.

QUESTION 28

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. What, a jerk!
- C. He was such a jerk.
- D. OMIT the underlined passage.

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:
This sentence should be omitted; it does not fit the tone and style of the essay.

QUESTION 29

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<9>:

- A. NO CHANGE
- B. angry; she
- C. angry – she
- D. angry. She

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is correct as it stands. Choice D would create a sentence fragment.



QUESTION 30

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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In revising paragraph 3, the writer would be wise to:

- A. switch sentences (2) and (3)
- B. eliminate sentence (4)
- C. combine sentences (3) and (4)
- D. explain why Peck's previous attempts to climb Mt. Huarascan had failed

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

Sentence (4) is off topic and should be eliminated to maintain the focus of the paragraph.

QUESTION 31

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Gateway Arch

[§1] The skyline of St. Louis, Missouri, is fairly unremarkable, with one huge exception, the <1> Gateway Arch that stands on the banks of the Mississippi. Part of the Jefferson National Expansion Memorial, the Arch is a really cool monument <2> built to honor St. Louis' role as the gateway to the West.

[§2] Construction on the 630-foot high structure began, in 1961, <3> and was completed four years later in 1965. The monument includes an underground visitor center that explores westward expansion through galleries and a theater. Two passenger trams take visitors to the Observation Room and the Museum of Westward Expansion at the top.

[§3] In 1947, a group of interested citizens known as the Jefferson National Expansion Memorial Association held a nationwide competition to select a design for a new monument that would celebrate <4> the growth of the United States. Other U.S. monuments are spires, statues, or imposed buildings, <5> but the winner of this contest was a plan for a completely unique structure. The man that <6> submitted the winning design, Eero Saarinen, later became a famous architect. In designing the Arch, Saarinen wanted to "create a monument which would have lasting significance and would be a landmark of our time."

[§4] The Gateway Arch is a masterpiece of engineering, a monument even taller than the Great Pyramid in Egypt, and on its own way, <7> at least as majestic. The Gateway is an inverted catenary curve, the same shape that a heavy chain will form if suspended between two points. Covered from top to bottom with sleek stainless steel coating, <8> the Arch often reflects dazzling bursts of sunlight. In a beautiful display of symmetry, the height of the arch is the same as the distance between the legs at ground level.

<1>:

- A. NO CHANGE
- B. exception: the
- C. exception; the
- D. exception. The

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The colon is the most correct punctuation mark here. Colons introduce explanations.

QUESTION 32

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<2>:

- A. NO CHANGE
- B. a structure that inspires amazement
- C. an amazing structure
- D. OMIT the underlined portion

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice has the most appropriate and concise word choice. It *could* be omitted without ruining the sentence (choice D), but it would take out an idea central to the essay: that the monument is amazing.

QUESTION 33

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<3>:

- A. NO CHANGE
- B. began (in 1961)
- C. had begun in 1961
- D. began in 1961

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

There are no commas needed here.

QUESTION 34

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<4>:

- A. NO CHANGE
- B. should celebrate
- C. did celebrate
- D. would have celebrated

Correct Answer: A

Section: English
Explanation

Explanation/Reference:

Explanation:
This is the correct helping verb and tense.

QUESTION 35

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

- A. NO CHANGE
- B. imposing buildings
- C. buildings that imposed

D. buildings that are imposed

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

Imposing should be a modifier, and using the participial form is the most concise.

QUESTION 36

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§1] The skyline of St. Louis, Missouri, is fairly unremarkable, with one huge exception, the <1> Gateway Arch that stands on the banks of the Mississippi. Part of the Jefferson National Expansion Memorial, the Arch is a really cool monument <2> built to honor St. Louis' role as the gateway to the West.

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[§3] In 1947, a group of interested citizens known as the Jefferson National Expansion Memorial Association held a nationwide competition to select a design for a new monument that would celebrate <4> the growth of the United States. Other U.S. monuments are spires, statues, or imposed buildings, <5> but the winner of this contest was a plan for a completely unique structure. The man that <6> submitted the winning design, Eero Saarinen, later became a famous architect. In designing the Arch, Saarinen wanted to "create a monument which would have lasting significance and would be a landmark of our time."

[§4] The Gateway Arch is a masterpiece of engineering, a monument even taller than the Great Pyramid in Egypt, and on its own way, <7> at least as majestic. The Gateway is an inverted catenary curve, the same shape that a heavy chain will form if suspended between two points. Covered from top to bottom with sleek stainless steel coating, <8> the Arch often reflects dazzling bursts of sunlight. In a beautiful display of symmetry, the height of the arch is the same as the distance between the legs at ground level.

<6>:

- A. NO CHANGE
- B. which
- C. who
- D. whom

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

Use *who* when referring to people.

QUESTION 37

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Gateway Arch

[§1] The skyline of St. Louis, Missouri, is fairly unremarkable, with one huge exception, the <1> Gateway Arch that stands on the banks of the Mississippi. Part of the Jefferson National Expansion Memorial, the Arch is a really cool monument <2> built to honor St. Louis' role as the gateway to the West.

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<7>:

- A. NO CHANGE
- B. and, in its own way,
- C. and – in its own way;
- D. and in it's own way

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

Put commas around transitional phrases.

QUESTION 38

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Gateway Arch

[§1] The skyline of St. Louis, Missouri, is fairly unremarkable, with one huge exception, the <1> Gateway Arch that stands on the banks of the Mississippi. Part of the Jefferson National Expansion Memorial, the Arch is a really cool monument <2> built to honor St. Louis' role as the gateway to the West.

[§2] Construction on the 630-foot high structure began, in 1961, <3> and was completed four years later in 1965. The monument includes an underground visitor center that explores westward expansion through galleries and a theater. Two passenger trams take visitors to the Observation Room and the Museum of Westward Expansion at the top.

[§3] In 1947, a group of interested citizens known as the Jefferson National Expansion Memorial Association held a nationwide competition to select a design for a new monument that would celebrate <4> the growth of the United States. Other U.S. monuments are spires, statues, or imposed buildings, <5> but the winner of this contest was a plan for a completely unique structure. The man that <6> submitted the winning design, Eero Saarinen, later became a famous architect. In designing the Arch, Saarinen wanted to “create a monument which would have lasting significance and would be a landmark of our time.”

[§4] The Gateway Arch is a masterpiece of engineering, a monument even taller than the Great Pyramid in Egypt, and on its own way, <7> at least as majestic. The Gateway is an inverted catenary curve, the same shape that a heavy chain will form if suspended between two points. Covered from top to bottom with sleek stainless steel coating, <8> the Arch often reflects dazzling bursts of sunlight. In a beautiful display of symmetry, the height of the arch is the same as the distance between the legs at ground level.

<8>:

- A. NO CHANGE
- B. Covered with sleek stainless steel all over its body
- C. Covered with a skin made of steel that is stainless
- D. Covered with a sleek skin of stainless steel

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most concise and effective version.

QUESTION 39

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Gateway Arch

[§1] The skyline of St. Louis, Missouri, is fairly unremarkable, with one huge exception, the <1> Gateway Arch that stands on the banks of the Mississippi. Part of the Jefferson National Expansion Memorial, the Arch is a really cool monument <2> built to honor St. Louis' role as the gateway to the West.

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[§3] In 1947, a group of interested citizens known as the Jefferson National Expansion Memorial Association held a nationwide competition to select a design for a new monument that would celebrate <4> the growth of the United States. Other U.S. monuments are spires, statues, or imposed buildings, <5> but the winner of this contest was a plan for a completely unique structure. The man that <6> submitted the winning design, Eero Saarinen, later became a famous architect. In designing the Arch, Saarinen wanted to "create a monument which would have lasting significance and would be a landmark of our time."

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The most logical sequence of paragraphs for this essay is:

- A. NO CHANGE
- B. 1, 3, 2, 4C. 4, 1, 3, 2
- D. 1, 2, 4, 3

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most logical choice. The first paragraph introduces the topic and main idea; the third paragraph then describes the background of the Arch and establishes a chronological order; the second paragraph continues the chronology; and the fourth paragraph returns to the idea of the Arch's remarkable design, as established in the introduction.

QUESTION 40

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Gateway Arch

[§1] The skyline of St. Louis, Missouri, is fairly unremarkable, with one huge exception, the <1> Gateway Arch that stands on the banks of the Mississippi. Part of the Jefferson National Expansion Memorial, the Arch is a really cool monument <2> built to honor St. Louis' role as the gateway to the West.

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[§3] In 1947, a group of interested citizens known as the Jefferson National Expansion Memorial Association held a nationwide competition to select a design for a new monument that would celebrate <4> the growth of the United States. Other U.S. monuments are spires, statues, or imposed buildings, <5> but the winner of this contest was a plan for a completely unique structure. The man that <6> submitted the winning design, Eero Saarinen, later became a famous architect. In designing the Arch, Saarinen wanted to "create a monument which would have lasting significance and would be a landmark of our time."

[§4] The Gateway Arch is a masterpiece of engineering, a monument even taller than the Great Pyramid in Egypt, and on its own way, <7> at least as majestic. The Gateway is an inverted catenary curve, the same shape that a heavy chain will form if suspended between two points. Covered from top to bottom with sleek stainless steel coating, <8> the Arch often reflects dazzling bursts of sunlight. In a beautiful display of symmetry, the height of the arch is the same as the distance between the legs at ground level.

The writer has been asked to write a short essay describing in detail a national monument and what the monument honors. Would this essay fulfill that assignment?

- A. Yes, because it focuses on the design of the Arch.
- B. Yes, because the writer describes the Arch and tells why it was commissioned.

- C. No, because the writer does not tell us enough about the designer of the Arch and what he was trying to accomplish.
D. No, because the writer does not tell us enough about St. Louis' role as a gateway to westward expansion.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

The writer discusses the design of the monument, but does not describe how the city and monument honor St. Louis's role as a gateway to westward expansion. It simply mentions this fact.

QUESTION 41

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§ 1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphins were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§ 2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§ 3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§ 4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4x100-meter relay team.

[§ 5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

<1>:

- A. NO CHANGE
B. Tennessee. She weighed
C. Tennessee, who weighed
D. Tennessee, when born weighing

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice corrects the sentence fragment.

QUESTION 42

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§ 1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphins were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4×100-meter relay team.

[§5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

<2>:

- A. NO CHANGE
- B. she needed
- C. needed by Wilma
- D. OMIT the underlined portion

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice makes the sentence consistent in tense and is more concise than choice C.

QUESTION 43

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphs were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4×100-meter relay team.

[§5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

<3>:

- A. NO CHANGE
- B. Wilma, wanting to be

- C. Wilma who wanted to be
- D. Wilma; who wanted to be

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is correct as it stands. The *who* clause is non-essential and should be set off by a comma.

QUESTION 44

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§ 1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphs were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§ 2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§ 3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§ 4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4x100-meter relay team.

[§ 5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

<4>:

- A. NO CHANGE
- B. She for scoring broke the state records
- C. She broke the state records for scoring
- D. She breaks the state records of scoring

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the correct word order.

QUESTION 45

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§ 1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphs were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

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[§3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

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<5>:

- A. NO CHANGE
- B. After graduating from high school,
- C. Since high school graduation,
- D. OMIT the underlined portion.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most correct and concise version. The transition here should not be omitted as it makes the passage of time easier to follow.

QUESTION 46

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolfs were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4x100-meter relay team.

[§5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8> <6>:

- A. NO CHANGE
- B. trials. Then;
- C. trials – then –
- D. trials; then,

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:
 Choice A is a run-on; choice B incorrectly uses a semi-colon; and choice C incorrectly uses the dash.

QUESTION 47

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§ 1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphins were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§ 2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§ 3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§ 4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4x100-meter relay team.

[§ 5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

<7>:

- A. NO CHANGE
- B. however
- C. as a result
- D. therefore

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:
However is the most appropriate transition here.

QUESTION 48

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§ 1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphins were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§ 2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

[§4] After the high school from which she graduated, <5> Wilma was awarded a full scholarship to Tennessee State University, and her track career went into high gear. Before she earned her degree in education, she took a year off from her studies to compete all over the world. In 1960, Wilma's career as a runner reached its apex. She set a world record in the 200-meter race at the Olympic trials, <6> at the Olympics in Rome, she won the 100-meters, the 200-meters, and ran the anchor leg on the winning 4×100-meter relay team.

[§5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

<8>:

- A. NO CHANGE
- B. made illegal
- C. struck down
- D. removed

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice offers the most precise and vivid word choice.

QUESTION 49

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolfs were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

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[§5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

While revising, the writer realizes the passage needs an introduction to convey the main idea of the essay. Which of the following sentences should he use as the first sentence to best achieve that purpose? A.

No one would have guessed that Wilma Rudolph, a crippled child, would someday become an Olympic track star.

- B. Wilma Rudolph owes a great deal to her family, who helped her survive several severe illnesses.
- C. Wilma Rudolph was a famous Olympic athlete who had a lot of health problems as a child.
- D. Wilma Rudolph suffered from diseases that few children contract today.

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

Explanation:

This choice best conveys the main idea of the passage. Choice B focuses only on Rudolph's family; choice C understates the physical handicaps she overcame; and choice D does not mention her athletic accomplishments.

QUESTION 50

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Wilma Rudolph

[§1] Wilma Rudolph was born a premature child in 1940, in Clarksville, Tennessee. Weighing <1> only four-and-a-half pounds. Wilma's mother did her best to care for her daughter, but the Rudolphins were very poor, and the local hospital would not care for Wilma. During her childhood, Wilma contracted measles, mumps, scarlet fever, chicken pox, pneumonia, and later, polio, a crippling disease which at that time had no cure. At the age of four, she was told she would never walk again.

[§2] But Wilma's mother refused to give up. She found an African American medical college fifty miles away that would give Wilma the care she needs. <2> Although it was difficult to make the trip, Mrs. Rudolph took Wilma to the college twice a week. After two years of treatment, Wilma could walk with a brace. With her family's help, Wilma was able to walk normally without the aid of a crutch or brace by age twelve.

[§3] But simply walking wasn't enough for Wilma, who wanted to be <3> an athlete. She decided to play basketball, and for three years, she practiced with the team but didn't play in a single game. Then, in her sophomore year of high school, Wilma became a starting guard. For scoring she broke the state records <4> and led her team to the state championship. At the age of sixteen, she traveled to Melbourne, Australia, to run track events in the 1956 Olympics. She earned a bronze medal as part of a relay team.

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[§5] Wilma was proudest of a different kind of victory, in conclusion. <7> When she returned from her triumphs in Rome, and she insisted that the homecoming parade held in her honor not be a segregated event. This parade was the first racially integrated event ever held in Clarksville. Wilma continued to participate in protests until Clarksville's segregation laws were finally changed. <8>

The writer wishes to add the following sentence to highlight how impressive Rudolph's achievements are:

She was the first American woman ever to win three gold medals at a single Olympics.

The most logical place to insert this sentence would be:

- A. After the new introductory sentence.
- B. At the end of paragraph 3.
- C. At the end of paragraph 4.
- D. At the beginning of paragraph 5.

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:

The most logical place is after the sentence that lists the three gold medals that Rudolph won.

QUESTION 51

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

[§2] What Shelley began, H. G. Wells perfected in dozens of science fiction works including *The Time Machine* and *The War of the Worlds*. While Shelley's *Frankenstein* created a living creature from the body parts of the dead, Wells' characters traveled through time; created half-animal, half-human creatures; made themselves invisible; and having been attacked by Martians. <3> In all of his novels, Wells; like Shelly <4> used scientific possibilities to analyze and often criticize his own society. *War of the Worlds*, for example, is a thinly disguised attack on the British colonialism of his time.

[§3] Science fiction flourished in the United States in the 1920s and 1930s with "pulp" magazines that for the masses churned out science fiction stories. <5> Meanwhile, in Europe, science fiction writers were using science fiction to help bring about political change. Yevgeny Zamyatin's classic novel *We*, for example, is against <6> the Soviet Union's Communist agenda.

[§4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

<1>:

- A. NO CHANGE
- B. career; but,C. career, but
- D. career, and

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice corrects the sentence fragment and keeps the *not only ... but also* construction intact.

QUESTION 52

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

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<2>:

- A. NO CHANGE
- B. literature: science fiction
- C. literature, that was, science fiction
- D. literature (science fiction)

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

Choice A incorrectly uses *being*; choice C includes superfluous commas and uses the past tense, though the genre still exists; and choice D sets off what is important in the sentence – the name of the new genre – in parentheses, indicating that it is *not* important.

QUESTION 53

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§ 1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

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<3>:

- A. NO CHANGE
- B. are attacked by Martians.
- C. faced attacks from Martians.
- D. being attacked by Martians.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This version gives the sentence parallel structure.

QUESTION 54

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§ 1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

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[§ 4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

<4>:

- A. NO CHANGE
- B. Wells like Shelley,
- C. Wells who was like Shelley
- D. Wells, like Shelley,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This correctly sets off the transitional phrase with commas.

QUESTION 55

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

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<5>:

- A. NO CHANGE
- B. magazines that churned out for the masses science fiction stories
- C. magazines, that, churned out science fiction stories, for the masses
- D. magazines that churned out science fiction stories for the masses

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice presents the correct word order, placing what was churned out immediately after the verb and then the prepositional phrase after, to show who received those stories.

QUESTION 56

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

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[§2] What Shelley began, H. G. Wells perfected in dozens of science fiction works including *The Time Machine* and *The War of the Worlds*. While Shelley's Frankenstein created a living creature from the body parts of the dead, Wells' characters traveled through time; created half-animal, half-human creatures; made themselves invisible; and having been attacked by Martians. <3> In all of his novels, Wells; like Shelly <4> used scientific possibilities to analyze and often criticize his own society. *War of the Worlds*, for example, is a thinly disguised attack on the British colonialism of his time.

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[§4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

The writer wishes to use a much stronger word or phrase to convey this idea. <6> Which of the following choices achieves that purpose and maintains the tone of the essay?

- A. criticizes
- B. takes to task
- C. is a scathing indictment of
- D. rips apart

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most strongly worded choice and is consistent with the tone of the essay.

QUESTION 57

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

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[§3] Science fiction flourished in the United States in the 1920s and 1930s with "pulp" magazines that for the masses churned out science fiction stories. <5> Meanwhile, in Europe, science fiction writers were using science fiction to help bring about political change. Yevgeny Zamyatin's classic novel *We*, for example, is against <6> the Soviet Union's Communist agenda.

[§4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

<7>:

- A. NO CHANGE
- B. there are
- C. their
- D. whose

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:
The possessive pronoun should be used here.

QUESTION 58

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

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[§4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

<8>:

- A. NO CHANGE
- B. handling bad
- C. do not handle well
- D. are badly handling

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:
This version is correct as it stands. The other versions have incorrect or awkward word order or usage.

QUESTION 59

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

[§2] What Shelley began, H. G. Wells perfected in dozens of science fiction works including *The Time Machine* and *The War of the Worlds*. While Shelley's *Frankenstein* created a living creature from the body parts of the dead, Wells' characters traveled through time; created half-animal, half-human creatures; made themselves invisible; and having been attacked by Martians. <3> In all of his novels, Wells; like Shelly <4> used scientific possibilities to analyze and often criticize his own society. *War of the Worlds*, for example, is a thinly disguised attack on the British colonialism of his time.

[§3] Science fiction flourished in the United States in the 1920s and 1930s with "pulp" magazines that for the masses churned out science fiction stories. <5> Meanwhile, in Europe, science fiction writers were using science fiction to help bring about political change. Yevgeny Zamyatin's classic novel *We*, for example, is against <6> the Soviet Union's Communist agenda.

[§4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

Which of the following revisions would most improve paragraph 4?

- A. Adding a sentence about the issues today's science fiction writers are addressing.
- B. Adding a quotation from *Frankenstein*.
- C. Adding a brief summary of Mary Shelley's life.
- D. Answering the questions in the paragraph.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is relevant and would show the current direction of the genre. This is appropriate since the paragraph is about looking ahead to the future of science fiction and humankind. The quotation from *Frankenstein* might or might not be relevant; a summary of Shelley's life would be out of place in this paragraph; and the author is unable to answer the questions in the paragraph – he can only make an educated guess.

QUESTION 60

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Science Fiction

[§1] One of the most famous novels of all time, Mary Shelley's *Frankenstein*, marked not only the highpoint of a young woman's literary career. But <1> also the beginning of a brand-new genre of literature begins science fiction. <2> In her remarkable tale, Shelley explores what might happen if a scientific possibility – the ability to restore life to the dead – were to become a reality. This exploration of how what-*might*-be would affect our world is the essence of science fiction.

[§2] What Shelley began, H. G. Wells perfected in dozens of science fiction works including *The Time Machine* and *The War of the Worlds*. While Shelley's *Frankenstein* created a living creature from the body parts of the dead, Wells' characters traveled through time; created half-animal, half-human creatures; made themselves invisible; and having been attacked by Martians. <3> In all of his novels, Wells: like Shelly <4> used scientific possibilities to analyze and often criticize his own society. *War of the Worlds*, for example, is a thinly disguised attack on the British colonialism of his time.

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[§4] Today, science fiction writers around the world continue to explore possibilities – possibilities that are fast becoming realities. Much of what science fiction writers only dreamed of a century ago, such as cloning and space travel, have already come to pass. What is ahead? How will we handle these and other upcoming advances? Let us hope that science fiction writers are wrong, for all too often, characters in science fiction stories, like they're <7> forefather Victor Frankenstein, are unable to handle <8> the responsibility of having so much power over nature.

The writer wishes to add a brief summary of the plot of *Frankenstein*. The most logical place for this addition would be:

- A. to add it to the end of paragraph 1
- B. to create a new paragraph between paragraphs 1 and 2
- C. to add it after the third sentence in paragraph 1
- D. to create a new paragraph between paragraphs 2 and 3

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The introduction is too general to include a focus on the plot of *Frankenstein*, and because this novel marked the beginning of science fiction, it is entitled to its own paragraph. It would be out of chronological order to place it anywhere after that.

QUESTION 61

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

[§1] The father and originator of <1> psychoanalysis, Sigmund Freud (1856–1939) is largely responsible for the way we understand ourselves, as creatures, with <2> conflicting “selves” and desires. Freud posited the notion that the mind is teeming with “psychic energy,” and that our personality is shaped largely by the interactions of the levels of the mind. Among Freud’s most important contributions to modern psychology and the contemporary understanding of the self is his theory of the unconscious.

[§2] (1) According to Freud, the mind is much like an iceberg. (2) Most of our mind’s activities, then, occur beneath the surface, in the unconscious and beyond our knowing. (3) The *conscious* is the part of the mind of which we are aware; it is the tip of the iceberg that is visible above the water. (4) The *unconscious, on the other hand*, <3> is all that is below the surface – the thoughts, feelings, and desires that we are not aware of but that nonetheless affect our behavior.

[§3] Freud believed that the unconscious is *deterministic*. That is, our behaviors are caused (determined) by thoughts and impulses deep in our unconscious – of which thoughts and impulses we are not aware. <4> This is related to the phenomenon called “Freudian slip”. <5> Unless we psychoanalyze ourselves, we may never be aware of the hidden reasons for our actions. This suggests that the notion of free will might have been <6> an illusion and that our choices are governed by hidden mental processes over which we have no control.

[§4] *Repression* is the act of pushing our conflicts to the unconscious. So that <7> we are no longer aware of them. It is our chief *defense mechanism* (a way to avoid conflict between our true desires and our sense of right and wrong). Freud believed that too much repression can lead to *neurosis*, a mental disorder resulting in depression or abnormal behavior, sometimes with physical symptoms but with no evidence of disease.

<1>:

- A. NO CHANGE
- B. father (and originator) of
- C. father, and originator of,
- D. father of

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most concise choice. The other options are all redundant.

QUESTION 62

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

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[§4] *Repression* is the act of pushing our conflicts to the unconscious. So that <7> we are no longer aware of them. It is our chief *defense mechanism* (a way to avoid conflict between our true desires and our sense of right and wrong). Freud believed that too much repression can lead to *neurosis*, a mental disorder resulting in depression or abnormal behavior, sometimes with physical symptoms but with no evidence of disease.

<2>:

- A. NO CHANGE
- B. ourselves as creatures with
- C. ourselves, being like creatures with
- D. ourselves. As creatures with

Correct Answer: B

Section: English**Explanation****Explanation/Reference:**

Explanation:

The commas here are superfluous. Choice D would create a sentence fragment.

QUESTION 63

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

[§1] The father and originator of <1> psychoanalysis, Sigmund Freud (1856–1939) is largely responsible for the way we understand ourselves, as creatures, with <2> conflicting “selves” and desires. Freud posited the notion that the mind is teeming with “psychic energy,” and that our personality is shaped largely by the interactions of the levels of the mind. Among Freud’s most important contributions to modern psychology and the contemporary understanding of the self is his theory of the unconscious.

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<3>:

- A. NO CHANGE
- B. likewise
- C. unfortunately
- D. thereby



Correct Answer: A

Section: English**Explanation****Explanation/Reference:**

Explanation:

This is the most appropriate transitional phrase for this sentence.

QUESTION 64

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

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[§4] *Repression* is the act of pushing our conflicts to the unconscious. So that <7> we are no longer aware of them. It is our chief *defense mechanism* (a way to avoid conflict between our true desires and our sense of right and wrong). Freud believed that too much repression can lead to *neurosis*, a mental disorder resulting in depression or abnormal behavior, sometimes with physical symptoms but with no evidence of disease.

<4>:

- A. NO CHANGE
- B. we are not aware of which thoughts and impulses. C. thoughts and impulses of which we are not aware.
- D. which we are not aware of, these thoughts and impulses.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most correct word order.

QUESTION 65

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

Upon revising this essay, the writer would be wise to:

- A. Leave this sentence exactly as it is.
- B. Delete this sentence from the paragraph.
- C. Move this sentence to the end of the paragraph.
- D. Use a better phrase than “related to.”

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This sentence is related, but not within the focus of the paragraph. It is best omitted.

QUESTION 66

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

[§1] The father and originator of <1> psychoanalysis, Sigmund Freud (1856–1939) is largely responsible for the way we understand ourselves, as creatures, with <2> conflicting “selves” and desires. Freud posited the notion that the mind is teeming with “psychic energy,” and that our personality is shaped largely by the interactions of the levels of the mind. Among Freud’s most important contributions to modern psychology and the contemporary understanding of the self is his theory of the unconscious.

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<6>:

- A. NO CHANGE
- B. would be
- C. has been
- D. is

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

The simple present tense is correct here.



QUESTION 67

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

[§1] The father and originator of <1> psychoanalysis, Sigmund Freud (1856–1939) is largely responsible for the way we understand ourselves, as creatures, with <2> conflicting “selves” and desires. Freud posited the notion that the mind is teeming with “psychic energy,” and that our personality is shaped largely by the interactions of the levels of the mind. Among Freud’s most important contributions to modern psychology and the contemporary understanding of the self is his theory of the unconscious.

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<7>:

- A. NO CHANGE
- B. unconscious of which
- C. unconscious so that
- D. unconscious, for

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This corrects the sentence fragment.

QUESTION 68

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§ 4] *Repression* is the act of pushing our conflicts to the unconscious. So that <7> we are no longer aware of them. It is our chief *defense mechanism* (a way to avoid conflict between our true desires and our sense of right and wrong). Freud believed that too much repression can lead to *neurosis*, a mental disorder resulting in depression or abnormal behavior, sometimes with physical symptoms but with no evidence of disease.

The most logical sequence of sentences for paragraph 2 is:

- A. NO CHANGE
- B. (1), (3), (4), (2) C. (3), (4), (1), (2)
- D. (2), (1), (3), (4)

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This should be clear from the transitions and the simile comparing the mind to an iceberg.

QUESTION 69

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

[§ 1] The father and originator of <1> psychoanalysis, Sigmund Freud (1856–1939) is largely responsible for the way we understand ourselves, as creatures, with <2> conflicting “selves” and desires. Freud posited the notion that the mind is teeming with “psychic energy,” and that our personality is shaped largely by the interactions of the levels of the mind. Among Freud’s most important contributions to modern psychology and the contemporary understanding of the self is his theory of the unconscious.

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The author's use of italics is designed to do which of the following?

- A. indicate that a foreign language is being used
- B. call attention to Freud's genius
- C. create a more emotional tone
- D. highlight key terms that are defined in the text

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

A definition is offered after each italicized term.

QUESTION 70

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Sigmund Freud

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[§4] *Repression* is the act of pushing our conflicts to the unconscious. So that <7> we are no longer aware of them. It is our chief *defense mechanism* (a way to avoid conflict between our true desires and our sense of right and wrong). Freud believed that too much repression can lead to *neurosis*, a mental disorder resulting in depression or abnormal behavior, sometimes with physical symptoms but with no evidence of disease.

Which of the following choices provides the most logical and effective transition from the third to the fourth paragraph?

- A. Sometimes the impulses for our behavior come from repressed desires.
- B. Another theory of Freud's is repression.
- C. Freud also believed in repression.
- D. Neurosis can be caused by repression to the unconscious.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This connects the main ideas in each paragraph: the impulses that control behavior and repression.

QUESTION 71

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Yoga

[§1] One of today's hottest fads is also one of the world's oldest practices: the ancient art of yoga. At first, I thought yoga was just another fitness fad, like step aerobics classes or Tae Bo. But after my first class, I understood why yoga has lasted for thousands of years, and why so many people are completely into <1> this practice.

[§2] Yoga is different from other fitness activities because it is not only physical. In the correct form, <2> yoga is a practice of unification: an emotional, spiritual, *and* physical exercise.

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[§4] While yoga tones and strengthens the body, it also tones and strengthens the mind. Many poses can be only held <5> if you are completely focused on the task, and full benefit of the poses comes only through proper breathing. Concentrated, deep breathing during yoga helps you extend more fully into the poses, thereby gaining greater benefit from the stretch. And the steady circulation of breath through your body both calms and energizes.

[§5] I am still relatively new to yoga. I have only been practicing for one year. I am addicted to yoga <6> unlike any other physical activity because it is also a spiritual practice. Through yoga, I am able to release tensions that lodge in various parts of my body: the tight shoulders, the cramped legs, the belly that is in knots. <7> The physical release is also a spiritual release: I feel calm after doing yoga, reconnected to my body, reconnected to myself, more at peace with the world. After a series of *asanas* (poses), I feel the universal life force within.

<1>:

- A. NO CHANGE
- B. hooked on
- C. devoted to
- D. practitioners of

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most appropriate and precise word choice.



QUESTION 72

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<2>:

- A. NO CHANGE
- B. Done correctly
- C. To do it correctly

D. OMIT the underlined portion

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The introductory phrase is most effective with the verb *do*, and this is the correct form to use.

QUESTION 73

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<3>:

- A. NO CHANGE
- B. that
- C. whom
- D. which

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

The reference is to people, so *who* is correct.

QUESTION 74

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<4>:

- A. NO CHANGE
- B. one's
- C. your
- D. these

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

The possessive pronoun is required here. *One's* is incorrect because that creates a shift in pronoun (from *you* to *one*).

QUESTION 75

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Yoga

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<5>:

- A. NO CHANGE
- B. are only holding
- C. can only be holden
- D. can only be held

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:
This is the correct word order.

QUESTION 76

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Yoga

[§ 1] One of today's hottest fads is also one of the world's oldest practices: the ancient art of yoga. At first, I thought yoga was just another fitness fad, like step aerobics classes or Tae Bo. But after my first class, I understood why yoga has lasted for thousands of years, and why so many people are completely into <1> this practice.

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The writer wishes to improve the sentence structure here by combining sentences. <6> Which of the following choices is the most effective option?

- A. I am still relatively new to yoga. Practicing only for one year, I am addicted to yoga...
- B. Still relatively new to yoga, I have been practicing for only one year. But I am addicted to yoga...
- C. I am still relatively new to yoga – I have been practicing for only one year – but I am addicted to yoga...
- D. Although I am relatively new to yoga, I have been practicing for only one year. Still, I am addicted to yoga...

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:
This is the most correct and effective combination of sentences. The other versions misuse transitions.

QUESTION 77

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<7>:

- A. NO CHANGE
- B. knotted belly
- C. knots within the belly
- D. aching within the stomach area

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This choice makes the sentence parallel and is the most concise.

QUESTION 78

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The writer would like to add some figurative language to the essay. Which of the following images would be most effective and appropriate?

- A. I feel like a million bucks after doing yoga.
- B. Yoga is like a warm blanket.
- C. Yoga is like a drug.
- D. Yoga is a peaceful journey.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most appropriate metaphor. Choice A is a cliché. Choice B is ineffective; it is unclear what emotion the simile is trying to convey. Without further explanation, choice C is an inappropriate comparison.

QUESTION 79

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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If the writer were to combine two paragraphs, which two paragraphs would it be most logical to connect?

- A. paragraphs 1 and 2
- B. paragraphs 2 and 3
- C. paragraphs 3 and 4
- D. paragraphs 4 and 5

Correct Answer: A
Section: English
Explanation



Explanation/Reference:

Explanation:

The second paragraph continues to explain why yoga is different and expresses the main idea of the essay.

QUESTION 80

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The writer would like readers to do some basic yoga poses after reading this essay. To achieve this goal, the writer should:

- A. list the best yoga videos, so readers can purchase them.
- B. compare and contrast yoga to another fitness activity, such as aerobics.
- C. tell readers how to get into those basic positions.
- D. describe the benefits of deep breathing exercises.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the best way to achieve the goal of getting readers to do poses. The writer needs to provide some instruction.

QUESTION 81

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

[§ 1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

[§2] Batman was the brainchild of comic book artist Bob Kane. Who was <2> just 22 years old when he was asked to create a new superhero for DC Comics. Superman was a phenomenal success, and DC Comics wanted another hero, just as powerful, to appeal to its readers. Kane's idea for Batman reportedly came from Leonardo da Vinci's famous sketch of a man flying with bat-like wings <3> and the masked heroes of the *Shadow* and *Zorro* series.

[§3] Kane's Batman was a big success <4> right from the start. The masked hero soon moved from comic books to its own newspaper strip, and in 1943, Batman episodes were aired on the radio. In 1966, live-action Batman shows hit the TV screen, giving ABC network the ratings boost it badly needed. The series was wildly popular, and the syndicated show still airs today on channels such as the Cartoon Network and Nickelodeon.

[§4] Why was Batman so popular? The answer may lie in the background Kane gave his character. Batman is really Bruce Wayne, a millionaire who witnessed the murder of his parents as a child. He vowed to avenge their deaths and the bringing of criminals <5> to justice. He didn't have any supernatural powers. Instead, he devotes <6> his life to training his body and mind to fight crime and used his wealth to develop high-tech tools and weapons, like his famous Batmobile, to aid him in his quest. Thus <7> Kane created a superhero who is just as human as the rest of us, one who <8> suffered and has dedicated himself to righting wrongs. In Batman, Kane gave us an image of our own superhero potential.

<1>:

- A. NO CHANGE
- B. superhero, created in 1939, and known worldwide continues
- C. superhero, created in 1939 and known worldwide, continues
- D. superhero; created in 1939, and know worldwide continues

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The phrase *created in 1939* is relevant but not essential information and should be set off by commas.

QUESTION 82

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<2>:

- A. NO CHANGE
- B. Kane; who was
- C. Kane, who was
- D. Kane, being

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

The phrase *who was just 22 years old* must be connected to an independent clause; it is not a complete sentence. A period here makes the sentence a fragment. Semicolons can only go between two independent clauses (two complete thoughts).

QUESTION 83

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

[§1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

[§2] Batman was the brainchild of comic book artist Bob Kane. Who was <2> just 22 years old when he was asked to create a new superhero for DC Comics. Superman was a phenomenal success, and DC Comics wanted another hero, just as powerful, to appeal to its readers. Kane's idea for Batman reportedly came from Leonardo da Vinci's famous sketch of a man flying with bat-like wings <3> and the masked heroes of the *Shadow* and *Zorro* series.

[§3] Kane's Batman was a big success <4> right from the start. The masked hero soon moved from comic books to its own newspaper strip, and in 1943, Batman episodes were aired on the radio. In 1966, live-action Batman shows hit the TV screen, giving ABC network the ratings boost it badly needed. The series was wildly popular, and the syndicated show still airs today on channels such as the Cartoon Network and Nickelodeon.

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<3>:

- A. NO CHANGE
- B. with bat, like wings
- C. with bat like wings
- D. with wings that are like a bat's

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

Bat and *like* work together to form one modifier, so they should be connected by a hyphen. This is also the most concise choice.

QUESTION 84

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

[§1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

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[§3] Kane's Batman was a big success <4> right from the start. The masked hero soon moved from comic books to its own newspaper strip, and in 1943, Batman episodes were aired on the radio. In 1966, live-action Batman shows hit the TV screen, giving ABC network the ratings boost it badly needed. The series was wildly popular, and the syndicated show still airs today on channels such as the Cartoon Network and Nickelodeon.

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<4>:

- A. NO CHANGE
- B. was a really successful character whom everyone liked a lot
- C. was liked a lot by a lot of people
- D. was an overwhelming success

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

Overwhelming is a more powerful and precise word than *big*. This version is also more concise than versions B and C.

QUESTION 85

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

[§1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

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[§3] Kane's Batman was a big success <4> right from the start. The masked hero soon moved from comic books to its own newspaper strip, and in 1943, Batman episodes were aired on the radio. In 1966, live-action Batman shows hit the TV screen, giving ABC network the ratings boost it badly needed. The series was wildly popular, and the syndicated show still airs today on channels such as the Cartoon Network and Nickelodeon.

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<5>:

- A. NO CHANGE
- B. bring criminals to justice
- C. criminals being brought to justice
- D. finding justice to bring to criminals

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:
This version gives the sentence parallel structure and is the most logical word order.

QUESTION 86

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

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<6>:

- A. NO CHANGE
- B. has devoted
- C. did devote
- D. devoted



Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:
This answer gives the sentence consistent verb tense (all verbs in the simple past tense).

QUESTION 87

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

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<7>:

- A. NO CHANGE
- B. Accordingly,
- C. For instance,D. Furthermore,

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

This is the most appropriate transition.

QUESTION 88

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

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<8>:

- A. NO CHANGE
- B. one who has
- C. which
- D. OMIT the underlined portion

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

This version gives the sentence parallel structure and consistent verb tense.

QUESTION 89

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

[§ 1] Pow! Bam! Zap! Batman triumphs again, foiling evil-doers like the Joker, Penguin, and Catwoman to save the citizens of Gotham City. This superhero created in 1939 and known worldwide, continues <1> to be one of the most popular comic strip characters ever created.

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The writer introduces the passage with "Pow! Bam! Zap!" This is most likely done to:

- A. set a light-hearted, silly tone for the essay.
- B. demonstrate the effect of onomatopoeia and exclamation points.
- C. establish a connection to the topic of a comic book hero.
- D. show that in Batman episodes, there was typically a lot of fighting.

Correct Answer: C

Section: English
Explanation

Explanation/Reference:

Explanation:

The introduction uses a comic book convention to make a connection between topic and structure. The tone is light-hearted, but not silly. The introduction does demonstrate the effect of onomatopoeia and exclamation points, but it has a more meaningful purpose. It is not intended to show that there is a lot of fighting in a typical Batman episode, as this is not a theme of the essay.

QUESTION 90

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Batman

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The author wishes to add the following sentence in order to show why people like Batman and provide readers with more information about the plot of a typical Batman episode:

People loved seeing Batman rush in and save the day whenever a villain threatened Gotham City.

In order to accomplish this goal, it would be most logical and appropriate to place this sentence:

- A. at the end of paragraph 2.
- B. after the first sentence in paragraph 3.
- C. after the second sentence in paragraph 3.
- D. at the end of paragraph 3.

Correct Answer: B

Section: English
Explanation

Explanation/Reference:

Explanation:

In this spot the sentence follows the general statement that Batman was a success; since the sentence provides a reason why the show was successful, this is a logical place to insert it.

QUESTION 91

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<1>:

- A. NO CHANGE
- B. convinced that
- C. doubting the very likelihood
- D. not worried at all that



Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is the correct answer because of **clarity** and **wordiness**. B and D are incorrect because their answers do not fit with the context of the sentence. C is incorrect because the answer is wordy.

QUESTION 92

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

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<2>:

- A. NO CHANGE
- B. (place before I)
- C. (place before boarded)
- D. (place before in)

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is the correct answer because of **modifiers**. A single word modifier is placed next to the word it modifies. A, B, and D are incorrect because the answers place the modifier in the incorrect position.

QUESTION 93

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

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[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<3>:

- A. NO CHANGE
- B. I and my roommate
- C. my roommate and me
- D. my roommate and I

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct because of **subject pronoun**. When two subjects of the verb are joined together with and, "I" is the correct form of the first person singular pronoun. A, B, and C are incorrect.

QUESTION 94

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§ 1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

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[§ 4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§ 5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§ 6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<4>:

- A. NO CHANGE
- B. satisfied
- C. concerned
- D. uncertain



Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is the correct choice because of **clarity**. The context suggests that the writer had a positive reaction to being recognized in the midst of a chaotic and crowded airport. B, C, and D are incorrect because their answers do not fit the context.

QUESTION 95

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§ 1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§ 2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§ 3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§ 4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§ 5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<5>:

- A. NO CHANGE
- B. worked
- C. will work
- D. work

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **verb tense**. A and D are incorrect because the answers are present tense. C is incorrect because the answer is future tense.

QUESTION 96

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<6>:

- A. NO CHANGE
- B. great sense about humor
- C. great sense on humor
- D. great sense in humor

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct because of **idioms**. B, C, and D are incorrect because the answers are not the correct form of the idiom.

QUESTION 97

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<7>:

- A. NO CHANGE
- B. pass the time during our excessively long commute
- C. pass the time during our excessive four-hour commute
- D. pass the time during our commute

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **wordiness** and **redundancy**. A, B, and C are incorrect because “excessively,” “long,” and “four-hour” are redundant when combined. In addition, the lengthy description is wordy. Although longer sentences may be grammatically correct, short sentences are the best choice to minimize wordiness.

QUESTION 98

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<8>:

- A. NO CHANGE
- B. I wish my girlfriend could have seen the views!
- C. Pictures don't do it justice, man!
- D. OMIT the underlined portion

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

The correct answer is D because of **style** and **redundancy**. A, B, and C are incorrect because the sentence does not fit with the tone of the passage. In addition, the previous sentence addressed the geographical beauty.

QUESTION 99

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

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[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<9>:

- A. NO CHANGE
- B. it's
- C. its
- D. ones

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

The correct answer is C because of **case and number** and **personal pronouns**. Collective nouns, such as medical clinic, are institutions, not people.

QUESTION 100

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<10>:

- A. NO CHANGE
- B. sorted, and restocked, supplies
- C. sorted and restocked supplies
- D. sorted and restocked, supplies

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct because of **commas**. B, C, and D are incorrect because the answers contain inaccurate comma placement when separating items in a list.

QUESTION 101

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

If the writer wanted to add an additional sentence to the end of paragraph 4 <11>, its content would logically:

- A. provide details about the nutritionist
- B. contain information about appropriate vitamin intake for adults
- C. include another task that was performed during that week
- D. mention the physician's gratitude at the help that the writer provided

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is the correct answer because of purpose. The passage contains information about how the writer spent his time in Haiti. A, B, and D are incorrect because the answers do not fit with the purpose of the passage.

QUESTION 102

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

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[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14> <12>:

- A. NO CHANGE
- B. constantly; they
- C. constantly: they
- D. constantly they

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **semicolons**. Semicolons separate two independent clauses, which this sentence contains. A and C are incorrect because the answers contain inaccurate punctuation marks. D is incorrect because it needs a semicolon.

QUESTION 103

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

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[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

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[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

<13>:

- A. NO CHANGE
- B. taught
- C. teached
- D. had been teaching

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **irregular verbs**. "Teach" is an irregular verb that requires "taught" as the simple past tense verb. A, C, and D are incorrect because the answers are the inaccurate past tense form of "teach."

QUESTION 104

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

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[§6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14>

Which choice most effectively concludes the sentence and the essay? <14>

- A. NO CHANGE
- B. were glad to see us leave.

- C. were thankful that we came.
- D. gave us money to help offset costs from the trip.

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

Explanation:

A is the correct answer because of **context**. B, C, and D do not fit with the context of the sentence, nor the expressed sentiments by the writer about his time in Haiti.

QUESTION 105

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Haiti

[§ 1] Although my friends and family were skeptical of whether <1> I would be safe, I boarded the plane in New York boldly <2> and flew to Haiti. My college roommate had agreed to take medical supplies to a rural clinic where his brother was a physician, and I agreed to go and help.

[§ 2] When me and my roommate <3> landed at the airport in the capital Port au Prince, the chaos inside the airport was frightening. Dozens of men approached us while gesturing to our luggage, and yelling at us in Creole. They wanted us to select their taxis. I was thrilled <4> when my roommate smiled at someone who called our names through the crowd.

[§ 3] Papi, our designated transporter, was a Haitian man in his early twenties who works <5> for the physician. He warmly welcomed us to his country, and seemed to have a great sense of humor. <6> He laughed nonstop during our ride through the capital city. Once we were on the open highway, Papi taught us basic Creole greetings to pass the time during our excessively long four-hour commute. <7>

[§ 4] The mountainous town where we would spend the week was beautiful, and I immediately fell in love with the place and its people. The views rocked! <8> Even though I could not fluently speak Creole, I made the most of my time with the land and its inhabitants. Several daily tasks kept me busy that week. The medical clinic was a modest two-room building, and their <9> staff needed help reorganizing the supply pantry. I removed, counted, sorted, and restocked supplies, <10> before adding the additional resources we brought from the United States. After I cleaned and organized the supply pantry, I assisted a visiting nutritionist with distributing vitamins to the locals. <11>

[§ 5] Each evening, two dozen young children would sit on the porch where my roommate and I stayed. They laughed constantly, they <12> always found joy in the simplest of things. They did teach <13> us to count in Creole and read children's stories to us in French. They invited us to kick balls with them and chase yard chickens. Even though they did not have many toys, the children entertained one another with conversation, laughter and storytelling.

[§ 6] When it was time to leave Haiti and return to New York, I was sad to say goodbye. Although my roommate and I delivered medical supplies to their community, the people gave us memories that will last the rest of our lives. <14> Which choice most strongly suggests that the experience in Haiti was a positive one for the writer?

- A. thrilled when my roommate smiled
- B. they laughed constantly
- C. I was sad
- D. memories that will last

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:

D is the correct choice because of **emphasis**. In his conclusion, the writer emphasized that what he received from the community was greater than what he delivered to the community.

QUESTION 106

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§ 1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

[§2] When the *Philosopher's Stone* was published <3> in 1997, the book industry had given up on young readers. It's <4> first edition was a mere 500 books, and most copies were sent to public libraries across England. By the time Rowling's seventh Harry Potter novel was published in 2007, Rowling had already become the woman who put a new face on children's literacy. *Harry Potter and the Deathly Hollows*, the final installation, has <5> a word count of nearly 1.1 million words, and sold 11 million copies in the first 24 hours of its release. <6>

[§3] Today, Rowling spends much <7> of her time working with her foundation, Lumos, which is named after a spell in the Potter series that brought light into darkness. <8> She founded <9> the nonprofit organization after seeing a photograph of a child in a caged bed who appeared to be screaming through its chain links. Rowling was overcome by the image that she <10> vowed to use her money and popularity to raise awareness of the 8 million children who live in such institutions globally. According to research, over 80 % of orphaned children have living relatives which <11> cannot care for them because of poverty or disability. The staff at Lumos equip families with necessary resources to provide for their children rather than leaving them institutionalized. Lumos' long-term goal is the closure of every orphanage around the world, by returning all children to live with its <12> families, either biological or adoptive.

[§4] Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through make-believe stories of triumph and real-life stories of hope. <14>

The underlined portion <1> most likely means:

- A. Rowling gave birth to a child who she named Harry Potter
- B. Rowling created a story about a boy named Harry Potter
- C. Rowling was the puppeteer for a marionette called Harry Potter
- D. Rowling resuscitated a child named Harry Potter who was riding a train

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **idioms**. Idioms are phrases with meanings that are not apparent based on dictionary definitions. A, C, and D are incorrect because their answers do not fit with the context.

QUESTION 107

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§ 1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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[§4] Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through make-believe stories of triumph and real-life stories of hope. <14>

Which of these sentences would most logically be added to the end of paragraph 1 <2>?

- A. Even though children do not speak Latin or Ancient Greek, it is important that the book be translated into classical languages.
- B. These numbers show how incredibly successful J. K. Rowling really is!
- C. Rowling's international success has made her one of the most prolific writers of all time.
- D. Rowling is a great example of how successful one can be when they use their time wisely, even when waiting for a train.

Correct Answer: C

Section: English**Explanation****Explanation/Reference:**

Explanation:

C is the correct answer because of **writing strategy**. The author's purpose in paragraph 1 is to highlight the success of Rowling's books. A and D are incorrect because the answers do not fit with the author's purpose. B is incorrect because of tone.

QUESTION 108

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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<3>:

- A. NO CHANGE
- B. had published
- C. was publishing
- D. had been publishing

Correct Answer: A

Section: English**Explanation****Explanation/Reference:**

Explanation:

A is the correct answer because of **verb tense**. A demonstrates simple past tense, which is completed action in the past. B is incorrect because the answer is past perfect. C is incorrect because the answer is past progressive. D is incorrect because the answer is past perfect progressive.

QUESTION 109

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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[§4] Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through make-believe stories of triumph and real-life stories of hope. <14>

<4>:

- A. NO CHANGE
- B. It is
- C. Its'
- D. Its

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **possessive pronouns**. *Its* is the correct form of the third person singular possessive pronoun. A is incorrect because it is the contraction for "it is." B is incorrect because the sentence does not require the third person singular with the "to be" verb. C is incorrect because the apostrophe is unnecessary.

QUESTION 110

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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<5>:

- A. NO CHANGE
- B. Hollows, the final installation has
- C. Hollows the final installation, has
- D. Hollows (the final installation) has

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is the correct answer because of **commas**. Commas separate modifying elements that establish a qualification. B is the incorrect answer because it is missing the second comma. C is the incorrect answer because it is missing the first comma. D is the incorrect answer because parentheses are used to enclose nonessential data. This passage includes information about The Harry Potter series, and therefore the fact that the final installation was a successful edition to the entire series is essential.

QUESTION 111

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§ 1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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[§ 4] Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through make-believe stories of triumph and real-life stories of hope. <14>

The most appropriate sentence to place at the end of paragraph 2 <6> as a transition to paragraph 3 is:

- A. Although Rowling's legacy in children's literacy is profound, she recently discovered a new passion for children's causes.
- B. Rowling's legacy as a children's writer will likely be forgotten because of her new work with children who are orphans.
- C. Rowling's books are not as important as the new work she is doing to help children in orphanages.
- D. Someday, people will only remember the Harry Potter movies, and not Rowling's books.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is the correct answer because of **transitions**. A correctly refers to the information in paragraph 2, while foreshadowing the information in paragraph 3. B, C, and D are incorrect because their answers are not supported in the passage.

QUESTION 112

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§ 1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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<7>:

- A. NO CHANGE
- B. most
- C. many
- D. more

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **qualifiers**. A and C are incorrect because their answers are used with uncountable nouns. D is incorrect because the answer is used before a countable noun when comparing to a previous amount.

QUESTION 113

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher’s Stone* was the first of seven children’s books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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If the writer were to omit the underlined portion <8> (adjusting the punctuation as necessary), the sentence would primarily lose:

- A. an unnecessary detail since most readers know the spells in the Harry Potter series
- B. an explanation that is important because the organization’s name is linked to its mission
- C. a visual description of a spell in the Harry Potter series
- D. an explanation that is important because most readers will be curious to learn more about Harry Potter

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **purpose**. A, C, and D are incorrect because the answers do not fit with the purpose of paragraph 3.

QUESTION 114

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The underlined word <9> most closely means:

- A. discovered
- B. created
- C. realized
- D. equipped

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **clarity**. The context supports B, and eliminates the definitions of found as identified in answers A, C, and D.

QUESTION 115

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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[§3] Today, Rowling spends much <7> of her time working with her foundation, Lumos, which is named after a spell in the Potter series that brought light into darkness. <8> She founded <9> the nonprofit organization after seeing a photograph of a child in a caged bed who appeared to be screaming through its chain links. Rowling was overcome by the image that she <10> vowed to use her money and popularity to raise awareness of the 8 million children who live in such institutions globally. According to research, over 80 % of orphaned children have living relatives which <11> cannot care for them because of poverty or disability. The staff at Lumos equip families with necessary resources to provide for their children rather than leaving them institutionalized. Lumos' long-term goal is the closure of every orphanage around the world, by returning all children to live with its <12> families, either biological or adoptive.

[§4] Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through make-believe stories of triumph and real-life stories of hope. <14>

<10>:

- A. NO CHANGE

- B. image. She
- C. image, that she
- D. image, nevertheless she

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **run-on sentences**. Correctly written sentences have one main subject and predicate. A is incorrect because the answer is a run-on sentence. C and D are incorrect because their answers do not correct the run-on sentence.

QUESTION 116

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life **<1>** over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. **<2>**

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<11>:

- A. NO CHANGE
- B. relatives that
- C. relatives, which
- D. relatives who

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **relative pronouns**. "Who" is used when referring to a person or persons. A, B, and C are incorrect because "that" and "which" refer to nonhuman objects.

QUESTION 117

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

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<12>:

- A. NO CHANGE
- B. they're
- C. there
- D. their

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct choice because of **case and number** and **they're, there, and their**. A is incorrect because children are plural and require a personal pronoun that is plural in number. B and C are incorrect because their answers are inaccurate spellings of "their."

QUESTION 118

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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<13>:

- A. NO CHANGE
- B. light'.
- C. light"!
- D. light."

Correct Answer: D

Section: English
Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **punctuation**. Quotation marks are placed outside the period when completing a sentence. A, B, and C are incorrect answer choices.

QUESTION 119

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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If the writer wanted to add information about research that compares and contrasts child development between children who are raised in their families' homes with children who are raised in institutions, this new material would most logically be placed in:

- A. paragraph 1, because the most important information must be introduced first.
- B. paragraph 4, because this would be a strong conclusion to the passage as a whole.
- C. a separate paragraph, because it would be the only paragraph devoted to a comparison between children raised in homes versus children raised in orphanages
- D. place of paragraph 4, because this information is irrelevant.

Correct Answer: C

Section: English
Explanation

Explanation/Reference:

Explanation:

C is the correct answer because of **sequence**.

QUESTION 120

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

J. K. Rowling

[§1] While many people may get frustrated with train delays, Joanne Rowling turned her experience into a life-changing story. She began writing about a young wizard while delayed at a Manchester station stop, and brought Harry Potter to life <1> over the next five years. The *Philosopher's Stone* was the first of seven children's books published under her pen name J. K. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek. <2>

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[§4] Rowling once said, "Happiness can be found in the darkest places if one only remembers to turn on the light". <13> J. K. Rowling has created happiness for millions of children through make-believe stories of triumph and real-life stories of hope. <14>

Would it be logical for the writer to include a paragraph that includes contact information for Lumos? <14>

- A. Yes, because the reader will want to send fan mail to J. K. Rowling at the organization where she works.
- B. Yes, because the reader will want to send money to support a good cause.
- C. No, because that information belongs at the end of paragraph 3.
- D. No, because this passage is about the legacy of J. K. Rowling, and not an appeal for donations to Lumos.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **purpose**.

QUESTION 121

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

[§1] Rio de Janeiro, Brazil is a fantastic place to visit. It's alarming <1> that Rio is called the "Wonderful City." Beaches, mountains, and forests await its visitors, who can tour for days and still not experience everything the city has to offer. When I visit, I always have a great time with my boyfriend. <2> At the end of a busy day exploring nature, gloomy <3> travelers can unwind at one of the beachfront hotspots for coconut water and live samba music.

[§2] Rio's most famed attractions are Sugarloaf Mountain and Christ the Redeemer statue. However, <4> these destinations welcome over 2.8 million international tourists each year. Sugarloaf Mountain is located in the city's south zone right near to the vast Atlantic Ocean. <5> Its peak is at 1300 feet, and accessible by two cable cars that take less than five minutes to arrive. Visitors enjoy 360-degree panoramic views of Rio, and can shop or dine at several locations on the mountain.

[§3] (1) Christ the Redeemer stands on the Corcovado Mountain, recently named one of the new seven wonders of the world. (2) With arms outstretched, the concrete Christ was built between 1922 and 1931, to resemble embracing the people of Rio. (3) Millions of tourists recreate the attraction by taking photos on its pedestal with their own arms outstretched. (4) The statue's pedestal is over 26 feet high, while the statue itself is nearly 100 feet <6>

[§4] There are so many amazing sites to see! <7> Fort Copacabana is a military base and history museum that sits at the south end of Copacabana beach and divides the neighborhood from Ipanema. Visitors explored <8> galleries filled with original military memorabilia from the late nineteenth and early twentieth centuries. There are also exhibits featuring indigenous artwork from some of Brazil's 2000 native tribes. These relics are important for Brazilian history, and tourists are nevertheless blown away <9> at their historical significance.

[§5] Another great place to visit, and for learning about Brazilian history <10> is the Botanical Gardens, built in 1808 by King John VI of Portugal. Children especially enjoy this 346-acre park, which is home to 6500 species of plants and trees and 140 species of birds. Kid-friendly areas are designated for picnics and games, and monkeys that roam the grounds often entertain children by swinging from tree to tree or rummaging for leftover food in the park's trash bins. <11>

[§6] After a busy day of sightseeing Rio's natural settings, because <12> tourists sit at beachfront drink stands and enjoy coconut water sipped from the fruit. Local musicians wander the sands playing Brazilian samba music each night. The sounds of *tamborims*, *surdos*, and *agogos* delight visitors, who, dance <13> all night long to the sounds <14> under the Copacabana moonlight.

<1>:

- A. NO CHANGE
- B. It's no wonder
- C. It's not all that alarming, really
- D. It's a surprise

Correct Answer: B

Section: English
Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **appropriate word choice**. Although C is grammatically correct, B is more accurate in the context of this sentence. A and D are incorrect because they are not accurate in meaning.

QUESTION 122

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

[§1] Rio de Janeiro, Brazil is a fantastic place to visit. It's alarming <1> that Rio is called the "Wonderful City." Beaches, mountains, and forests await its visitors, who can tour for days and still not experience everything the city has to offer. When I visit, I always have a great time with my boyfriend. <2> At the end of a busy day exploring nature, gloomy <3> travelers can unwind at one of the beachfront hotspots for coconut water and live samba music.

[§2] Rio's most famed attractions are Sugarloaf Mountain and Christ the Redeemer statue. However, <4> these destinations welcome over 2.8 million international tourists each year. Sugarloaf Mountain is located in the city's south zone right near to the vast Atlantic Ocean. <5> Its peak is at 1300 feet, and accessible by two cable cars that take less than five minutes to arrive. Visitors enjoy 360-degree panoramic views of Rio, and can shop or dine at several locations on the mountain.

[§3] (1) Christ the Redeemer stands on the Corcovado Mountain, recently named one of the new seven wonders of the world. (2) With arms outstretched, the concrete Christ was built between 1922 and 1931, to resemble embracing the people of Rio. (3) Millions of tourists recreate the attraction by taking photos on its pedestal with their own arms outstretched. (4) The statue's pedestal is over 26 feet high, while the statue itself is nearly 100 feet <6>

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[§6] After a busy day of sightseeing Rio's natural settings, because <12> tourists sit at beachfront drink stands and enjoy coconut water sipped from the fruit. Local musicians wander the sands playing Brazilian samba music each night. The sounds of *tamborims*, *surdos*, and *agogos* delight visitors, who, dance <13> all night long to the sounds <14> under the Copacabana moonlight.

<2>:

- A. NO CHANGE
- B. Couples always have a great time when visiting Brazil.
- C. When I visit, my boyfriend and I always have a great time.
- D. OMIT the underlined portion.

Correct Answer: D

Section: English
Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **irrelevance**. This passage is about the tourist attractions in Rio de Janeiro, and although grammatically correct, the sentence does not contribute to the purpose of this passage.

QUESTION 123

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

[§1] Rio de Janeiro, Brazil is a fantastic place to visit. It's alarming <1> that Rio is called the "Wonderful City." Beaches, mountains, and forests await its visitors, who can tour for days and still not experience everything the city has to offer. When I visit, I always have a great time with my boyfriend. <2> At the end of a busy day exploring nature, gloomy <3> travelers can unwind at one of the beachfront hotspots for coconut water and live samba music.

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[§6] After a busy day of sightseeing Rio's natural settings, because <12> tourists sit at beachfront drink stands and enjoy coconut water sipped from the fruit. Local musicians wander the sands playing Brazilian samba music each night. The sounds of *tamborims*, *surdos*, and *agogos* delight visitors, who, dance <13> all night long to the sounds <14> under the Copacabana moonlight.

<3>:

- A. NO CHANGE
- B. Tired
- C. Angry
- D. Overheated

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **appropriate word choice**. Travelers can unwind after a busy day. Therefore, the most appropriate word choice is "tired."

QUESTION 124

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

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<4>:

- A. NO CHANGE
- B. For instance,
- C. Also,

D. In fact,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **transitions**. *However* is a transition word that established contrast. B is a transition word that introduces an example. C is a transition word that adds to the previous statement. D is the correct transition because it provides emphasis.

QUESTION 125

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

[§1] Rio de Janeiro, Brazil is a fantastic place to visit. It's alarming <1> that Rio is called the "Wonderful City." Beaches, mountains, and forests await its visitors, who can tour for days and still not experience everything the city has to offer. When I visit, I always have a great time with my boyfriend. <2> At the end of a busy day exploring nature, gloomy <3> travelers can unwind at one of the beachfront hotspots for coconut water and live samba music.

[§2] Rio's most famed attractions are Sugarloaf Mountain and Christ the Redeemer statue. However, <4> these destinations welcome over 2.8 million international tourists each year. Sugarloaf Mountain is located in the city's south zone right near to the vast Atlantic Ocean. <5> Its peak is at 1300 feet, and accessible by two cable cars that take less than five minutes to arrive. Visitors enjoy 360-degree panoramic views of Rio, and can shop or dine at several locations on the mountain.

[§3] (1) Christ the Redeemer stands on the Corcovado Mountain, recently named one of the new seven wonders of the world. (2) With arms outstretched, the concrete Christ was built between 1922 and 1931, to resemble embracing the people of Rio. (3) Millions of tourists recreate the attraction by taking photos on its pedestal with their own arms outstretched. (4) The statue's pedestal is over 26 feet high, while the statue itself is nearly 100 feet <6>

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<5>:

- A. NO CHANGE
- B. near the Atlantic Ocean
- C. close to the vast Atlantic Ocean
- D. at the heart of the Atlantic Ocean

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **wordiness**. Style questions on the ACT will test on sentences that are grammatically correct, but are needlessly wordy. A and C are incorrect because of wordiness. D is incorrect because it changes the meaning of the sentence.

QUESTION 126

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

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Sentence 4 (in paragraph 3) should be placed:

- A. placed where it is now
- B. placed at the beginning of the paragraph.
- C. placed after sentence 1
- D. OMITTED

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is the correct answer because of **ordering sentences**. A is incorrect because the sentence is out of place. B is incorrect because the sentence does not introduce Christ the Redeemer, but rather describes the attraction. D is incorrect because the sentence provides detailed information that contributes to its appeal as a tourist attraction.

QUESTION 127

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which of the following sentences is the best transition from paragraph 3 to paragraph 4? <7>

- A. NO CHANGE
- B. Tourists to Rio can do many engaging things.
- C. In addition to natural attractions, Rio de Janeiro has tourist sites for discovering Brazil's historical legacy.
- D. When I was in Brazil, my favorite places to visit were historical ones.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is the correct answer because of **style and transition**. A is incorrect because of the change in tone. B is incorrect because it is vague. D is incorrect because it lacks transition from previous paragraphs to paragraphs 4 and 5.

QUESTION 128

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. can explore
- C. will be exploring
- D. have been exploring

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct because of **verb tense**. A is incorrect because the verb is past tense. C is incorrect because the verb is future progressive. D is incorrect because the verb is future perfect progressive.

QUESTION 129

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<9>:

- A. NO CHANGE
- B. amazed
- C. always shocked
- D. only slightly impressed



Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct because of **appropriate word choice**. A is incorrect because of tone. C and D are incorrect because of context.

QUESTION 130

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<10>:

- A. NO CHANGE
- B. history;
- C. history—
- D. history,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct because of **commas**. Independent clauses are used with a conjunction to separate clauses within a sentence.

QUESTION 131

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Would it fit with paragraph 5 for the author to include a sentence about the types of monkeys that live in the Botanical Gardens? <11>

- A. Yes, because tourists who visit natural settings are always interested in wildlife.
- B. Yes, because more information is always helpful.
- C. No, because this information does not fit with the main topic of the passage.
- D. No, because tourists to Brazil are not interested in what animals live in the country.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is the correct answer because of **purpose**. This passage is about diverse tourist attractions in Brazil. A sentence about the types of animals that live in the country would not fit with the author's intention.

QUESTION 132

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<12>:

A. NO CHANGE

B. even though

C. thus,

D. OMIT the underlined portion

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **transitions**. This sentence does not need a transition word. The comma functions correctly without a transition word.

QUESTION 133

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<13>:

- A. NO CHANGE
- B. visitors: who danceC. visitors who dance,
- D. visitors, who dance

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **commas**. Commas signal a pause in this sentence between visitors and who. A, B, and C are incorrect.

QUESTION 134

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§1] Rio de Janeiro, Brazil is a fantastic place to visit. It's alarming <1> that Rio is called the "Wonderful City." Beaches, mountains, and forests await its visitors, who can tour for days and still not experience everything the city has to offer. When I visit, I always have a great time with my boyfriend. <2> At the end of a busy day exploring nature, gloomy <3> travelers can unwind at one of the beachfront hotspots for coconut water and live samba music.

[§2] Rio's most famed attractions are Sugarloaf Mountain and Christ the Redeemer statue. However, <4> these destinations welcome over 2.8 million international tourists each year. Sugarloaf Mountain is located in the city's south zone right near to the vast Atlantic Ocean. <5> Its peak is at 1300 feet, and accessible by two cable cars that take less than five minutes to arrive. Visitors enjoy 360-degree panoramic views of Rio, and can shop or dine at several locations on the mountain.

[§3] (1) Christ the Redeemer stands on the Corcovado Mountain, recently named one of the new seven wonders of the world. (2) With arms outstretched, the concrete Christ was built between 1922 and 1931, to resemble embracing the people of Rio. (3) Millions of tourists recreate the attraction by taking photos on its pedestal with their own arms outstretched. (4) The statue's pedestal is over 26 feet high, while the statue itself is nearly 100 feet <6>

[§4] There are so many amazing sites to see! <7> Fort Copacabana is a military base and history museum that sits at the south end of Copacabana beach and divides the neighborhood from Ipanema. Visitors explored <8> galleries filled with original military memorabilia from the late nineteenth and early twentieth centuries. There are also exhibits featuring indigenous artwork from some of Brazil's 2000 native tribes. These relics are important for Brazilian history, and tourists are nevertheless blown away <9> at their historical significance.

[§5] Another great place to visit, and for learning about Brazilian history <10> is the Botanical Gardens, built in 1808 by King John VI of Portugal. Children especially enjoy this 346-acre park, which is home to 6500 species of plants and trees and 140 species of birds. Kid-friendly areas are designated for picnics and games, and monkeys that roam the grounds often entertain children by swinging from tree to tree or rummaging for leftover food in the park's trash bins. <11>

[§6] After a busy day of sightseeing Rio's natural settings, because <12> tourists sit at beachfront drink stands and enjoy coconut water sipped from the fruit. Local musicians wander the sands playing Brazilian samba music each night. The sounds of *tamborims*, *surdos*, and *agogos* delight visitors, who, dance <13> all night long to the sounds <14> under the Copacabana moonlight.

<14>:

- A. NO CHANGE
- B. while listening to the sounds C. to the instrumental sounds
- D. OMIT the underlined portion

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:

D is correct because of **redundancy**. The sentence has already mentioned the instruments' sounds. Simplest is usually the best option as long as the sentence's meaning is not changed.

QUESTION 135

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Rio de Janeiro

[§1] Rio de Janeiro, Brazil is a fantastic place to visit. It's alarming <1> that Rio is called the "Wonderful City." Beaches, mountains, and forests await its visitors, who can tour for days and still not experience everything the city has to offer. When I visit, I always have a great time with my boyfriend. <2> At the end of a busy day exploring nature, gloomy <3> travelers can unwind at one of the beachfront hotspots for coconut water and live samba music.

[§2] Rio's most famed attractions are Sugarloaf Mountain and Christ the Redeemer statue. However, <4> these destinations welcome over 2.8 million international tourists each year. Sugarloaf Mountain is located in the city's south zone right near to the vast Atlantic Ocean. <5> Its peak is at 1300 feet, and accessible by two cable cars that take less than five minutes to arrive. Visitors enjoy 360-degree panoramic views of Rio, and can shop or dine at several locations on the mountain.

[§3] (1) Christ the Redeemer stands on the Corcovado Mountain, recently named one of the new seven wonders of the world. (2) With arms outstretched, the concrete Christ was built between 1922 and 1931, to resemble embracing the people of Rio. (3) Millions of tourists recreate the attraction by taking photos on its pedestal with their own arms outstretched. (4) The statue's pedestal is over 26 feet high, while the statue itself is nearly 100 feet <6>

[§4] There are so many amazing sites to see! <7> Fort Copacabana is a military base and history museum that sits at the south end of Copacabana beach and divides the neighborhood from Ipanema. Visitors explored <8> galleries filled with original military memorabilia from the late nineteenth and early twentieth centuries. There are also exhibits featuring indigenous artwork from some of Brazil's 2000 native tribes. These relics are important for Brazilian history, and tourists are nevertheless blown away <9> at their historical significance.

[§5] Another great place to visit, and for learning about Brazilian history <10> is the Botanical Gardens, built in 1808 by King John VI of Portugal. Children especially enjoy this 346-acre park, which is home to 6500 species of plants and trees and 140 species of birds. Kid-friendly areas are designated for picnics and games, and monkeys that roam the grounds often entertain children by swinging from tree to tree or rummaging for leftover food in the park's trash bins. <11>

[§6] After a busy day of sightseeing Rio's natural settings, because <12> tourists sit at beachfront drink stands and enjoy coconut water sipped from the fruit. Local musicians wander the sands playing Brazilian samba music each night. The sounds of *tamborims*, *surdos*, and *agogos* delight visitors, who, dance <13> all night long to the sounds <14> under the Copacabana moonlight.

Which of the following sentences most effectively summarizes the passage as a whole?

- A. Rio de Janeiro, Brazil offers tourists a variety of engaging and informative activities that will delight visitors of all ages and interests.
- B. Rio de Janeiro, Brazil is the best place in South America for taking children on vacation.
- C. Although Rio de Janeiro, Brazil has historical attractions, visitors can enjoy sites that are not educational.
- D. The most popular attractions in Rio de Janeiro are two mountains, where visitors can eat lunch at 1300 feet, or take their photo in front of a concrete statue.

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

Explanation:

A is the correct answer because it **summarizes** the passage as a whole. B is incorrect because the passage is not particular to children's vacations in South America. C is incorrect because the essay is not about whether the city's attractions are educational. D is incorrect because the passage includes tourist attractions beyond the two listed: Sugarloaf and Christ the Redeemer statue.

QUESTION 136

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

[§2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration. As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

[§3] Prevention is the best way to maintain a healthy back. There are varieties of ways that people keep themselves pain free and functioning at optimum levels. Sleeping on your back with a pillow under the knees supports its <9> natural curve during the night. When sitting at a desk, keeping ears, shoulders, and hips in line while resting the back firmly against the chair helps with posture. Standing straight with relaxed shoulders, hips, and knees will eliminate undue pressure on the spine. Walking with your head held high, chin tucked, and toes pointed forward will prevent slouching. Plus, you will look fantastically confident. <10>

[§4] Diet and sunshine are also important for back health, well-balanced <11> foods build lean muscles that support the spine. Lean proteins, fresh fruits and vegetables, and plenty <12> of water to keep the body hydrated are best choices for a daily regimen. While Vitamin D is found in many foods such as salmon and green leaf lettuce. The <13> sunshine is a body's best source. At least ten minutes of day <14> sunlight will strengthen bones and provide energy to the body's systems, encouraging the body to stand straighter. <15>

<1>:

- A. NO CHANGE
- B. The human spine supports the weight of the head, protects the body's organs, and receives
- C. The human spine supports the weight of the head, protect the body's organs, and receive
- D. The human spine support the weight of the head, protect the body's organs, and receive

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **subject-verb agreement**. The 3rd person subject "spine" requires a verb in a singular form. A is incorrect because the verb "support" is plural. C is incorrect because the verbs "protect" is plural. D is incorrect because both of the verbs are plural.

QUESTION 137

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

[§2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration. As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

[§3] Prevention is the best way to maintain a healthy back. There are varieties of ways that people keep themselves pain free and functioning at optimum levels. Sleeping on your back with a pillow under the knees supports its <9> natural curve during the night. When sitting at a desk, keeping ears, shoulders, and hips in line while resting the back firmly against the chair helps with posture. Standing straight with relaxed shoulders, hips, and knees will eliminate undue pressure on the spine. Walking with your head held high, chin tucked, and toes pointed forward will prevent slouching. Plus, you will look fantastically confident. <10>

[§4] Diet and sunshine are also important for back health, well-balanced <11> foods build lean muscles that support the spine. Lean proteins, fresh fruits and vegetables, and plenty <12> of water to keep the body hydrated are best choices for a daily regimen. While Vitamin D is found in many foods such as salmon and green leaf lettuce. The <13> sunshine is a body's best source. At least ten minutes of day <14> sunlight will strengthen bones and provide energy to the body's systems, encouraging the body to stand straighter. <15>

<2>:

- A. NO CHANGE
- B. regions; cervical,
- C. regions — cervical
- D. regions, cervical,

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

Explanation:

A is the correct answer because of **colons**. Colons are placed at the end of an independent clause. They are used to signal a list of items if there are no additional introductory phrases.

QUESTION 138

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

[§2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration. As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

[§3] Prevention is the best way to maintain a healthy back. There are varieties of ways that people keep themselves pain free and functioning at optimum levels. Sleeping on your back with a pillow under the knees supports its <9> natural curve during the night. When sitting at a desk, keeping ears, shoulders, and hips in line while resting the back firmly against the chair helps with posture. Standing straight with relaxed shoulders, hips, and knees will eliminate undue pressure on the spine. Walking with your head held high, chin tucked, and toes pointed forward will prevent slouching. Plus, you will look fantastically confident. <10>

[§4] Diet and sunshine are also important for back health, well-balanced <11> foods build lean muscles that support the spine. Lean proteins, fresh fruits and vegetables, and plenty <12> of water to keep the body hydrated are best choices for a daily regimen. While Vitamin D is found in many foods such as salmon and green leaf lettuce. The <13> sunshine is a body's best source. At least ten minutes of day <14> sunlight will strengthen bones and provide energy to the body's systems, encouraging the body to stand straighter. <15>

<3>:

- A. NO CHANGE
- B. are born
- C. of us are born
- D. people such as us are born

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **wordiness**. Strong writing is concise and eliminates more words than are necessary to communicate an idea. A, C, and D are incorrect because additional words are added that are unnecessary to communicate the general idea of the sentence.

QUESTION 139

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

[§2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration.

As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

[§3] Prevention is the best way to maintain a healthy back. There are varieties of ways that people keep themselves pain free and functioning at optimum levels. Sleeping on your back with a pillow under the knees supports its <9> natural curve during the night. When sitting at a desk, keeping ears, shoulders, and hips in line while resting the back firmly against the chair helps with posture. Standing straight with relaxed shoulders, hips, and knees will eliminate undue pressure on the spine. Walking with your head held high, chin tucked, and toes pointed forward will prevent slouching. Plus, you will look fantastically confident. <10>

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<4>:

- A. NO CHANGE
- B. infants'
- C. an infants'
- D. infantile

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct because of **possessive nouns**. Possessive plural nouns add an *s* + *apostrophe* to indicate possession. In this sentence, the brain and spine development of multiple infants is stunted. A is incorrect because the noun is not possessive. C is incorrect because the article is unnecessary. D is incorrect because the word does not make sense for the context.

QUESTION 140

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

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<5>:

- A. NO CHANGE
- B. especially
- C. moreover
- D. nevertheless

Correct Answer: B

Section: English**Explanation****Explanation/Reference:**

Explanation:

B is the correct answer because of **transitions**. B signals an emphasis in how trauma impacts the spine. A and C are incorrect because they signal an addition. D is incorrect because it signals a contrast.

QUESTION 141

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

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[§ 2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration. As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

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[§ 4] Diet and sunshine are also important for back health, well-balanced <11> foods build lean muscles that support the spine. Lean proteins, fresh fruits and vegetables, and plenty <12> of water to keep the body hydrated are best choices for a daily regimen. While Vitamin D is found in many foods such as salmon and green leaf lettuce. The <13> sunshine is a body's best source. At least ten minutes of day <14> sunlight will strengthen bones and provide energy to the body's systems, encouraging the body to stand straighter. <15>



<6>:

- A. NO CHANGE
- B. has been happening
- C. happens
- D. was happening

Correct Answer: C

Section: English**Explanation****Explanation/Reference:**

Explanation:

C is correct because of **verb tense**. A is incorrect because the tense is past. B is incorrect because the tense is present perfect progressive. D is incorrect because the tense is past progressive.

QUESTION 142

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

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<7>:

- A. NO CHANGE
- B. narrow, that
- C. narrow which
- D. narrow,

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is the correct answer because of **which/that function**. "Which" is used in a nonessential clause with a proceeding comma to offset the clause.

QUESTION 143

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

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<8>:

- A. NO CHANGE
- B. spines'
- C. spine's
- D. spinal

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct because of **possessive nouns**. Spine is singular in this sentence, and requires an *apostrophe* + s to indicate possession. A is incorrect because the apostrophe is missing. B is incorrect because spines' is plural. D is incorrect because the word does not make sense for the context.

QUESTION 144

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§ 1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

[§ 2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration. As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

[§ 3] Prevention is the best way to maintain a healthy back. There are varieties of ways that people keep themselves pain free and functioning at optimum levels. Sleeping on your back with a pillow under the knees supports its <9> natural curve during the night. When sitting at a desk, keeping ears, shoulders, and hips in line while resting the back firmly against the chair helps with posture. Standing straight with relaxed shoulders, hips, and knees will eliminate undue pressure on the spine. Walking with your head held high, chin tucked, and toes pointed forward will prevent slouching. Plus, you will look fantastically confident. <10>

[§ 4] Diet and sunshine are also important for back health, well-balanced <11> foods build lean muscles that support the spine. Lean proteins, fresh fruits and vegetables, and plenty <12> of water to keep the body hydrated are best choices for a daily regimen. While Vitamin D is found in many foods such as salmon and green leaf lettuce. The <13> sunshine is a body's best source. At least ten minutes of day <14> sunlight will strengthen bones and provide energy to the body's systems, encouraging the body to stand straighter. <15>

<9>:

- A. NO CHANGE
- B. the back's
- C. the pillow's
- D. your



Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **clarity**. The pronoun "its" can refer to either the back or the pillow. The passage is about spine health, and therefore B is the correct choice. A is incorrect because the answer lacks clarity. C and D are incorrect because they are inaccurate for the context.

QUESTION 145

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§ 1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

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<10>:

- A. NO CHANGE
- B. And, you will look fantastically confident.
- C. Besides, you will look fantastically confident.
- D. OMIT the underlined portion.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is the correct answer because of **consistency**. A, B, and C are incorrect because the informal writing style and the content of the sentence do not fit with the rest of the passage.

QUESTION 146

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

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<11>:

- A. NO CHANGE
- B. health; well-balanced
- C. health: well-balanced
- D. health well-balanced

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is the correct answer because of **semicolons**. Semicolons separate two independent clauses; A and C are incorrect because the answers use inaccurate punctuation marks. D is incorrect because the independent clauses are missing a punctuation mark.

QUESTION 147

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§ 1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

[§ 2] There are many reasons why people experience problems with their spine. Some people like us are born <3> with defects such as spina bifida, which stunts infant <4> brain and spine development. Trauma to the spine can also create problems, in addition <5> when the damage is irreversible. Paralysis happened <6> when the spine is injured beyond repair, and may result in loss of function in the arms or legs. Another reason for damage is the body's natural deterioration. As a person ages, the spine wears out. The discs that separate each vertebra lose moisture, and nerves that run alongside the spine can become more narrow, which <7> decreases the spines <8> ability to absorb pressure, especially when walking, jogging, or jumping.

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[§ 4] Diet and sunshine are also important for back health, well-balanced <11> foods build lean muscles that support the spine. Lean proteins, fresh fruits and vegetables, and plenty <12> of water to keep the body hydrated are best choices for a daily regimen. While Vitamin D is found in many foods such as salmon and green leaf lettuce. The <13> sunshine is a body's best source. At least ten minutes of day <14> sunlight will strengthen bones and provide energy to the body's systems, encouraging the body to stand straighter. <15>

<12>:

- A. NO CHANGE
- B. fresh fruits, and vegetables, and plenty
- C. fresh fruits and vegetables and plenty
- D. fresh fruits, and vegetables and plenty



Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct because of **commas**. Commas are used to separate three or more items in a series of related words. B is incorrect because the comma splits fruits and vegetables. C and D are incorrect because a comma is needed to separate this list of three items.

QUESTION 148

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

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<13>:

- A. NO CHANGE
- B. lettuce, the
- C. lettuce, although the
- D. lettuce: the

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:

B is the correct choice because of **sentence fragments**. A is incorrect because the answer is a dependent clause and not a sentence. C is incorrect because the transition word is unnecessary. D is incorrect because colons are not used to join a dependent clause to a new sentence.

QUESTION 149

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Spine

[§1] Good spine health is important for every person. The human spine support the weight of the head, protects the body's organs, and receives <1> the gravitational pull that helps with posture. Comprised of 33 bones, each called vertebra, the spine is divided into five regions: cervical, <2> thoracic, lumbar, sacral, and coccygeal. Vertebrae are named according to the region where they are located along the spine and in numerical order. Discs serve as cushions between each vertebra. Nerves run along the spine, carrying signals between the spine and the rest of the body.

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<14>:

- A. NO CHANGE
- B. day's
- C. daily
- D. today's

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:

C is the correct choice because of **adjectives**. Adjectives modify nouns and indicate which one, what kind, or how many. A, B, and D are incorrect because their answers are not the correct part of speech.

QUESTION 150

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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This passage would most likely be part of:

- A. a chapter about the human spine that is located in an anatomy textbook.
- B. a personal letter from a doctor to his mother about the importance of taking care of her body.
- C. a pamphlet published by a chiropractor about good spine health.
- D. an entry for Spine in a medical dictionary.



Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is the correct choice because of **purpose**. A is incorrect because the passage is not detailed using scientific jargon about the human body. B is incorrect because the passage is not informal communication between two family members. D is incorrect because the passage is not detailed using medical jargon, nor is it written for an educated medical community.

QUESTION 151

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Mystery Paper Sculptor

[§ 1] Between March and November of 2011, an anonymous donor left intricately <1> crafted paper sculptures at various cultural institutions in Edinburgh, Scotland. Delighted, each sculpture was left secretly and was later discovered by staff. <2> The delicate sculptures – streetscapes, plants, and animals – were carved exclusively from the pages and bindings of books. The tiny details in the pieces are awe-inspiring.

[§ 2] The first sculpture discovered – at the Scottish Poetry Library – was a tiny tree formed from a book of verse. Library staff dubbed <3> it the “poetree.” The tree sits atop a book. Beneath the tree are the halves of a golden paper egg, each half filled with words clipped from the poem “A Trace of Wings” by Edwin Morgan. At Edinburgh's Filmhouse Cinema, a three-dimensional sculpted scene <4> shows patrons sitting in a movie theater as horse leaps <5> out of the screen. At the Scottish Storytelling Centre, a dragon crafted from the pages <6> of a mystery novel was found nesting in a window. At the National Museum of Scotland, a paper tail was spotted emerging from the spine of Sir Arthur Conan Doyle's book *The Lost World*. Inside, a dinosaur charges through shredded pages of the open book. More creations appeared at more than a few additional places where literature and artifacts are related to <7> books and writing. Therefore, <8> a total of ten sculptures were bestowed on special institutions, whose staff are thrilled by their luck.

[§3] The creator of these sculptures are <9> not known because no one has claimed responsibility. So far, that is. The last gift came with a note in which the mystery artist reveals her gender. Whatever: whoever <10> created the art, your <11> intention is clear. Each gift came with a note expressing special gratitude <12> for “libraries, books, words, ideas.” <13>

[§4] Ironically, the creator of these exquisite sculptures who destroyed books <14> – cutting them up with <15> refashioning them into elaborate works of art – as “a tiny gesture in support of the special places.” The mystery artist celebrated the magic of those places and, at the same time, made some magic.

Which choice most effectively emphasizes the complexity of the paper sculptures? <1>

- A. NO CHANGE
- B. impressively
- C. terrifically
- D. superbly

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 152

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<2>:

- A. NO CHANGE
- B. Each sculpture was left secretly and later discovered by delighted staff.
- C. Left secretly and later discovered by staff, each sculpture was delighted.
- D. Secretly delighted, each sculpture was discovered by staff.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 153

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<3>:

- A. NO CHANGE
- B. specified
- C. adorned
- D. honored

Correct Answer: A

Section: English

Explanation

Explanation/Reference:



QUESTION 154

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<4>:

- A. NO CHANGE
- B. Cinema, a three-dimensional sculpted, scene
- C. Cinema a three-dimensional sculpted scene,
- D. Cinema a three-dimensional, sculpted, scene

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 155

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

- A. NO CHANGE
- B. movie theaters as horse’s leaps
- C. a movie theater as horses leap
- D. movie theater’s as horse leap

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 156

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<6>:

- A. NO CHANGE
- B. dragon – crafted from the pages
- C. dragon, crafted from the pages,
- D. dragon crafted from the pages,

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 157

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<7>:

- A. NO CHANGE
- B. a number of additional cultural institutions supporting intellectual endeavors dedicated to promoting
- C. quite a lot of other cultural institutions characterized by loyalty and dedication to
- D. several libraries and museums devoted to

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 158

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. Eventually,
- C. Of course,
- D. However,

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 159

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<9>:

- A. NO CHANGE
- B. creators of this sculptures are
- C. creator of these sculptures is
- D. creators of this sculptures is

Correct Answer: C

Section: English
Explanation

Explanation/Reference:

QUESTION 160

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<10>:

- A. NO CHANGE
- B. Disregarding the unknown identity of the person who
- C. Without consideration of or concern about whoever
- D. Regardless of who



Correct Answer: D

Section: English
Explanation

Explanation/Reference:

QUESTION 161

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<11>:

- A. NO CHANGE
- B. whose
- C. her
- D. our

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 162

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<12>:

- A. NO CHANGE
- B. note of gratitude expressing special gratefulness and thanks
- C. thank-you note on each one expressing special thanks
- D. thankful note expressing special thanks

Correct Answer: A

Section: English

Explanation

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If the writer were to delete the preceding sentence <13>, the paragraph would primarily lose a statement that:

- A. suggests the essay writer knows the identity of the artist.
- B. explains why the artist created the sculptures.
- C. proves the artist is a woman.
- D. indicates the artist is a librarian.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 164

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<14>:

- A. NO CHANGE
- B. for whom books were destroyed –C. as she destroyed books –
- D. destroyed books –

Correct Answer: D

Section: English**Explanation****Explanation/Reference:****QUESTION 165**

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<15>:

- A. NO CHANGE
- B. and
- C. nor
- D. so



Correct Answer: B

Section: English**Explanation****Explanation/Reference:****QUESTION 166**

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Building a Cork Boat

[§1] As a young boy, John Pollack dreamed of building a full-size boat made entirely of bottle corks. [A] At the age of thirty-four, Pollack sailed his dream down the Douro River in Portugal. It all began as Pollack is likely to point out <1>, with a single cork.

[§2] To amass the staggering number of corks needed to construct the boat, 165,231 in all, Pollack convinced the staff, of several restaurants <2> in Washington, DC, to donate discarded corks for his cause. [B] Pollack eventually received cork donations from a cork-importing company <3> based in Portugal.

[§3] Constructing the boat introduced a challenge of another variety. Pollack finally tried <4> gluing the corks together to create stackable logs, but he soon realized that this strategy was too time-consuming. [C] He calculated that it would have taken him and one other person more then a year’s <5> worth of eight-hour days to glue all the corks needed for the boat.

[§4] Piles of corks threatened to take over Pollack’s apartment. <6> He used a foam template to assemble a group of corks into a pretty interesting <7> shape. He then fastened each cluster of corks with multiple rubber bands and encased each cluster in fishnet. To bind clusters together and shaping <8> them into flexible columns proved to be both efficient and architecturally sound. Dozens of friends expedited this proper <9> process by volunteering to help with the construction of the boat.

[§5] The completed cork boat, which resembled a Viking ship, was more impressive than Pollack had ever imagined. [D] In his childhood imagination, he had saw himself <10> floating the boat in his neighbor's swimming pool. But at a length of twenty-two feet, <11> Pollack's masterpiece was best suited with <12> a grand voyage. In 2002, the company that <13> had donated thousands of corks to Pollack's project sponsored the vessel's launch in Portugal. There, during the boat's successful journey on the Douro River, in the country of Portugal, <14> Pollack's dream was fully realized.

<1>:

- A. NO CHANGE
- B. began, as Pollack is likely to point out,
- C. began, as Pollack is likely to point out
- D. began as Pollack is likely to point out

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 167

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<2>:

- A. NO CHANGE
- B. boat (165,231) in all, Pollack convinced the staff of several restaurants,
- C. boat – 165,231 in all – Pollack convinced the staff of several restaurants
- D. boat, 165,231, in all, Pollack convinced the staff of several restaurants

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 168

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<3>:

- A. NO CHANGE
- B. donations, from a cork-importing company,
- C. donations, from a cork-importing companyD. donations from a cork-importing company,

Correct Answer: A

Section: English

Explanation

Explanation/Reference:



QUESTION 169

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<4>:

- A. NO CHANGE
- B. next

- C. first
D. also

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

QUESTION 170

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

- A. NO CHANGE
B. than a year's
C. than a years'
D. then a years

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

QUESTION 171

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which choice most effectively introduces the paragraph? <6>

- A. NO CHANGE
- B. Over the course of many months, Pollack convinced people to help.
- C. Pollack was afraid that he would have to put his cork boat dream on hold.
- D. After a series of trials, Pollack devised a workable strategy.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 172

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Which choice provides the most specific description of the assembled groups of corks? <7>

- A. NO CHANGE
- B. hexagonal
- C. certain
- D. DELETE the underlined portion.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 173

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. Binding clusters together and to shape
- C. Binding clusters together and shaping
- D. Binding clusters together and shape



Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 174

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Which choice best indicates that constructing the cork boat was challenging? <9>

- A. NO CHANGE
- B. authentic
- C. rigorous
- D. grim

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 175

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<10>:

- A. NO CHANGE
- B. had seen himself
- C. seen himself
- D. saw him

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 176

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<11>:

- A. NO CHANGE
- B. length, of twenty-two feet,
- C. length of twenty-two feet;
- D. length of twenty-two feet

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 177

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<12>:

- A. NO CHANGE
- B. most well suited to

- C. better suited for
- D. best suited as

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

QUESTION 178

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<13>:

- A. NO CHANGE
- B. company, which
- C. company whom
- D. company, who

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

QUESTION 179

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[§1] As a young boy, John Pollack dreamed of building a full-size boat made entirely of bottle corks. [A] At the age of thirty-four, Pollack sailed his dream down the Douro River in Portugal. It all began as Pollack is likely to point out <1>, with a single cork.

[§2] To amass the staggering number of corks needed to construct the boat, 165,231 in all, Pollack convinced the staff, of several restaurants <2> in Washington, DC, to donate discarded corks for his cause. [B] Pollack eventually received cork donations from a cork-importing company <3> based in Portugal.

[§3] Constructing the boat introduced a challenge of another variety. Pollack finally tried <4> gluing the corks together to create stackable logs, but he soon realized that this strategy was too time-consuming. [C] He calculated that it would have taken him and one other person more then a year's <5> worth of eight-hour days to glue all the corks needed for the boat.

[§4] Piles of corks threatened to take over Pollack's apartment. <6> He used a foam template to assemble a group of corks into a pretty interesting <7> shape. He then fastened each cluster of corks with multiple rubber bands and encased each cluster in fishnet. To bind clusters together and shaping <8> them into flexible columns proved to be both efficient and architecturally sound. Dozens of friends expedited this proper <9> process by volunteering to help with the construction of the boat.

[§5] The completed cork boat, which resembled a Viking ship, was more impressive than Pollack had ever imagined. [D] In his childhood imagination, he had saw himself <10> floating the boat in his neighbor's swimming pool. But at a length of twenty-two feet. <11> Pollack's masterpiece was best suited with <12> a grand voyage. In 2002, the company that <13> had donated thousands of corks to Pollack's project sponsored the vessel's launch in Portugal. There, during the boat's successful journey on the Douro River, in the country of Portugal. <14> Pollack's dream was fully realized.

<14>:

- A. NO CHANGE
- B. River, which is a river in Portugal,
- C. River in Portugal,
- D. River,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 180

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Building a Cork Boat

[§1] As a young boy, John Pollack dreamed of building a full-size boat made entirely of bottle corks. [A] At the age of thirty-four, Pollack sailed his dream down the Douro River in Portugal. It all began as Pollack is likely to point out <1>, with a single cork.

[§2] To amass the staggering number of corks needed to construct the boat, 165,231 in all, Pollack convinced the staff, of several restaurants <2> in Washington, DC, to donate discarded corks for his cause. [B] Pollack eventually received cork donations from a cork-importing company <3> based in Portugal.

[§3] Constructing the boat introduced a challenge of another variety. Pollack finally tried <4> gluing the corks together to create stackable logs, but he soon realized that this strategy was too time-consuming. [C] He calculated that it would have taken him and one other person more then a year's <5> worth of eight-hour days to glue all the corks needed for the boat.

[§4] Piles of corks threatened to take over Pollack's apartment. <6> He used a foam template to assemble a group of corks into a pretty interesting <7> shape. He then fastened each cluster of corks with multiple rubber bands and encased each cluster in fishnet. To bind clusters together and shaping <8> them into flexible columns proved to be both efficient and architecturally sound. Dozens of friends expedited this proper <9> process by volunteering to help with the construction of the boat.

[§5] The completed cork boat, which resembled a Viking ship, was more impressive than Pollack had ever imagined. [D] In his childhood imagination, he had saw himself <10> floating the boat in his neighbor's swimming pool. But at a length of twenty-two feet. <11> Pollack's masterpiece was best suited with <12> a grand voyage. In 2002, the company that <13> had donated thousands of corks to Pollack's project sponsored the vessel's launch in Portugal. There, during the boat's successful journey on the Douro River, in the country of Portugal. <14> Pollack's dream was fully realized.

The question asks about the preceding passage as a whole.

The writer wants to add the following sentence to the essay: "Remember," he would say as he made his daily pickups, "every cork counts."

The sentence would most logically be placed at:

- A. Point [A] in Paragraph 1.
- B. Point [B] in Paragraph 2.
- C. Point [C] in Paragraph 3.
- D. Point [D] in Paragraph 5.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 181

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Lightning in the Sand

[§ 1] As my friend Anna and I walked the sand dunes of southeastern New Mexico, she told me that she hoped we'd find a fulgurite, one as translucent white as the southeastern New Mexico sands around us. <1> A fulgurite – whose name stems from the Latin word *fulgur*, which means “thunderbolt” – is a hollow silica glass tube formed when lightning strikes sand. A fulgurite is created in one explosive second by fusion and pressure as sand heated by a lightning blast melts. <2> and becomes glass. Commonly called “petrified lightning,” a fulgurite places <3> the shape of a miniature lightning bolt into the earth, often branching deep into the ground.

[§ 2] Anna told me that I had possibly seen a small fragment of a fulgurite before, without realizing I had, on a beach. She explained though that even experts <4> are rarely able to locate a fully intact fulgurite. The thin, brittle glass tubes break easily. <5> Occasionally, after strong, sustained winds have shifted desert sands, while <6> an unbroken, previously buried fulgurite will be revealed, showing as a tube protruding from the ground. <7> I scanned the area, hopeful that I'd see a tube newly uncovered. <8> Anna made clear that we'd be lucky to come upon a small piece of fulgurite, just a few inches long.

[§ 3] Anna had shown me fulgurites she had found on other trips. Their colors ranged from black to brown to green, corresponding to the color of the sand in which she had discovered them. I wasn't surprised that I'd never recognized fulgurites on any beach: no one had ever told me what to look for <9> Their interiors, though, are smooth, clear glass stained <10> with tiny bubbles trapped formed by air and moisture <11> during the rapid cooling of the melted sand after the lightning strike.

[§ 4] We continued exploring the dunes. Anna laughed and said we needed only to stop at the local gift shop to unearth <12> our treasure. <13> But given our <14> luck finding fulgurites in deserts and on beaches. <15> she wanted to keep searching to find our own piece of bright, white lightning in the sand.

<1>:

A. NO CHANGE

B. and nearly transparent to the eye almost as the white sands of these dunes.

C. as these sands.

D. DELETE the underlined portion and end the sentence with a period.



Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 182

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§4] We continued exploring the dunes. Anna laughed and said we needed only to stop at the local gift shop to unearth <12> our treasure. <13> But given our <14> luck finding fulgurites in deserts and on beaches, <15> she wanted to keep searching to find our own piece of bright, white lightning in the sand.

<2>:

- A. NO CHANGE
- B. sand heated (by a lightning blast) melts
- C. sand, heated by a lightning blast melts,
- D. sand heated by a lightning blast melts

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 183

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Lightning in the Sand

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[§4] We continued exploring the dunes. Anna laughed and said we needed only to stop at the local gift shop to unearth <12> our treasure. <13> But given our <14> luck finding fulgurites in deserts and on beaches, <15> she wanted to keep searching to find our own piece of bright, white lightning in the sand.

Which choice best builds on the preceding sentence <3> by emphasizing the dramatic nature of the mark a fulgurite leaves on the earth?

- A. NO CHANGE
- B. sketches
- C. burns
- D. sends

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 184

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Lightning in the Sand

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[§ 4] We continued exploring the dunes. Anna laughed and said we needed only to stop at the local gift shop to unearth <12> our treasure. <13> But given our <14> luck finding fulgurites in deserts and on beaches, <15> she wanted to keep searching to find our own piece of bright, white lightning in the sand.

<4>:

- A. NO CHANGE
- B. explained, though, that even experts
- C. explained though that, even experts,
- D. explained, though that even experts

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 185

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Given that all the statements are true, which one provides the most relevant information at this point in the essay? <5>

- A. NO CHANGE
- B. Human-made fulgurites are not any easier to excavate than naturally occurring fulgurites.
- C. A fulgurite is not a geode (a crystal-lined stone), though the two are often confused.
- D. Still, pieces of fulgurite can be worked into jewelry.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:**QUESTION 186**

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<6>:

- A. NO CHANGE
- B. however
- C. so
- D. DELETE the underlined portion.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:**QUESTION 187**

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which of the following sentences, if added here <7>, best connects the preceding sentence to the information that follows in the paragraph?

- A. Anna told me that there had been a brief rain shower in the area the day before.
- B. I could see bright pink sand verbenas blooming in the distance.
- C. Swift winds were moving the white sands that day.
- D. Dig carefully.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 188

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. uncovered, I focused my gaze on the sands in the distance.
- C. uncovered, I looked closely.
- D. had it been uncovered.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 189

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which choice most effectively concludes this sentence <9> and leads into the information that follows in the paragraph?

- A. NO CHANGE
- B. I focus on looking for seashells, sand dollars, and smooth rocks when I'm walking the sands.
- C. usually, I'm not in the mood for a science project when I'm on vacation.
- D. on their surface, they look like pieces of tree branches.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 190

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which choice makes clearest the light, sporadic arrangement of the bubbles in the glass? <10>

- A. NO CHANGE
- B. pointed
- C. speckled
- D. covered

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 191

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The best placement for the underlined portion <11> would be:

- A. where it is now.
- B. after the word *bubbles*.
- C. after the word *during*.
- D. after the word *cooling*.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

**QUESTION 192**

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<12>:

- A. NO CHANGE

- B. for having unearthed
- C. that would unearth
- D. unearthing

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 193

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If the writer deleted the preceding sentence <13>, the essay would primarily lose a:

- A. bluntly critical comment that makes clear Anna's frustration with trying to find a white fulgurite in the sand dunes of New Mexico.
- B. mildly scolding response by Anna to the narrator's impatience with the time and attention it might take for them to find a white fulgurite.
- C. light moment in the form of a good-natured joke by Anna about how easy it could be to find a white fulgurite.
- D. moment of excitement when Anna remembers that they could easily find a white fulgurite at the local gift shop.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 194

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<14>:

- A. NO CHANGE
- B. her
- C. my
- D. their

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 195

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which of the following alternatives to the underlined portion <15> would provide the essay with new information?

- A. beaches in Florida, Utah, California, and Nevada,
- B. beaches, but so far not this day in the New Mexico sands,
- C. beaches, in other words, sandy locales,
- D. beaches, even a green fulgurite,

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 196

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Planet Earth's Windiest Observatory

[§ 1] Step outside into blowing snow, freezing fog, 45 mph winds with hurricane-force gusts, and a -50° Fahrenheit windchill. Welcome to a typical January day at the Mount Washington Observatory. [A] Weather conditions at this facility, which sits atop its <1> namesake's 6,288-foot peak in New Hampshire, has earned <2> the location the nickname "Home of the World's Worst Weather."

[§ 2] [B] Though somewhat diminutive compared to other mountains, (Colorado's Pikes Peak, <3> for example, is more than twice its height), Mount Washington is the tallest peak in the Presidential Range. <4> The peak stands at the confluence of three major storm tracks, and its steep slopes force <5> rising winds to accelerate. In fact, scientists in 1934 recorded a surface wind speed (of 231 mph): <6> one of the fastest ever recorded.

[§ 3] In one study, researchers used a laser beam and advanced optical techniques to measure winds. The observatory also keeps detailed weather records that scientists have used to track climate trends and weather patterns. The <7> observatory has also advanced scientists' understanding of clouds, of ice physics. <8> and the atmosphere.

[§ 4] To conduct all this research, staff are on-site year-round. Observers, who work <9> several twelve-hour shifts over the course of a week. To change personnel in winter, though, <10> crews ascend the mountain in a vehicle, gripping <11> the snow using revolving tracks similar to those on a military tank. Observers go outside every hour to gather data, which they send to the National Weather Service. [C]

[§ 5] Though isolated, the Mount Washington Observatory offers weather enthusiasts many ways to get involved. The observatory takes volunteers and accepts interns, who assist with research. The <12> bold can take part in educational trips to the summit in winter. [D] For those who are planning to make a trip to Mount Washington. <13> the observatory has a website with live video feeds of the summit.

<1>:

- A. NO CHANGE
- B. their
- C. these
- D. it's

Correct Answer: B

Section: English

Explanation

Explanation/Reference:



QUESTION 197

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<2>:

- A. NO CHANGE
- B. Hampshire, have earned

- C. Hampshire has earned
D. Hampshire, earns

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

QUESTION 198

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<3>:

- A. NO CHANGE
B. mountains (Colorado's Pikes Peak,
C. mountains, (Colorado's Pikes Peak
D. mountains (Colorado's Pikes Peak

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

QUESTION 199

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Given that all the choices are accurate, which one best uses a comparison to emphasize that the weather on Mount Washington can be extreme? <4>

- A. NO CHANGE
- B. is much colder at the summit than at the base of the mountain.
- C. has an average midwinter temperature of 5° Fahrenheit.
- D. has weather that rivals that of Antarctica.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 200

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

- A. NO CHANGE
- B. its steep slopes that force
- C. if its steep slopes force
- D. its steep slopes forcing

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 201

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<6>:

- A. NO CHANGE
- B. speed of 231 mph –
- C. speed of 231 mph;
- D. speed, of 231 mph,

Correct Answer: B

Section: English

Explanation

Explanation/Reference:



QUESTION 202

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[§ 2] [B] Though somewhat diminutive compared to other mountains, (Colorado's Pikes Peak, <3> for example, is more than twice its height), Mount Washington is the tallest peak in the Presidential Range. <4> The peak stands at the confluence of three major storm tracks, and its steep slopes force <5> rising winds to accelerate. In fact, scientists in 1934 recorded a surface wind speed (of 231 mph): <6> one of the fastest ever recorded.

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<7>:

- A. NO CHANGE
- B. In addition, the

C. Additionally, theD. Also, the

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 203

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. furthered our knowledge of ice physics,
- C. as well as ice physics,
- D. ice physics,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 204

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<9>:

- A. NO CHANGE
- B. Observers who work
- C. Observers work
- D. Observers, working

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 205

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<10>:

- A. NO CHANGE
- B. winter, of course,
- C. winter, however,
- D. winter,

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 206

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<11>:

- A. NO CHANGE
- B. vehicle while gripping
- C. vehicle that grips
- D. vehicle and grip

Correct Answer: C

Section: English

Explanation

Explanation/Reference:



QUESTION 207

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<12>:

- A. NO CHANGE
- B. research and the

- C. research but the
- D. research, the

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

QUESTION 208

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Which choice contrasts most directly with the other ways to get involved at the observatory that are mentioned in the paragraph? <13>

- A. NO CHANGE
- B. prefer a warm recliner to an icy peak,
- C. conduct weather research,
- D. love the outdoors,

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

QUESTION 209

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The question asks about the preceding passage as a whole.

The writer is considering adding the following sentence to the essay:

This information is used to help create regional weather forecasts.

If the writer were to add this sentence, it would most logically be placed at:

- A. Point [A] in Paragraph 1.
- B. Point [B] in Paragraph 2.
- C. Point [C] in Paragraph 4.
- D. Point [D] in Paragraph 5.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 210

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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The question asks about the preceding passage as a whole.

Suppose the writer's main purpose had been to describe how mountain ranges affect weather patterns. Would this essay accomplish that purpose?

- A. Yes, because it discusses how the slopes of Mount Washington increase wind speeds.
- B. Yes, because it describes the weather conditions on the summit of Mount Washington.
- C. No, because it outlines the history of the Mount Washington Observatory.
- D. No, because it provides an overview of the Mount Washington Observatory and its research.

Correct Answer: D

Section: English
Explanation

Explanation/Reference:

QUESTION 211

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The Real McCoy

[§1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

[§2] While working for the Michigan Central Railroad in the 1870s, then <4> McCoy was assigned to work on the wheel bearings and axles of trains. <5> Trains needed to come to a halt after only a few miles of travel so that the moving parts could be oiled by hand – a tedious, time-consuming process. McCoy invented a device that released oil while a train was in motion, substantially reducing the number <6> of maintenance stops had the effect of making <7> travel more efficient. [B] This automatic lubricating device became the first of his fifty-seven patents.

[§3] McCoy applied the principles of this invention to other engineering challenges. Factories in the late 1800s, for example, <8> increasingly relied on steam engines to power factory machines. As with trains, therefore <9> many of the machines' parts had to be oiled manually. McCoy, recognizing <10> the similarities between train wheels and factory machines, designed automated oilers for steam engines. These innovations allowed factories to give machines a certain timelessness, <11> increasing factory productivity and, as a result, profits. <12>

[§4] McCoy's inventions were an instant success. [C] Not surprisingly, other inventors inundated the market with similar – and usually inferior – devices. [D] Supposedly, factory owners who wanted a product proven to do it <13> would ask if their purchase was "the real McCoy." McCoy's inventions would continue to benefit industries in the United States well into the twentieth century, as his name became synonymous with quality and authenticity. <14>

<1>:

- A. NO CHANGE
- B. its something that's
- C. that something is,
- D. that its

Correct Answer: C

Section: English
Explanation

Explanation/Reference:

QUESTION 212

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<2>:

- A. NO CHANGE
- B. American engineer named
- C. American, engineer named,
- D. American, engineer named

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 213

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<3>:

- A. NO CHANGE
- B. operations, changing both of these industries fundamentally
- C. operations, so that they would never be the same
- D. operations

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 214

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[§4] McCoy’s inventions were an instant success. [C] Not surprisingly, other inventors inundated the market with similar – and usually inferior – devices. [D] Supposedly, factory owners who wanted a product proven to do it <13> would ask if their purchase was “the real McCoy.” McCoy’s inventions would continue to benefit industries in the United States well into the twentieth century, as his name became synonymous with quality and authenticity. <14>

<4>:

- A. NO CHANGE
- B. with that company
- C. during this time
- D. DELETE the underlined portion.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 215

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§1] “It’s the real McCoy.” You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its’ <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

[§2] While working for the Michigan Central Railroad in the 1870s, then <4> McCoy was assigned to work on the wheel bearings and axles of trains. <5> Trains needed to come to a halt after only a few miles of travel so that the moving parts could be oiled by hand – a tedious, time-consuming process. McCoy invented a device that released oil while a train was in motion, substantially reducing the number <6> of maintenance stops had the effect of making <7> travel more efficient. [B] This automatic lubricating device became the first of his fifty-seven patents.

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In the preceding sentence <5>, the writer is considering revising the phrase “assigned to work on” to “responsible for oiling.” Given that the revised phrase is accurate, should the writer make this revision?

- A. Yes, because the revision specifically describes the procedures McCoy had to follow as he maintained the wheel bearings and axles of trains.
- B. Yes, because the revision provides a clearer connection between McCoy’s main task as a railroad worker and his first patented device.
- C. No, because the revision doesn’t indicate whether McCoy chose to oil the wheel bearings and axles of trains by hand.
- D. No, because the revision doesn’t make clear whether McCoy had worked on trains for other railroad companies.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 216

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§ 1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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<6>:

- A. NO CHANGE
- B. lessening the frequency of number
- C. subtracting the amount
- D. lowering the amount



Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 217

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§ 1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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<7>:

- A. NO CHANGE
- B. and making
- C. helping to make
- D. made

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 218

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. subsequently,
- C. regardless,
- D. however,

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 219

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

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<9>:

- A. NO CHANGE
- B. the problem being
- C. in that
- D. DELETE the underlined portion.

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

QUESTION 220

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§ 1] “It’s the real McCoy.” You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its’ <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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<10>:

- A. NO CHANGE
- B. McCoy would recognize
- C. McCoy, a recognition of
- D. McCoy recognized

Correct Answer: A

Section: English**Explanation****Explanation/Reference:****QUESTION 221**

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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Which choice offers the clearest and most precise information about how the operation of factory machines changed as a result of McCoy's innovations? <11>

- A. NO CHANGE
- B. rethink operations,
- C. run machines continuously,
- D. use machines differently,



Correct Answer: C

Section: English**Explanation****Explanation/Reference:****QUESTION 222**

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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The writer is considering deleting the following phrase from the preceding sentence <12> (ending the sentence with a period):

and, as a result, profits.

Should the writer make this deletion?

- A. Yes, because the phrase shifts the focus of the paragraph from the use of McCoy's inventions in factories to factory disputes.
- B. Yes, because the phrase suggests that factory owners were more interested in profits than in which of McCoy's devices would best meet their needs.
- C. No, because the phrase is relevant to the paragraph's discussion of the positive effects that the use of McCoy's inventions had in factories.
- D. No, because the phrase makes clear that the successful use of McCoy's inventions in factories led to higher wages for factory workers.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 223

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§4] McCoy's inventions were an instant success. [C] Not surprisingly, other inventors inundated the market with similar – and usually inferior – devices. [D] Supposedly, factory owners who wanted a product proven to do it <13> would ask if their purchase was “the real McCoy.” McCoy's inventions would continue to benefit industries in the United States well into the twentieth century, as his name became synonymous with quality and authenticity. <14>

<13>:

- A. NO CHANGE
- B. lend itself to superiority
- C. give off the best result
- D. work well

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 224

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§ 1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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Which choice best concludes the essay by reiterating its main idea? <14>

- A. NO CHANGE
- B. so, not surprisingly, in 2001 McCoy was inducted into the National Inventors Hall of Fame, located in Alexandria, Virginia.
- C. even having applications in the booming aluminum manufacturing industry of the 1940s.
- D. making this story, for so many reasons, "the genuine article."

Correct Answer: A

Section: English

Explanation

Explanation/Reference:



QUESTION 225

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Real McCoy

[§ 1] "It's the real McCoy." You might have heard this expression before, but who – or what – is a McCoy, real or otherwise? The saying has been used for generations to declare its' <1> the genuine article, the original and best. [A] While its origin is disputed, many people believe the expression was inspired by the inventions of a Canadian American engineer named, <2> Elijah McCoy. McCoy, a railroad worker who, as a teenager, had formally studied mechanical engineering, revolutionized railroad and factory operations, affecting both incredibly <3> with his dozens of patented products.

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The question asks about the preceding passage as a whole.

The writer is considering adding the following true statement to the essay:

The imitators expected that the price of their products – often significantly lower than the price of McCoy's devices – would attract buyers, but price didn't seem to matter most.

If the writer were to add this statement, it would most logically be placed at:

- A. Point [A] in Paragraph 1.
- B. Point [B] in Paragraph 2.
- C. Point [C] in Paragraph 4.
- D. Point [D] in Paragraph 4.

Correct Answer: D

Section: English
Explanation

Explanation/Reference:

QUESTION 226

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Personality of Superman

[§1] In the original Jerry Siegel and Joel Shuster “*Superman*” stories, Superman’s personality is rough and aggressive. He was seen stepping in to stop wife beaters, profiteers, a lynch mob and gangsters, <1> with rather rough edges and a looser moral code than we may be used to today. In later adventures he became, softer, <2> and had more of a sense of idealism and moral code of conduct. Although not as cold-blooded <3> as the early Batman, the Superman featured in the comics of the 1930s is unconcerned about the harm his strength may cause, tossing villainous characters in such a manner that fatalities <4> would presumably occur, although these were seldom shown explicitly on the page. This came to an end when Superman vowed never to take a life.

[§2] Superman is an extremely moral person, believing it is immoral to kill anyone under any circumstances, and will do whatever he can to avoid it. Clark’s upbringing in the Midwest largely contributes to this, as his adoptive parents raised him to do the right thing. <5>

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[§4] Superman is also a bit of a loner, in that, <7> for much of his life, he doesn’t reveal his true identity and powers to anyone, not even his closer friends. <8> Many times they come close to figuring it out on their own, but often he will arrange an elaborate deception to trick them into believing Clark Kent and Superman are entirely separate. He’s known to collect mementos <9> of his adventures and his life in the Fortress of Solitude, and has even been known to have wax statues of all his friends their. <10>

<1>:

- A. NO CHANGE
- B. a lynch, mob and gangsters
- C. a lynch mob, and gangsters
- D. a, lynch mob and gangsters

Correct Answer: C

Section: English
Explanation

Explanation/Reference:

Explanation:

C is correct. Commas are supposed to follow each item in a series of three or more.

QUESTION 227

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Personality of Superman

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<2>:

- A. NO CHANGE
- B. became softer
- C. became more soft
- D. became the most soft

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. Answers C and D use the improper form of comparison.

QUESTION 228

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<3>:

- A. NO CHANGE
- B. coldblooded
- C. cold blooded
- D. cold bleeding

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct as “cold-blooded” is a combination of two distinct words into one, thus requiring the use of a hyphen.

QUESTION 229

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<4>:

- A. NO CHANGE
- B. faytalities
- C. fatalitys
- D. fatalities



Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The singular, "fatality," contains consonant before the y, thus requiring a change to -ies for the plural.

QUESTION 230

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Deleting this phrase – “as his adoptive parents raised him to do the right thing” <5> – in the final sentence of paragraph 2 would primarily lose details that:

- A. Superman's biological parents were not very kind people.
- B. Superman was an orphan.
- C. Superman had adoptive earth parents who raised him.
- D. Superman was raised by a supervillain.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. The phrase does not disparage Superman's biological parents in any way. Upbringing implies he wasn't just raising himself. There are no mentions of supervillains.

QUESTION 231

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Based on context clues from the passage, we can assume “dichotomy” <6> means:

- A. butchery
- B. division
- C. contradiction
- D. physician

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. Batman is pointing out Clark is the “most human” despite not really being a human or having human limitations. This is the very definition of a walking contradiction.

QUESTION 232

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<7>:

- A. NO CHANGE
- B. loner in that,
- C. loner, in, that,
- D. lonely in that

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. The passage as written contains the natural pause between "loner" and "in that."

QUESTION 233

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<8>:

- A. NO CHANGE
- B. not even his more close friends
- C. not even his most close friends
- D. not even his closest friends

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The wording here should emphasize that Superman keeps even his most extreme confidantes at arm's length, thus necessitating the fullest comparison, of which "closest" is the choice over "most close" since the root word "close" is a single syllable. Rare exceptions to this rule – good/better/best and bad/worse/worst.

QUESTION 234

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<9>:

- A. NO CHANGE
- B. momentos
- C. mentos
- D. mamentos



Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. The word is spelled correctly in the passage.

QUESTION 235

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<10>:

- A. NO CHANGE
- B. there
- C. they're
- D. they are

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. "Their" is a possessive pronoun. "They're" is the contraction for "they are." You want the use of the word that refers to a place, hence "there."

QUESTION 236

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§ 1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn't afford expensive presents and they didn't want us to think we weren't as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

[§2] Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of we kids <3> out into the desert night one by one.

[§3] "Pick out your favorite star", Dad said. <4> [§4] "I like that one!" I said.

[§5] Dad grinned, "That's Venus," he said. He explained to me that planets glowed because reflected light was constant and stars twinkled because their light pulsed.

[§6] "I like it anyway" I said. <5>

[§7] "What the hell," Dad said. "It's Christmas. You can have a planet if you want." [§8]

And he gave me Venus.

[§9] Venus didn't have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth's, except it was super-hot – about 500 degrees or more. <6> "So," Dad said, "when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they'll have to get permission from your descendants first." <8>

[§ 10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§ 11] "Years from now, when all the junk they got is broken and long forgotten," Dad said, "you'll still have your stars." <10>

<1>:

- A. NO CHANGE
- B. believes
- C. believed
- D. believing

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. This is a main verb. Its form should match the rest of the passage, and the rest of the passage is in past tense.

QUESTION 237

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§11] "Years from now, when all the junk they got is broken and long forgotten," Dad said, "you'll still have your stars." <10>

<2>:

- A. NO CHANGE
- B. who on Christmas morning found
- C. who on Christmas morning, found D. who, on Christmas morning found

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct as the phrase "on Christmas morning" is used as an appositive so it needs to be set apart by commas to break from the main part of the sentence. You can remove it and still get the gist of the passage.

QUESTION 238

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

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[§7] “What the hell,” Dad said. “It’s Christmas. You can have a planet if you want.” [§8]

And he gave me Venus.

[§9] Venus didn’t have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth’s, except it was super-hot – about 500 degrees or more. <6> “So,” Dad said, “when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they’ll have to get permission from your descendants first.” <8>

[§10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§11] “Years from now, when all the junk they got is broken and long forgotten,” Dad said, “you’ll still have your stars.” <10>

<3>:

- A. NO CHANGE
- B. us
- C. those
- D. these

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. Passage is written in first person narration, so the narrator is one of the characters, thus negating C and B as options. While “we” might sound correct here, keep in mind the narrator and her siblings are receiving the action of their father. This makes them objects rather than subjects within the sentence, thus “us” is the correct word choice.

QUESTION 239

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn’t afford expensive presents and they didn’t want us to think we weren’t as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

[§2] Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of we kids <3> out into the desert night one by one.

[§3] “Pick out your favorite star”, Dad said. <4> [§4] “I like that one!” I said.

[§5] Dad grinned, “That’s Venus,” he said. He explained to me that planets glowed because reflected light was constant and stars twinkled because their light pulsed.

[§6] “I like it anyway” I said. <5>

[§7] “What the hell,” Dad said. “It’s Christmas. You can have a planet if you want.” [§8]

And he gave me Venus.

[§9] Venus didn’t have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth’s, except it was super-hot – about 500 degrees or more. <6> “So,” Dad said, “when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they’ll have to get permission from your descendants first.” <8>

[§10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§11] “Years from now, when all the junk they got is broken and long forgotten,” Dad said, “you’ll still have your stars.” <10>

<4>:

- A. NO CHANGE
- B. favorite star,” Dad said.
- C. favorite, star”, Dad said.
- D. favorite star, Dad said.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. Commas always go inside the quotation marks when ending a declarative quote.

QUESTION 240

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn’t afford expensive presents and they didn’t want us to think we weren’t as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

[§2] Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of we kids <3> out into the desert night one by one.

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[§10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§11] “Years from now, when all the junk they got is broken and long forgotten,” Dad said, “you’ll still have your stars.” <10>

<5>:

- A. NO CHANGE
- B. “I like it anyway,” I said.
- C. “I like it any way” I said.
- D. “I like it any way,” I said.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. "Anyway" is used when supporting a previous statement. "Any way" is used when denoting whichever path.

QUESTION 241

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn't afford expensive presents and they didn't want us to think we weren't as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

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[§3] "Pick out your favorite star", Dad said. <4> [§4] "I like that one!" I said.

[§5] Dad grinned, "That's Venus," he said. He explained to me that planets glowed because reflected light was constant and stars twinkled because their light pulsed.

[§6] "I like it anyway" I said. <5>

[§7] "What the hell," Dad said. "It's Christmas. You can have a planet if you want." [§8]

And he gave me Venus.

[§9] Venus didn't have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth's, except it was super-hot – about 500 degrees or more. <6> "So," Dad said, "when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they'll have to get permission from your descendants first." <8>

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[§11] "Years from now, when all the junk they got is broken and long forgotten," Dad said, "you'll still have your stars." <10>

<6>:

- A. NO CHANGE
- B. Venus didn't have any moons or satellites or even a magnetic field but it did have an atmosphere sort of similar to Earth's except it was super-hot about 500 degrees or more.
- C. Venus didn't have any moons, or satellites, or even a magnetic field, but it did have an atmosphere, sort of similar to Earth's, except it was super-hot, about 500 degrees or more.
- D. Venus didn't have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to earth's, except it was super-hot – about 500 degrees or more.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. The sentence is written correctly in the passage.

B removes all commas thus making it a run-on. C uses comma splices. D is correct with the exception of "earth's." Since you're talking about the planet, it should be capitalized.

QUESTION 242

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

**The Glass Castle
(excerpt)**

By Jeannette Walls

[§1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn't afford expensive presents and they didn't want us to think we weren't as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

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[§9] Venus didn’t have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth’s, except it was super-hot – about 500 degrees or more. <6> “So,” Dad said, “when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they’ll have to get permission from your descendants first.” <8>

[§10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§11] “Years from now, when all the junk they got is broken and long forgotten,” Dad said, “you’ll still have your stars.” <10>

<7>:

- A. NO CHANGE
- B. God’s Creation
- C. Earth
- D. the world

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. The lower-case “earth” is used when referring to soil/dirt/etc. “God’s Creation” isn’t what the author said, but it also brings in religion unnecessarily. Considering the writer’s passage is talking about Santa as a “myth,” it’s unlikely she would use this language as a descriptor. Lastly, “the world” doesn’t refer to the specific planet Earth, which is clearly the place the writer is referencing.

QUESTION 243

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn’t afford expensive presents and they didn’t want us to think we weren’t as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

[§2] Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of we kids <3> out into the desert night one by one. [§3]

“Pick out your favorite star”, Dad said. <4>

[§4] “I like that one!” I said.

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[§ 10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§ 11] "Years from now, when all the junk they got is broken and long forgotten," Dad said, "you'll still have your stars." <10>

Deleting this sentence – And they'll have to get permission from your descendants first. <8> – would primarily lose details that:

- A. The author's father wants her to be stingy with her ownership of the planet.
- B. The author's father wants her to shut out the world.
- C. The author's father wants her to be brave when he's gone.
- D. The author's father wants her to feel as special as any other child even though she may not have all the same material things.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The author's father, unable to afford "cheap plastic" presents, wants his daughter to feel special and proud of her gift. This sentence best emphasizes the gift's importance – both to the giver and the receiver.

QUESTION 244

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§ 1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn't afford expensive presents and they didn't want us to think we weren't as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

[§ 2] Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of we kids <3> out into the desert night one by one.

[§ 3] "Pick out your favorite star," Dad said. <4> [§ 4] "I like that one!" I said.

[§ 5] Dad grinned, "That's Venus," he said. He explained to me that planets glowed because reflected light was constant and stars twinkled because their light pulsed.

[§ 6] "I like it anyway" I said. <5>

[§ 7] "What the hell," Dad said. "It's Christmas. You can have a planet if you want." [§ 8]

And he gave me Venus.

[§ 9] Venus didn't have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth's, except it was super-hot – about 500 degrees or more. <6> "So," Dad said, "when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they'll have to get permission from your descendants first." <8>

[§ 10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§ 11] "Years from now, when all the junk they got is broken and long forgotten," Dad said, "you'll still have your stars." <10>

<9>:

- A. NO CHANGE
- B. kids, who believed in the Santa myth, and got nothing for Christmas but a bunch of cheap plastic toys.
- C. kids who believed, in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys.
- D. kids, who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The subordinate phrase (“who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys”) needs to be denoted with a natural pause (hence comma).

QUESTION 245

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Glass Castle (excerpt)**

By Jeannette Walls

[§ 1] I never believe <1> in Santa Claus. None of us kids did. Mom and Dad refused to let us. They couldn't afford expensive presents and they didn't want us to think we weren't as good as other kids who, on Christmas morning, <2> found all sorts of fancy toys under the tree that were supposedly left by Santa Claus.

[§ 2] Dad had lost his job at the gypsum, and when Christmas came that year, we had no money at all. On Christmas Eve, Dad took each one of we kids <3> out into the desert night one by one.

[§ 3] “Pick out your favorite star”, Dad said. <4> [§ 4] “I like that one!” I said.

[§ 5] Dad grinned, “That’s Venus,” he said. He explained to me that planets glowed because reflected light was constant and stars twinkled because their light pulsed.

[§ 6] “I like it anyway” I said. <5>

[§ 7] “What the hell,” Dad said. “It’s Christmas. You can have a planet if you want.” [§ 8]

And he gave me Venus.

[§ 9] Venus didn't have any moons or satellites or even a magnetic field, but it did have an atmosphere sort of similar to Earth's, except it was super-hot – about 500 degrees or more. <6> “So,” Dad said, “when the sun starts to burn out and earth <7> turns cold, everyone might want to move to Venus to get warm. And they'll have to get permission from your descendants first.” <8>

[§ 10] We laughed about all the kids who believed in the Santa myth and got nothing for Christmas but a bunch of cheap plastic toys. <9>

[§ 11] “Years from now, when all the junk they got is broken and long forgotten,” Dad said, “you'll still have your stars.” <10>

What statement most closely fits the sentiment of what the author's father is telling her in this sentence? <10>

- A. The other children's parents don't love them as much as he loves her.
- B. The other children's parents are superficial, evil people.
- C. The children's happiness will fade with time, but hers will not.
- D. The father's love for his daughter will endure even after he and all the material things of the world fade away; in giving her Venus, he is giving her his heart.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The author's father is telling her nothing will change this moment between them. Not death or the fading of memories – nothing. What the author's father is saying goes well beyond jealousy for other people or passing judgment on other children and their parents. Therefore, you can strike A and B right away. C may be true to some extent, but it is still pretty surface-level.

QUESTION 246

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

Excerpted from KnowledgeNuts

[§ 1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that's the only reason they are raised.

[§2] There are two types of alpacas, each defined by their fiber; both types are soft and hypoallergenic. The *Huacaya* has a sheep-like appearance, with short, soft fiber. The *Suri* has a longer coat, with a fleece that gathers like ropes and hangs from the body. The fleece of both types of alpaca is very, very soft, and is usually used to make clothing. <3> There are 22 different “recognized” <4> colors for an alpaca, ranging from black to white and including every shade of brown, cream, and gray in between. Alpacas are typically one color, with white markings only on the face and legs, making their fleece uniform in color.

[§3] The llama, on the other hand, has two layers to their fleece. The inner coat is soft; on the animal, it keeps them warm while their outer coat, made of stiffer guard hairs, keeps them dry. <5>The undercoat is soft enough to use for clothing, while the outer coat is more often used to make more utilitarian items like rugs and ropes. <6> Before anything can be done with the fiber, the two coats have to be separated. Llamas come in fewer colors than alpacas, <7> and can be spotted.

[§4] Llamas are much larger than alpacas, and because of their size they can also be used as pack animals. <8> An adult llama usually stands around 1.8 meters (6 ft) tall and weighs anywhere between 125 and 200 kilogram <9> (280 and 450 lbs), while an average alpaca only stands about 0.9 meters (3 ft) tall at the shoulder and weighs between 45 and 80 kilograms (100 and 175 lbs).

[§5] While alpacas are mainly kept for their fleece, llamas can serve a few different purposes on a farm. When kept with other animals such as sheep, llamas can serve as guard animals against predators and intruders, although not all llamas have the personality for guard duty. Both are easy to train, and because of their size and strength, <10> llamas can be taught to pull carts and small carriages. Llamas can also be trained to accept a rider, although that rider needs to be fairly lightweight.

<1>:

- A. NO CHANGE
- B. has been raised
- C. are raised
- D. had been raised

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. The verb choice "have been raised" is awkward because it implies things are significantly different with the raising of the two animals than used to be. Furthermore, B and D are incorrect forms of this verb choice. This leaves “are raised” as the best choice.

QUESTION 247

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a Llama and an Alpaca**

Excerpted from KnowledgeNuts

[§1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that’s the only reason they are raised.

[§2] There are two types of alpacas, each defined by their fiber; both types are soft and hypoallergenic. The *Huacaya* has a sheep-like appearance, with short, soft fiber. The *Suri* has a longer coat, with a fleece that gathers like ropes and hangs from the body. The fleece of both types of alpaca is very, very soft, and is usually used to make clothing. <3> There are 22 different “recognized” <4> colors for an alpaca, ranging from black to white and including every shade of brown, cream, and gray in between. Alpacas are typically one color, with white markings only on the face and legs, making their fleece uniform in color.

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[§5] While alpacas are mainly kept for their fleece, llamas can serve a few different purposes on a farm. When kept with other animals such as sheep, llamas can serve as guard animals against predators and intruders, although not all llamas have the personality for guard duty. Both are easy to train, and because of their size and strength, <10> llamas can be taught to pull carts and small carriages. Llamas can also be trained to accept a rider, although that rider needs to be fairly lightweight.

<2>:

- A. NO CHANGE
- B. its
- C. there
- D. they're

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:

B is correct. The choice of “their” in this setting is awkward because “The alpaca” implies singular and “their” can be plural. The word “its’ is a better possessive pronoun choice.

QUESTION 248

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

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[§1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that’s the only reason they are raised.

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Identify the one word that could most easily be removed from this sentence without altering the meaning: “very, very soft, and is usually used to make clothing”. <3>

- A. very
- B. soft
- C. used
- D. clothing

Correct Answer: A
Section: English
Explanation

Explanation/Reference:

Explanation:

A is correct. You need to know the fleece is soft and that it’s used for clothing. On the other hand, you already have one use of “very,” which in itself is questionable. Adding a second is redundant.

QUESTION 249

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a Llama and an Alpaca**

Excerpted from KnowledgeNuts

- [§ 1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that's the only reason they are raised.
- [§ 2] There are two types of alpacas, each defined by their fiber; both types are soft and hypoallergenic. The *Huacaya* has a sheep-like appearance, with short, soft fiber. The *Suri* has a longer coat, with a fleece that gathers like ropes and hangs from the body. The fleece of both types of alpaca is very, very soft, and is usually used to make clothing. <3> There are 22 different "recognized" <4> colors for an alpaca, ranging from black to white and including every shade of brown, cream, and gray in between. Alpacas are typically one color, with white markings only on the face and legs, making their fleece uniform in color.
- [§ 3] The llama, on the other hand, has two layers to their fleece. The inner coat is soft; on the animal, it keeps them warm while their outer coat, made of stiffer guard hairs, keeps them dry. <5> The undercoat is soft enough to use for clothing, while the outer coat is more often used to make more utilitarian items like rugs and ropes. <6> Before anything can be done with the fiber, the two coats have to be separated. Llamas come in fewer colors than alpacas, <7> and can be spotted.
- [§ 4] Llamas are much larger than alpacas, and because of their size they can also be used as pack animals. <8> An adult llama usually stands around 1.8 meters (6 ft) tall and weighs anywhere between 125 and 200 kilogram <9> (280 and 450 lbs), while an average alpaca only stands about 0.9 meters (3 ft) tall at the shoulder and weighs between 45 and 80 kilograms (100 and 175 lbs).
- [§ 5] While alpacas are mainly kept for their fleece, llamas can serve a few different purposes on a farm. When kept with other animals such as sheep, llamas can serve as guard animals against predators and intruders, although not all llamas have the personality for guard duty. Both are easy to train, and because of their size and strength, <10> llamas can be taught to pull carts and small carriages. Llamas can also be trained to accept a rider, although that rider needs to be fairly lightweight.

Why might the author have placed "recognized" <4> in quotation marks?

- A. She does not agree that any of the colors should be recognized.
- B. She does not believe in the existence of color.
- C. She is a poor writer.
- D. She believes you could make a case for more than 22 when getting into the nuance.



Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:

D is correct. She later talks about the full spectrum of color with "all points in between," implying 22 is more a starting point than a final answer.

QUESTION 250

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

The Difference Between a Llama and an Alpaca

Excerpted from KnowledgeNuts

- [§ 1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that's the only reason they are raised.
- [§ 2] There are two types of alpacas, each defined by their fiber; both types are soft and hypoallergenic. The *Huacaya* has a sheep-like appearance, with short, soft fiber. The *Suri* has a longer coat, with a fleece that gathers like ropes and hangs from the body. The fleece of both types of alpaca is very, very soft, and is usually used to make clothing. <3> There are 22 different "recognized" <4> colors for an alpaca, ranging from black to white and including every shade of brown, cream, and gray in between. Alpacas are typically one color, with white markings only on the face and legs, making their fleece uniform in color.
- [§ 3] The llama, on the other hand, has two layers to their fleece. The inner coat is soft; on the animal, it keeps them warm while their outer coat, made of stiffer guard hairs, keeps them dry. <5> The undercoat is soft enough to use for clothing, while the outer coat is more often used to make more utilitarian items like rugs and ropes. <6> Before anything can be done with the fiber, the two coats have to be separated. Llamas come in fewer colors than alpacas, <7> and can be spotted.
- [§ 4] Llamas are much larger than alpacas, and because of their size they can also be used as pack animals. <8> An adult llama usually stands around 1.8 meters (6 ft) tall and weighs anywhere between 125 and 200 kilogram <9> (280 and 450 lbs), while an average alpaca only stands about 0.9 meters (3 ft) tall at the shoulder and weighs between 45 and 80 kilograms (100 and 175 lbs).

[§5] While alpacas are mainly kept for their fleece, llamas can serve a few different purposes on a farm. When kept with other animals such as sheep, llamas can serve as guard animals against predators and intruders, although not all llamas have the personality for guard duty. Both are easy to train, and because of their size and strength, <10> llamas can be taught to pull carts and small carriages. Llamas can also be trained to accept a rider, although that rider needs to be fairly lightweight.

<5>:

- A. NO CHANGE
- B. The llama on the other hand has two layers to their fleece. The inner coat is soft on the animal, it keeps them warm while their outer coat, made of stiffer guard hairs, keeps them dry.
- C. The llama, on the other hand, has two layers to its fleece. The inner coat is soft. It provides warmth, while the outer coat – made of stiffer guard hairs – guards against wetness.
- D. The llama, on the other hand, has two layers to their fleece. The inner coat is soft: on the animal, it keeps them warm while their outer coat, made of stiffer guard hairs, keeps them dry.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. The original sentence has awkward wording and syntax. Answer B possesses a comma splice. Answer D uses the (:) inappropriately.

QUESTION 251

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

Excerpted from KnowledgeNuts

[§1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that's the only reason they are raised.

[§2] There are two types of alpacas, each defined by their fiber; both types are soft and hypoallergenic. The *Huacaya* has a sheep-like appearance, with short, soft fiber. The *Suri* has a longer coat, with a fleece that gathers like ropes and hangs from the body. The fleece of both types of alpaca is very, very soft, and is usually used to make clothing. <3> There are 22 different "recognized" <4> colors for an alpaca, ranging from black to white and including every shade of brown, cream, and gray in between. Alpacas are typically one color, with white markings only on the face and legs, making their fleece uniform in color.

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[§4] Llamas are much larger than alpacas, and because of their size they can also be used as pack animals. <8> An adult llama usually stands around 1.8 meters (6 ft) tall and weighs anywhere between 125 and 200 kilogram <9> (280 and 450 lbs), while an average alpaca only stands about 0.9 meters (3 ft) tall at the shoulder and weighs between 45 and 80 kilograms (100 and 175 lbs).

[§5] While alpacas are mainly kept for their fleece, llamas can serve a few different purposes on a farm. When kept with other animals such as sheep, llamas can serve as guard animals against predators and intruders, although not all llamas have the personality for guard duty. Both are easy to train, and because of their size and strength, <10> llamas can be taught to pull carts and small carriages. Llamas can also be trained to accept a rider, although that rider needs to be fairly lightweight.

<6>:

- A. NO CHANGE
- B. utilitarian items like rugs and ropes
- C. the most utilitarian items like rugs and ropes
- D. more utilitarian items unlike rugs and ropes

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. Use of "more" in the original phrasing is redundant. C draws an unnecessary extreme in its use of "the most." D uses "unlike" instead of the more appropriate "like."

QUESTION 252

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

Excerpted from KnowledgeNuts

[§ 1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that's the only reason they are raised.

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<7>:

- A. NO CHANGE
- B. Llamas come in fewer colors than alpaca
- C. Llamas come in fewer colors than alpacas
- D. Llamas come in fewest colors than alpacas



Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

When making a comparison of two items, use "than." When sequencing, use "then." With this rule in tow, you can rule out A. B awkwardly compares plural "Llamas" with singular "alpaca." D inappropriately uses "fewest."

QUESTION 253

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

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[§ 1] One of the most obvious differences between the two species is their wool or (more accurately) their fiber. Both the llama and the alpaca have been raised <1> for their fiber, which is shorn once a year in both cases. The alpaca is much more prized for their <2> fiber, and for many farmers, that's the only reason they are raised.

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<8>:

- A. NO CHANGE
- B. and, because of their size they can also be used as pack animals
- C. and because of their size, they can also be used as pack animals
- D. and because, of their size they can also be used, as pack animals

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. There is a natural pause after “size”; therefore, it should get a comma.

QUESTION 254

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

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<9>:

- A. NO CHANGE
- B. kgs
- C. kilograms
- D. kilos

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. Author forgot to pluralize “kilogram,” and you would not use “kgs” because it would contradict the other stylistic choices.

QUESTION 255

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE". **The Difference Between a**

Llama and an Alpaca

Excerpted from KnowledgeNuts

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<10>:

- A. NO CHANGE
- B. Both are easy to train, but because of their size and strength
- C. Both are easy to train and because of their size and strength
- D. Both are easy to train but because of their size and strength

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. You do want the comma after “train”; however, the author is talking about llamas and alpacas when referring to “Both.” She is also focusing on llamas here, so to draw the reader back into the context of the paragraph, you need to use the appropriate conjunction – “but,” not “and.”

QUESTION 256

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Beloved and The Oprah Effect

[§ 1] In 1998, the movie adaptation of author Toni Morrison’s novel *Beloved* was released, directed by Jonathan Demme and co-produced by Oprah Winfrey, whom had spent 10 years bringing it to the screen. <1> Winfrey also stars as the main character, Sethe, alongside Danny Glover as Sethe’s lover, Paul D, and Thandie Newton as Beloved. <2>

[§ 2] The movie flopped at the box office. <3> A review in the Economist suggested that “most audiences are not eager to endure nearly three hours of a cerebral film with an original storyline featuring supernatural themes, murder, rape and slavery.” Film critic Janet Maslin, however, in her review, “No Peace from a Brutal Legacy,” <4> called it a “transfixing, deeply felt adaptation of Toni Morrison’s novel. ...Its linchpin is of course Oprah Winfrey, who had the clout and foresight to bring ‘*Beloved*’ to the screen and has the dramatic presence to hold it together.

[§ 3] In 1996, television talk show host <5> Winfrey had selected *Song of Solomon* for her newly launched Book Club, which became a popular feature on her Oprah Winfrey Show. An average of 13 million viewers watched the show’s Book Club segments. As a result, <6> when Winfrey selected Morrison’s earliest novel, The Bluest Eye in 2000, <7> it sold another 800,000 paperback copies. John Young wrote in the African American Review in 2001 that Morrison’s career

experienced the boost of the “Oprah Effect, ...enabling Morrison to reach a broad, popular audience.” Winfrey selected a total of four of Morrison’s novels over six years, giving Morrison’s novels a bigger sales boost than they got from her Nobel Prize win in 1993. <8> The novelist also appeared three times on Winfrey’s show. Winfrey said, “For all those who asked the question ‘Toni Morrison again?’...I say with certainty there would have been no Oprah’s Book Club if this woman had not chosen to share her love of words with the world.” <9> Morrison called the Book Club “a reading revolution.” <10>

<1>:

- A. NO CHANGE
- B. Oprah Winfrey, had spent 10 years bringing it to the screen
- C. Oprah Winfrey, which had spent 10 years bringing it to the screen
- D. Oprah Winfrey, who had spent 10 years bringing it to the screen

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The word “whom” is used to describe the object of an action. The word “who” is used when describing the subject taking the action.

QUESTION 257

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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- A. NO CHANGE
- B. Winfrey also stars as the main character, Sethe, alongside Danny Glover as Sethe’s lover, Paul D. Thandie Newton stars as *Beloved*.
- C. Winfrey also stars as the main character Sethe alongside Danny Glover as Sethe’s lover Paul D, and Thandie Newton as *Beloved*.
- D. Winfrey also stars as the main character, Sethe, alongside Danny Glover as Sethe’s lover, Paul D, but Thandie Newton as *Beloved*.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. It simplifies an unnecessarily complex and awkward sentence. C misuses appositives. D awkwardly uses “but” to set off Thandie Newton’s role in the film.

QUESTION 258

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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What is the author trying to say with the inclusion of this sentence? <3>

- A. The film wasn't any good.
- B. Most people who saw the film hated it.
- C. The film was not financially successful.
- D. The film had flaws.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. A "flop" at the box office means it didn't do very well in earning up to financial expectations. It is not a term that acts as an indicator of quality. Lots of good films struggle to find an audience.

QUESTION 259

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

Beloved and The Oprah Effect

[§1] In 1998, the movie adaptation of author Toni Morrison's novel *Beloved* was released, directed by Jonathan Demme and co-produced by Oprah Winfrey, whom had spent 10 years bringing it to the screen. <1> Winfrey also stars as the main character, Sethe, alongside Danny Glover as Sethe's lover, Paul D, and Thandie Newton as Beloved. <2>

[§2] The movie flopped at the box office. <3> A review in the Economist suggested that "most audiences are not eager to endure nearly three hours of a cerebral film with an original storyline featuring supernatural themes, murder, rape and slavery." Film critic Janet Maslin, however, in her review, "No Peace from a Brutal Legacy," <4> called it a "transfixing, deeply felt adaptation of Toni Morrison's novel. ...Its linchpin is of course Oprah Winfrey, who had the clout and foresight to bring '*Beloved*' to the screen and has the dramatic presence to hold it together.

[§3] In 1996, television talk show host <5> Winfrey had selected *Song of Solomon* for her newly launched Book Club, which became a popular feature on her Oprah Winfrey Show. An average of 13 million viewers watched the show's Book Club segments. As a result, <6> when Winfrey selected Morrison's earliest novel, The Bluest Eye in 2000, <7> it sold another 800,000 paperback copies. John Young wrote in the African American Review in 2001 that Morrison's career experienced the boost of the "Oprah Effect, ...enabling Morrison to reach a broad, popular audience." Winfrey selected a total of four of Morrison's novels over six years, giving Morrison's novels a bigger sales boost than they got from her Nobel Prize win in 1993. <8> The novelist also appeared three times on Winfrey's show. Winfrey said, "For all those who asked the question 'Toni Morrison again?'...I say with certainty there would have been no Oprah's Book Club if this woman had not chosen to share her love of words with the world." <9> Morrison called the Book Club "a reading revolution." <10>

How do you know if the following phrasing – "in her review, "No Peace from a Brutal Legacy,"" – is a correct use of the non-restrictive appositive?

- A. You can remove "No Peace from a Brutal Legacy," and it won't change the meaning of the sentence.
- B. You cannot remove "No Peace from a Brutal Legacy," without changing the meaning of the sentence.
- C. It is a good descriptor of the review.
- D. It is a poor descriptor of the review.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. Non-restrictive appositives can be removed without impeding the meaning and flow of the sentence.

QUESTION 260

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Why is "television talk show host" <5> necessary to the meaning of this sentence?

- A. It isn't.
- B. Because it details how Oprah's relationship with Morrison began, and how that gave way to a boost in Morrison's sales and popularity.
- C. It isn't necessary as long as you know about Oprah's history.
- D. Because Oprah had to be a talk show host first in order to become a movie star.



Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. Up until this point, we just get a sense of Oprah as a celebrity and actor/producer. We don't see how her affinity for Morrison's work ties into the author's subsequent success. By including the descriptor of "television talk show host," we get a sense of how Oprah helped Morrison grow her platform.

QUESTION 261

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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By using the words, “As a result,” <6> the author of the passage is stating that:

- A. Morrison’s book sales success is directly attributed to exposure in Oprah’s Book Club.
- B. Without Oprah, Toni Morrison would have never been a successful writer.
- C. Without Toni Morrison, Oprah’s Book Club would not have gained 13 million viewers.
- D. *Song of Solomon* is a really good book.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. It is provable because Oprah already had millions of viewers and that could easily translate to sales. Plus, the sales weren’t there before the appearance; they were afterward.

QUESTION 262

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<7>:

- A. NO CHANGE
- B. earliest, novel, *The Bluest Eye* in 2000
- C. earliest novel, *The Bluest Eye*, in 2000
- D. earliest novel *The Bluest Eye*, in 2000

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. You don’t need “*The Bluest Eye*” for the sentence to make sense as long as you have “earliest novel.” The use of “earliest novel” allows you to easily research for the title.

QUESTION 263

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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What is the implication from this sentence? <8>

- A. Oprah is better at picking books than the Nobel Prize people.
- B. The Nobel Prize people and Oprah don’t see eye-to-eye on great literature.
- C. The Nobel Prize people and Oprah do see eye-to-eye on great literature.
- D. In this case, Oprah is a bigger influence on book buyers than the Nobel Prize people.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. The statement cannot prove A, B, or C, even if, in the case of C, the Nobel sales aftermath was noticeably less than the appearances on Oprah’s show.

QUESTION 264

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<9>:

- A. NO CHANGE
- B. “For all those who asked the question, ‘Toni Morrison again?’...I say with certainty ‘there would have been no Oprah’s Book Club if this woman had not chosen to share her love of words with the world.’”
- C. “For all those who asked, the question ‘Toni Morrison again?’...I say with certainty there would have been no Oprah’s Book Club if this woman had not chosen to share her love of words with the world.”
- D. “For all those who asked the question, ‘Toni Morrison again?’...I say with certainty there would have been no Oprah’s Book Club if this woman had not chosen to share her love of words with the world.”

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. Rules of quotations dictate Oprah's statement should denote direct quotes with a comma, so you need one before 'Toni Morrison again?' because she is quoting a hypothetical viewer/audience member. However, you would not denote "there would have been..." with a comma or single quotes because it is being used as a subordinate clause, not a direct quote.

QUESTION 265

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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What does Morrison most likely mean in calling the Book Club a "reading revolution"? <10>

- A. She means it is filled with explosive and controversial literature.
- B. She means it is likely to cause the overthrow of the government.
- C. She means it will give authors, who otherwise might have toiled in obscurity, a chance to reach wider audiences with their words.
- D. She means it will change the way people think about writing.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. When reading Morrison's remarks in the context of the passage as a whole – i.e. discussing the "Oprah Effect" – this is the only answer that makes sense.

QUESTION 266

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

President Obama – Becoming an American President

[§ 1] President Obama was born in Honolulu, Hawaii two years after the territory was admitted to the Union as the 50th state. <1> He grew up mostly in Hawaii, but also spent one year of his childhood in Washington State and four years in Indonesia. After graduating from Columbia University in 1983. <2> He worked as a community organizer in Chicago. <3> In 1988 Obama enrolled in Harvard Law School, where he was the first black president of the Harvard Law Review. After graduation, he became a civil rights attorney and professor, teaching constitutional law at the University of Chicago Law School from 1992 to 2004. Obama represented the 13th District for three terms in the Illinois Senate from 1997 to 2004, when he ran for the U.S. Senate. Obama received national attention in 2004 with his unexpected March primary win; his well-received July Democratic National Convention keynote address, and his landslide November election to the Senate. <4> In 2008, Obama was nominated for president, a year after his campaign began, and after a close primary campaign against Hillary Clinton. He was elected over Republican John McCain, and was inaugurated on January 20, 2009. Nine months later, Obama was named the 2009 Nobel Peace Prize laureate. <5>

[§ 2] During his first two years in office, Obama signed many landmark bill. <6> Main reforms were the Patient Protection and Affordable Care Act (often referred to as "Obamacare"); the Dodd-Frank Wall Street Reform and Consumer Protection Act; and the Don't Ask, Don't Tell Repeal Act of 2010. <7> The American Recovery and Reinvestment Act of 2009 and Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010, served as economic stimulus amidst <8> the Great Recession, but the Republican party regained control of the U.S. House of Representatives in 2011. After a lengthy debt <9> over the national debt limit, Obama signed the Budget Control and the American Taxpayer Relief Acts. In foreign policy, Obama increased U.S. troop levels in Afghanistan, reduced nuclear weapons with the U.S.-Russian New START Treaty, and ended military involvement in the Iraq War. He ordered military involvement in Libya in opposition to Muammar Gaddafi, and the military operation that resulted in the death of Osama bin Laden. <10>

<1>:

- A. NO CHANGE

- B. Honolulu, Hawaii, two years after the territory was admitted to the Union as the 50th state.
- C. Honolulu Hawaii, two years after the territory was admitted to the Union as the 50th state.
- D. Honolulu, Hawaii, two years after the territory, was admitted to the Union as the 50th state.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. When giving the name of a city and state, always include a comma after the city and a comma after the state.

QUESTION 267

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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What is this error called in the sentence *After graduating from Columbia University in 1983.* <2>?

- A. Run-on sentence.
- B. Sentence fragment.
- C. Comma splice.
- D. Subordinate clause.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

B is correct. It is a sentence fragment because it does not convey a complete thought.

QUESTION 268

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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What is the best method for correcting this error? “After graduating from Columbia University in 1983. He worked as a community organizer in Chicago.” <3>

- A. After graduating, from Columbia University in 1983, he worked as a community organizer in Chicago. B. After graduating from Columbia University, in 1983, he worked as a community organizer in Chicago.
- C. After graduating from Columbia University in 1983, he worked as a community organizer in Chicago.
- D. After graduating from Columbia University in 1983, he worked. As a community organizer in Chicago.

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:
 C is correct. A and B feature awkward use of (unnecessary) commas. D creates a new fragment.

QUESTION 269

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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[§2] During his first two years in office, Obama signed many landmark bill. <6> Main reforms were the Patient Protection and Affordable Care Act (often referred to as “Obamacare”); the Dodd-Frank Wall Street Reform and Consumer Protection Act; and the Don't Ask, Don't Tell Repeal Act of 2010. <7> The American Recovery and Reinvestment Act of 2009 and Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010, served as economic stimulus amidst <8> the Great Recession, but the Republican party regained control of the U.S. House of Representatives in 2011. After a lengthy debt <9> over the national debt limit, Obama signed the Budget Control and the American Taxpayer Relief Acts. In foreign policy, Obama increased U.S. troop levels in Afghanistan, reduced nuclear weapons with the U.S.-Russian New START Treaty, and ended military involvement in the Iraq War. He ordered military involvement in Libya in opposition to Muammar Gaddafi, and the military operation that resulted in the death of Osama bin Laden. <10> <4>:

- A. NO CHANGE
- B. with his unexpected March primary win; his well-received July Democratic National Convention keynote address; and his landslide November election to the Senate.
- C. with his unexpected March primary win, his well-received July Democratic National Convention keynote address; and his landslide November election to the Senate, D. with his unexpected March primary win, his well-received, July, Democratic National Convention keynote address, and his landslide November election to the Senate.

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:
 B is complete. Best to use semi-colons in denoting this series since items within the series also use commas as necessary characteristics. Cuts back on confusion.

QUESTION 270

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<5>:

- A. NO CHANGE
- B. 2009 Nobel Peace Prize Laureate
- C. 2009 nobel Peace Prize laureate
- D. 2009 Nobel Peace prize laureate

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. Nobel Peace Prize is the title of the award.



QUESTION 271

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<6>:

- A. NO CHANGE
- B. During his first two years in office, Obama signed many landmarks bill.
- C. During his first two years in office, Obama signed many landmark bills.
- D. During his first two years, in office, Obama signed many landmark bills.

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. If he signed many, they would have to be plural, so it can't be A or B. D uses unnecessary commas around the words "in office."

QUESTION 272

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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Why are semicolons the best options here for denoting items in a series? <7>

- A. Semicolons are not the best option.
- B. Semicolons require longer pauses.
- C. Semicolons or colons would both work in this case.
- D. Semicolons are a good option because one or more items in the series use commas. Also, the names of these bills are a bit long, so semicolons give you a better "stop" for catching your breath.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

D is correct. You would not use colons in a series of items. They also are the best option, so A is false. Lastly, while semicolons do indicate a longer pause, that isn't the main reason in this case. You have Don't Ask, Don't Tell, which would cause confusion if denoting titles with simple commas.

QUESTION 273

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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What would be a better word choice for the word *amidst* <8> in paragraph 2?

- A. among
- B. between
- C. during
- D. over

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

C is correct. You only use “among” and “between” with comparisons. D might sound okay, but it doesn’t fit the meaning of the passage as well.

QUESTION 274

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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As used in paragraph 2, *debt* <9> is the incorrect word for this sentence. Which word should the writer have used?

- A. debate
- B. demotion
- C. debt
- D. danger

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. *Debate* is the only response that makes sense in context.

QUESTION 275

DIRECTIONS: In the passage below, certain phrases are underlined and numbered <x>. The question will present alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best, choose "NO CHANGE".

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<10>:

- A. NO CHANGE
- B. He ordered military involvement in Libya in opposition to Muammar Gaddafi. And the military operation that resulted in the death of Osama bin Laden.
- C. He ordered military involvement in Libya. In opposition to Muammar Gaddafi, and the military operation that resulted in the death of Osama bin Laden.
- D. He ordered military involvement in Libya in opposition to Muammar Gaddafi and the military operation that resulted in the death of Osama. bin Laden.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

A is correct. All the other choices create fragments of varying lengths.

QUESTION 276

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

For homes in typically colder geographic regions, it is particularly important to have effective and efficient heating systems.

- A. For homes in typically colder geographic regions
- B. For people in homes in typically colder geographic regions
- C. For homes in typically cold geographic regions
- D. People in typically colder geographic regions
- E. Homes in typically colder geographic regions

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

Explanation:

The problem with this sentence is that it makes sense conversationally but not in written English. You cannot just say “colder geographic regions” when there is no object of comparison. Colder compared to what? An area can easily be identified as cold without a prior standard (such as the southern regions or areas near the equator) but not “colder.” Also, it is wrong to refer to people as the subject of this sentence because the second clause states that “it is particularly important to have ... heating system.” People cannot have heating systems usually. Therefore, choice C, which uses a descriptive rather than comparative term, is the best choice.

QUESTION 277

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Inside the glove compartment were legal documents, pictures, and there were a few napkins from the coffee shop, but no gloves.

- A. and there were a few napkins from the coffee shop, but no gloves.
- B. and there were a few napkins from the coffee shop, but not any gloves.
- C. and napkins from the coffee shop, no gloves were there.
- D. and napkins from the coffee shop, but no gloves.
- E. and napkins from the coffee shop, there were no gloves.

Correct Answer: D

Section: English**Explanation****Explanation/Reference:**

Explanation:

The correct answer is D. A and B break the parallelism of the list of things in the glove compartment. C and E are run-ons.

QUESTION 278

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Concerns about global warming have grown into actual efforts sanctioned by non-governmental organizations and governments that not only work to understand global warming and also to prevent it.

- A. understand global warming and also to prevent it.
- B. understand global warming but also to prevent it.
- C. understand global warming yet also to prevent it.
- D. understand global warming but also to prevent its growth.
- E. understand global warming yet also to prevent it's growth.

Correct Answer: D

Section: English**Explanation****Explanation/Reference:**

Explanation:

The original underlined portion is incorrect because of the improper use of the “not only...but also...” structure. Only choice B and choice D use this structure, but choice D accurately adds “to prevent its growth.” The sentence began by discussing growth because global warming is a dynamic problem that has not just stagnated; it continually has changed. Choice D corrects the structure and also uses the proper possessive form of it (i.e. its).

QUESTION 279

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Even though I have seen the movie countless times, I still laughed when the sheriff throws his mug.

- A. laughed when the sheriff throws his mug.
- B. laugh when the sheriff throws his mug.
- C. laugh when the sheriff threw his mug.
- D. laughed whenever the sheriff throws his mug.
- E. laugh when the sheriff will throw his mug.

Correct Answer: B

Section: English**Explanation****Explanation/Reference:**

Explanation:

The correct answer is B. Choice A, C, D, and E have verb tense mismatches.

QUESTION 280

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider themselves successful.

- A. High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider themselves successful.
- B. High school reunions are usually looked forward to by alumni who have worked hard since graduation and now consider themselves successful.
- C. Alumni who have worked hard since graduation and now consider themselves successful usually look forward to high school reunions.
- D. Alumnus that have worked hard since graduation and now consider themselves successful usually look forward to high school reunions.
- E. High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider yourselves successful.

Correct Answer: C

Section: English**Explanation****Explanation/Reference:**

Explanation:

The problem with this sentence is that it uses the passive voice and a mistaken pronoun to refer to people (i.e. that). Choice C and choice D change the passive voice to the active voice by writing that the alumni commit the action, rather than writing that the action was committed by the alumni. However, choice D mistakenly changes “alumni” (plural) to “alumnus” (singular). Thus, choice C is the best choice because “alumni” is plural as it should be based on the logic of the sentence (not just one person looks forward to high school reunions) and the active voice is properly implemented.

QUESTION 281

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Yesterday I fell down the stairs and then tried to act like I did so on purpose.

- A. Yesterday I fell down the stairs and then
- B. Yesterday I fell down the stairs, I
- C. I fell down the stairs yesterday, I
- D. After I fell down the stairs yesterday; I
- E. Falling down the stairs; I

Correct Answer: A

Section: English**Explanation****Explanation/Reference:**

Explanation:

The correct answer is A. B and C are run-ons. D and E misuse their semicolons: the parts before them are not independent clauses.

QUESTION 282

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Lockers in schools are often dilapidated, making student’s valuables susceptible to theft.

- A. making student’s valuables susceptible to theft
- B. which makes student’s valuables susceptible to theft
- C. that makes student’s valuables susceptible to theft
- D. that makes students’ valuables susceptible to theft
- E. making students’ valuables susceptible to theft

Correct Answer: E

Section: English**Explanation****Explanation/Reference:**

Explanation:

This sentence is wrong because of a possession error. Not just one student possesses lockers and many valuables. The sentence refers to “lockers in schools,” and your typical student doesn’t just have a ton of lockers to choose from! Because multiple entities (i.e. people) possess the valuables referred to, the clause needs to become “making students’ valuables susceptible to theft.” Choices A, B and C all fail to correct this possession error, and choice D mistakenly places “that” after the comma when “which” would be the only appropriate way to begin the descriptive clause. If there was no comma or a replacement semi-colon preceding (coming before) “that” then the sentence would have been okay. Only choice E corrects the possession error and makes a fitting descriptive clause.

QUESTION 283

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Fleeing the horde of zombies on foot, an apparently safe building became visible to the terrified couple.

- A. an apparently safe building became visible to the terrified couple.
- B. the terrified couple spotted a building that looked safe.
- C. a safe looking building was spotted by the terrified couple.
- D. the terrified couple's luck changed when they spotted a safe looking building.
- E. their fear subsided somewhat when the terrified couple would spot a safe looking building.

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:

The correct answer is B. Choice A, C, D, and E are all dangling modifiers. Who was fleeing the horde? The terrified couple was.

QUESTION 284

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Natural disasters have been increasingly effecting nearly every part of the world in the past decade with catastrophic tornadoes, hurricanes and tsunamis.

- A. have been increasingly effecting
- B. has been increasingly effecting
- C. have been increasingly affecting
- D. will be increasingly effecting
- E. will be increasingly affecting

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:

The only problem with the underlined portion of this sentence is the use of the word “effecting” instead of “affecting.” When an object/s undergoes changes, these changes are effects such as in the following sentence: John’s excellent attendance at school has had positive effects on his education. However, in the verb form, “effects” turns into “affects” such as in the following sentence: John’s excellent attendance has affected his education. Noun (effect) vs. verb (affect). Only choice C and choice E properly used “affecting” but choice E uses the future tense when the sentence clearly describes an occurrence of the past (“...in the past decade...”). Choice C is correct.

QUESTION 285

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

For every song that is a hit, it is critical to have a quality “beat” and quality lyrics; however, music companies hire professional producers and song writers.

- A. however
- B. therefore
- C. nevertheless
- D. and
- E. yet

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:

The underlined portion of this sentence is wrong because the conjunction “however” needs to properly reflect the supporting nature of the second clause—NOT a contrasting relationship. Choice A, C and E all reflect a contrasting relationship when a supporting and united relationship should be here. Choice B and D are left. Choice B is best because the initial clause creates a premise (the requirements for a good song) that the second clause needs to support (how these requirements are met); *therefore* is the ideal transition for this type of cause-effect relationship.

QUESTION 286

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Firefighters and police officers risk their lives often by stepping into the way of danger physically; therefore, professionals such as doctors and lawyers have an equally significant impact on individuals’ lives medically and legally.

- A. therefore
- B. but
- C. nevertheless

- D. as a result
- E. and

Correct Answer: C
Section: English
Explanation

Explanation/Reference:

Explanation:

The first clause (everything before the semicolon) definitely does not cause what is explained in the second clause (everything after the semicolon), so “therefore” is an inappropriate transition. This sentence is presenting contrasting professions (firefighter/police officer and doctor/lawyer) since two are viewed as blue-collar (working class) and the others are white-collar (professional); therefore, a contrasting conjunction is needed. Choice A (“therefore”), choice D (“as a result”) and choice E (“and”) do not present contrasting conjunctions. In this sentence “but” is not your best option for a conjunction. A semicolon is used, so the three simple conjunctions (and/but/yet/etc.) are not as appropriate as the complex conjunctions (therefore/however/nevertheless/etc.). If just a comma was used, then “but” would have been appropriate (i.e. “...into the way of danger physically, but professionals such as doctors...”). So now it’s down to “nevertheless.” Choice C is your best answer.

QUESTION 287

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

In many cultures they consider fish eggs a delicacy.

- A. In many cultures they consider fish eggs a delicacy.
- B. In many cultures fish eggs are considered a delicacy.
- C. In many cultures a delicacy is considered to be fish eggs.
- D. Fish eggs, a delicacy in many cultures.
- E. They consider fish eggs to be a delicacy in many cultures.

Correct Answer: B
Section: English
Explanation

Explanation/Reference:

Explanation:

The correct answer is B. A is tempting, but the pronoun “they” is vague. E has the same vague pronoun problem. C is just weird all over. D is a fragment.

QUESTION 288

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Sports are a significant part of life for people all across the world, as was demonstrated in 2006 when billions of people came together to be involved with the World Cup either through playing, watching or thru advertising.

- A. World Cup either through playing, watching or thru advertising.
- B. world cup either through playing, watching or thru advertising.
- C. World Cup either through playing, watching or through advertising.
- D. World Cup either through playing, watching or advertising.
- E. World Cup either through playing, watching or advertising for it.

Correct Answer: D
Section: English
Explanation

Explanation/Reference:

Explanation:

This sentence tests your knowledge of capitalization and awareness of parallelism. The original sentence is incorrect because choice A destroys the parallelism (i.e. thru advertising instead of simply “advertising”) and uses the informal spelling of through (i.e. “thru”). Only choices D and E correct the parallelism error; however, the list should strictly contain gerunds in order to be parallel, so “advertising for it” is not the best choice. By ending with “for it” the author is also implying that one may “play for it” and “watch for it,” and although one may play for the World Cup through a grammar stretch, one cannot possibly “watch for it” and do the same thing as one who simply “watches it.” Choice D uses the appropriate capitalization (because the World Cup is a major sports event it is a proper noun that must be capitalized) and maintains strict parallelism in the concluding list of ways to be involved.

QUESTION 289

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

The argument between Paarin and me about the dent in his car continued until the early morning.

- A. between Paarin and me about the dent in his car continued
- B. between Paarin and I about the dent in his car continued
- C. about the dent in his car continued for Paarin and I
- D. on the dent in his car between Paarin and me continued
- E. between Paarin and I on the dent in his car continued

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

The correct answer is A. Choice B, C, and E have pronoun case errors: when the pronoun is the object of a preposition like “between,” you need to use the objective case. D is awkward, especially in its misused idiom: “argument on.”

QUESTION 290

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

During the summer many students go away to summer camps that teach them skills about camaraderie, perseverance and integrity.

- A. summer many students go away to summer camps that teach them skills about camaraderie, perseverance and integrity.
- B. Summer many students go away to summer camps that teach them skills about camaraderie, perseverance and integrity.
- C. summer many students go away to camps that teach them skills about camaraderie, perseverance and integrity.
- D. summer many students go away to summer camps that teach them skills about camaraderie, perseverance and maintaining integrity.
- E. Summer many students go away to camps that teach them skills about camaraderie, perseverance and integrity.

Correct Answer: C

Section: English

Explanation



Explanation/Reference:

Explanation:

Only choice C corrects the redundancy error in this sentence of writing “...summer camps...” after already stating that this event occurs “During the summer...” Choice A, B and D suffer such redundancy. Choice D also breaks the list’s parallelism (values such as camaraderie and perseverance that should be followed simply by “integrity”). Choice C and E remain, but choice E makes the same mistake of choice B by capitalizing a season. Although it may look better, seasons are NOT supposed to be capitalized unless they appear in a title or a proper noun.

QUESTION 291

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

A consummate gentleman, Stefan's etiquette and social grace was unmatched.

- A. Stefan's etiquette and social grace was unmatched.
- B. Stefan's etiquette and social grace were unmatched.
- C. Stefan's etiquette as well as his social grace were unmatched.
- D. Stefan possessed unmatched etiquette and social grace.
- E. Stefan's social grace was matched only by his etiquette.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

The correct answer is D. Choice A, B, C, and E are all dangling modifiers. A has a verb agreement problem, too.

QUESTION 292

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

In countries such as China the government is recognizing the advantages of a capitalist market rather than communism and adjust economic policy accordingly.

- A. capitalist market rather than communism and adjust
- B. capitalist market rather than Communism and adjust
- C. capitalist market rather than a communist market and adjust
- D. capitalist market rather than a communist market and adjusting
- E. Capitalistic market nor a Communist market and adjusting

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

The problem with this sentence is in parallel structure. The test is very particular about being consistent about the forms of words used. So specifically, since the sentence refers to a capitalist market, then the sentence must refer to a communist market—not communism, which is an ideology rather than a market system in this context. Only choices B, D and E remain. Choice E commits terrible capitalization (neither “capitalist” nor “communist”) mistakes and structure errors (where does the “nor” fit in?! It does not!) Only choice B and choice D remain now, but B mistakenly capitalizes communism and does not change “adjust” to match the parallel verb (i.e. recognizing). Choice D uses the right adjective forms of capitalism and communism, does not make capitalization errors and maintains parallel sentence structure.

QUESTION 293

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Most of my favorite movies contain slapstick humor, however physical comedy is not the only way to make me laugh.

- A. slapstick humor, however physical comedy is not
- B. slapstick humor, but physical comedy is not
- C. slapstick humor, and physical comedy is not
- D. slapstick humor; physical comedy is not
- E. slapstick humor, but it is not physical comedy that is



Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The correct answer is B. A is a run-on: “however” is NOT a conjunction. C and D are missing contrast. E is not at all concise.

QUESTION 294

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Learning a new language can be difficult for people after one reaches a certain age; abilities needed to retain and apply new linguistic information deteriorate with time.

- A. after one reaches a certain age
- B. after they reach a certain age
- C. after they reaches certain ages
- D. after it reaches a certain age
- E. after you reach a certain age

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The underlined portion of this sentence is wrong because the sentence refers to people in general. Because a plural third person form of a pronoun is needed (because of the reference to “people”), “one”, “it”, and “you” are all inappropriate responses. Choice A, D and E are all incorrect. Choice B is better than choice C because of the implied logic. People can reach a defined age; it is odd to say that multiple people are simultaneously reaching multiple ages – what is certain

then? It's almost an oxymoron to say certain ages in this context, although it is perfectly fine in other situations (i.e. This board game is only for people of certain ages). Yet the more defining difference is the singular verb form of choice C (i.e. reaches) mistakenly in place of the plural verb form of choice B (i.e. reach). Choice B is the best answer.

QUESTION 295

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

A growing technology trend is to merge multiple devices with complimentary functions such as a phone, music player and the scheduling features of a planner.

- A. the scheduling features of a planner.
- B. and a planner with scheduling features.
- C. and scheduling features.
- D. scheduling features.
- E. a planner.

Correct Answer: E

Section: English

Explanation

Explanation/Reference:

Explanation:

Choice E is correct. The sentence is incorrect because it does not follow parallelism. A list that begins by naming devices (i.e. phone, music player) must continue and finish in that way. Although it is informative to include the details about a planner's features, it should be accompanied by the features of a phone and a music player if that is the way the sentence is being written. Therefore, choices A, B, C and D are incorrect. Choice B and C even add "and" again making the sentence read "...music player and and..." which is clearly wrong! Be careful; the test wants to catch you off guard. Only choice E is direct and maintains parallelism.

QUESTION 296

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Jewelry is an accessory used by members of all classes including watches, necklaces and earrings.

- A. Jewelry is an accessory used by members of all classes including watches, necklaces and earrings.
- B. Jewelry, including watches, necklaces and earrings, is an accessory used by members of all classes.
- C. Jewelry, including watches, necklaces and earrings, are an accessory used by members of all classes.
- D. Jewelry is accessorized by members of all classes including watches, necklaces and earrings.
- E. Jewelry is an accessory used by members of all classes which includes watches, necklaces and wearing earrings.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

Explanation:

The problem with this sentence is the misplacement of the clause that describes jewelry. By placing "...including watches, necklaces, and earrings." after "classes" the reader gets the impression that the classes involve different types of jewelry. By moving the clause, choice B and choice C improve the sentence. However, choice C commits the error of using a plural form of "to be" (i.e. are) to refer to a collective noun like jewelry that demands a singular verb (i.e. is). Only choice B places the clause correctly after "jewelry" and ensures that the verb agrees with the subject.

QUESTION 297 *Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.*

There are many reasons to see *I Heart* Huckabees, Jason Schwartzman's performance being one reason.

- A. *Huckabees*, Jason Schwartzman's performance being one reason.
- B. *Huckabees*, Jason Schwartzman's performance is only one of them.
- C. *Huckabees*; Jason Schwartzman's performance, for one.
- D. *Huckabees*, the performance of Jason Schwartzman is one of them.
- E. *Huckabees*, including Jason Schwartzman's performance.

Correct Answer: E

Section: English**Explanation****Explanation/Reference:**

Explanation:

The correct answer is E. A has “being” and is redundant to boot. B and D are run-ons. C is semicolon misuse: the semicolon is not followed by an independent clause.

QUESTION 298 *Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.*

Fraternities are a great way to make friends and learn important lessons of loyalty and compassion.

- A. are a great way to make friends and
- B. is a great way to make friends and
- C. will have been a great way to make friends and
- D. will be a great way to make friends and
- E. is a great way to make friends however

Correct Answer: A

Section: English**Explanation****Explanation/Reference:**

Explanation:

The original sentence is correct as written. There is no need to change the verb form or tense. Choice A is correct.

QUESTION 299 *Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.*

Lindsey knows that the reason people dislike her is because of her being a Philadelphia Phillies fan.

- A. is because of her being a
- B. is because she is a
- C. is that she is a
- D. is her being a
- E. is that of her being a

Correct Answer: C

Section: English**Explanation****Explanation/Reference:**

Explanation:

The correct answer is C. A, D, and E all use “being” incorrectly. B is redundant and therefore not concise: you don’t need to say “the reason” and “because,” one or the other will do.

QUESTION 300

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Sports commentators often provide informative and witty insight during games that enhance the sports-watching experience.

- A. enhance the sports-watching experience.
- B. enhance the experience.
- C. enhances the sports-watching experience.
- D. enhances the sports-watching experience for fans.
- E. have enhanced the sports-watching experiences for fans.

Correct Answer: C

Section: English**Explanation****Explanation/Reference:**

Explanation:

The problem with this sentence is that the second action verb (i.e. enhance) needs to be singular (i.e. enhances) because this verb refers to “insight.” Some readers may believe that because there are two characteristics to the insight (i.e. informative and witty) there should be a plural form of the verb. Choice C and choice D correct this agreement error of the verb; however, choice D is wordy. Obviously fans are the ones who watch sports, so why restate this? Choice C therefore is most direct and grammatically sound.

QUESTION 301

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

A shockingly indelible moment, I remember exactly where I was and what I was doing when I found out that Kurt Cobain had died.

- A. A shockingly indelible moment,
- B. A shocking, indelible moment,
- C. It was a shocking and indelible moment;
- D. Shocked and indelible,
- E. Shocking and I will never forget it,

Correct Answer: C

Section: English**Explanation****Explanation/Reference:**

Explanation:

The correct answer is C. Choice A, B, D, and E have dangling modifier errors, because they aren't describing what comes after the comma. Indelible means not able to be erased; you wouldn't say that about a person in this context.

QUESTION 302

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Since the work force is becoming increasingly competitive in light of technological advances and outsourcing, therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.

- A. therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.
- B. moreover, it is even more basic for students to complete high school and attain at least a bachelor's degree.
- C. but, it is even more basic for students to complete high school and attain at least a bachelor's degree.
- D. so it is even more basic for students to complete high school and attain at least a bachelor's degree.
- E. it is even more basic for students to complete high school and attain at least a bachelor's degree.

Correct Answer: E

Section: English**Explanation****Explanation/Reference:**

Explanation:

This sentence is a run-on sentence and can be fixed with the deletion of one word: “therefore.” By beginning with a conjunction such as “Since” the sentence already has a descriptive clause in motion and just needs to be followed by a succinct (brief) statement of what the background of the first clause was describing. All of the choices except choice E use this erroneous second conjunction (i.e. therefore, moreover, but, so), so they must be eliminated. Choice E is grammatically sound.

QUESTION 303

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Study the ancient fighting art of Hapkido and you will learn to avoid directly matching your strength against your opponent's.

- A. your strength against your opponent's.
- B. yours against your opponent.
- C. your strength against your opponent.
- D. your strength with your opponent.

E. your opponent's strength against one's own.

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

Explanation:

The correct answer is A. B doesn't say what's being matched with what. Choice C, D, and E have some sort of parallelism error.

QUESTION 304

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

Plenty of high school students spend their time involved in the community by working with peers, young children and also helping senior citizens.

- A. spend their time involved in the community by working with peers, young children and also helping senior citizens.
- B. spend his time involved in the community by working with peers, young children and also helping senior citizens.
- C. spend one's time involved in the community by working with peers, young children and also helping senior citizens.d.
- D. spend their time involved in the community by working with peers, young children and senior citizens.
- E. spend their time involving in the community by working with peers, young children and also helping senior citizens.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

Explanation:

By breaking the parallelism (continuity of a pattern, in this case), the underlined portion of this sentence must be changed. By simply changing "also helping senior citizens" to "senior citizens" the list is clearly discussing people in the community from various age groups. Each other choice besides D uses incorrect pronouns (i.e. his) and/or parallel structure (i.e. also helping senior citizens).

QUESTION 305

Determine whether the underlined portion of the sentence below is correct or whether it needs to be revised.

McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States state department.

- A. McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States state department.
- B. McCarthyism was an ideology, an applied pursuit that arose in the middle of the twentieth century, targeted communists in the United States state department.
- C. McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted Communists in the United States state department.
- D. McCarthyism will be an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States.
- E. McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States State Department.

Correct Answer: E

Section: English

Explanation

Explanation/Reference:

Explanation:

The original choice is wrong strictly for the lack of capitalization of "State Department." Choice B complicates problems more than A by deleting certain words that turn the sentence into a run-on sentence. Choice C fails to capitalize "State Department" (it needs to be capitalized because it is a proper noun – the United States State Department, not just "a state department"). Although choice D corrects the capitalization error, it changes "was" to "will be," which is an illogical verb tense (i.e. future) because later in the sentence it is stated that the ideology arose "in the middle of the twentieth century," which has already passed. Choice E corrects the capitalization error and leaves the sentence as it is. Sometimes just minor changes are needed!

QUESTION 306

Personal accounts of Amelia Earhart suggest that she was a woman of courage, integrity, and she was intelligent.

Which group of words would make a better revision of this sentence?

- A. courage, integrity, and intelligent.

- B. courage, integrity, and she was intelligent.
- C. courage, had integrity, and was intelligent.
- D. courage, integrity, and intelligence.
- E. courageness, integrity, and she was intelligent.

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 307

Smithco's quarterly report indicated that sales were falling, the same report showed a growth in net income.

Which group of words would make a more effective revision to the beginning of this sentence?

- A. Smithco's quarterly report indicating that sales were falling,
- B. Before Smithco's quarterly report indicated that sales were falling,
- C. Although Smithco's quarterly report indicated that sales were falling,
- D. Smithco's quarterly growth in earnings report showed that sales were falling,E. Smithco's quarterly report that sales were falling also indicated,

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 308 Coming up on stage, the speaker announced the start of the event.

Which is best way to revise this sentence?

- A. The speaker coming up on stage announced
- B. Coming up, the speaker, on stage announced
- C. No revision necessary
- D. The speaker announced, coming up on stage
- E. Coming up the speaker at the stage announced

Correct Answer: C

Section: English

Explanation

Explanation/Reference:

QUESTION 309 Dave and Julie had to work late so that they would finish their project on time.

If the sentence was rewritten to begin with "Tomorrow night," the next words would be:

- A. their project had to be on time
- B. Dave and Julie will have toC. their work will have been
- D. their project will have been
- E. Dave and Julie have had to

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 310 If your payment is not received within the next two weeks, you will be assessed a late fee.

Which is the best way to revise this sentence?

- A. No revision necessary
- B. two weeks, you would be assessed
- C. two weeks, you were assessed
- D. two weeks, you have been assessed
- E. two weeks, you will assess

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 311 Ashlee's son, for which my friends bought gifts, is having a graduation party.

Which is the best way to revise this sentence?

- A. son, for whom my friends bought
- B. son, for which my friends bought
- C. son, who my friends bought gifts for
- D. son for which my friends bought
- E. son, for which my friends having bought

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 312 Whether to fire an employee is one of managements hardest decisions.

Which revision should be made to this sentence?

- A. insert a comma after fire
- B. change managements to management's
- C. replace Whether with Weather
- D. change managements to Managements
- E. insert a comma after employee

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 313 Our training helps you find a job in a wide range of industries, including nursing information technology, and criminal justice.

Which revision should be made to this sentence?

- A. insert a comma after nursing
- B. insert a comma after job
- C. remove the comma after industries
- D. insert a comma after criminal
- E. change training to training'

Correct Answer: A

Section: English

Explanation

Explanation/Reference:

QUESTION 314 Most students at Hudson University enjoy their Chemistry class.

Which revision should be made to this sentence?

- A. insert a comma after University
- B. change Chemistry to chemistry
- C. change students to students'
- D. change class to Class
- E. replace their with they're

Correct Answer: B

Section: English

Explanation

Explanation/Reference:



QUESTION 315

Read the passage and answer the question.

To: Shawn Organ

From: Christine DelGaudio

Subject: Request for additional headcount (accounts payable)

(Paragraph A)

(1) As we've discussed before, the amount of overtime in the accounting department continues to be over budget. (2) A new accounts payable clerk would greatly increase efficiency. (3) I believe that the excessive hours are negatively impacting productivity and employee morale. (4) After analyzing the situation for the past three months, I am recommending that we create a new headcount for an accounts payable clerk. (5) The long work hours seems to have created a hostile work environment. (6) There is little time for personal support and tempers are extremely short. (7) The accounting team no longer has an optimistic and positive view of their work or the company.

(Paragraph B)

(8) To make our commitments, the team spends an extraordinary amount of time performing manual data entry. (9) This works leaves very little time left for problem solving or creative brainstorming. (10) In my opinion, the company is not being helped by ignoring the creative talents of the team members.

(Paragraph C)

(11) I have attached a report for the last three months that details the hours worked, project statuses, and the costs. (12) Based on this data, I have projected how the costs will decrease with the addition of an accounts payable clerk. (13) The fully loaded costs of an accounts payable clerk is much less than the current overtime costs. (14) Can we discuss this position next week? (15) Please let me know if you have any questions.

Which revision should be made to the placement of sentence 2?

- A. move sentence 2 to follow sentence 11

- B. move sentence 2 to the end of paragraph A
- C. move sentence 2 to the beginning of paragraph C
- D. remove sentence 2
- E. move sentence 2 to follow sentence 12

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 316

Read the passage and answer the question.

To: Shawn Organ

From: Christine DelGaudio

Subject: Request for additional headcount (accounts payable)

(Paragraph A)

(1) As we've discussed before, the amount of overtime in the accounting department continues to be over budget. (2) A new accounts payable clerk would greatly increase efficiency. (3) I believe that the excessive hours are negatively impacting productivity and employee morale. (4) After analyzing the situation for the past three months, I am recommending that we create a new headcount for an accounts payable clerk. (5) The long work hours seems to have created a hostile work environment. (6) There is little time for personal support and tempers are extremely short. (7) The accounting team no longer has an optimistic and positive view of their work or the company.

(Paragraph B)

(8) To make our commitments, the team spends an extraordinary amount of time performing manual data entry. (9) This works leaves very little time left for problem solving or creative brainstorming. (10) In my opinion, the company is not being helped by ignoring the creative talents of the team members.

(Paragraph C)

(11) I have attached a report for the last three months that details the hours worked, project statuses, and the costs. (12) Based on this data, I have projected how the costs will decrease with the addition of an accounts payable clerk. (13) The fully loaded costs of an accounts payable clerk is much less than the current overtime costs. (14) Can we discuss this position next week? (15) Please let me know if you have any questions.

Which sentence would be most effective if placed at the beginning of paragraph B?

- A. Company stakeholders are able to follow our productivity in the TPS reports.
- B. The longer hours do reflect an increased workload, but unfortunately they do not contribute to an increase in creative productivity.
- C. Productivity has increased in four departments this quarter.
- D. The number of hours worked by employees is directly related to productivity.
- E. The November training program will concentrate on increasing productivity.

Correct Answer: B

Section: English

Explanation

Explanation/Reference:

QUESTION 317

Read the passage and answer the question.

To: Shawn Organ

From: Christine DelGaudio

Subject: Request for additional headcount (accounts payable)

(Paragraph A)

(1) As we've discussed before, the amount of overtime in the accounting department continues to be over budget. (2) A new accounts payable clerk would greatly increase efficiency. (3) I believe that the excessive hours are negatively impacting productivity and employee morale. (4) After analyzing the situation for the past three months, I am recommending that we create a new headcount for an accounts payable clerk. (5) The long work hours seems to have created a hostile work environment. (6) There is little time for personal support and tempers are extremely short. (7) The accounting team no longer has an optimistic and positive view of their work or the company.

(Paragraph B)

(8) To make our commitments, the team spends an extraordinary amount of time performing manual data entry. (9) This works leaves very little time left for problem solving or creative brainstorming. (10) In my opinion, the company is not being helped by ignoring the creative talents of the team members.

(Paragraph C)

(11) I have attached a report for the last three months that details the hours worked, project statuses, and the costs. (12) Based on this data, I have projected how the costs will decrease with the addition of an accounts payable clerk. (13) The fully loaded costs of an accounts payable clerk is much less than the current overtime costs. (14) Can we discuss this position next week? (15) Please let me know if you have any questions.

What revision should be made to the placement of sentence 12?

- A. remove sentence 12
- B. move sentence 12 to the beginning of paragraph B
- C. move sentence 12 to the beginning of paragraph C
- D. no revision necessary
- E. move sentence 12 to the beginning of paragraph A

Correct Answer: D

Section: English

Explanation

Explanation/Reference:

QUESTION 318 After reading a passage, choose the best answer from the choices given.



- (1) There was nothing of the giant in the aspect of the man who was beginning to awaken on the sleeping-porch of a Dutch Colonial house in that residential district of Zenith known as Floral Heights.
- (2) His name was George F. Babbitt. He was forty-six years old now, in April, 1920, and he made nothing in particular, neither butter nor shoes nor poetry, but he was nimble in the calling of selling houses for more than people could afford to pay.
- (3) His large head was pink, his brown hair thin and dry. His face was babyish in slumber, despite his wrinkles and the red spectacle-dents on the slopes of his nose. He was not fat but he was exceedingly well fed; his cheeks were pads, and the unroughened hand which lay helpless upon the khaki-colored blanket was slightly puffy. He seemed prosperous, extremely married and unromantic; and altogether unromantic appeared this sleeping-porch, which looked on one sizable elm, two respectable grass-plots, a cement driveway, and a corrugated iron garage. Yet Babbitt was again dreaming of the fairy child, a dream more romantic than scarlet pagodas by a silver sea.
- (4) For years the fairy child had come to him. Where others saw but Georgie Babbitt, she discerned gallant youth. She waited for him, in the darkness beyond mysterious groves. When at last he could slip away from the crowded house he darted to her. His wife, his clamoring friends, sought to follow, but he escaped, the girl fleet beside him, and they crouched together on a shadowy hillside. She was so slim, so white, so eager! She cried that he was gay and valiant, that she would wait for him, that they would sail –
- (5) Rumble and bang of the milk-truck.
- (6) Babbitt moaned; turned over; struggled back toward his dream. He could see only her face now, beyond misty waters. The furnace-man slammed the basement door. A dog barked in the next yard. As Babbitt sank blissfully into a dim warm tide, the paper-carrier went by whistling, and the rolled-up Advocate thumped the front door. Babbitt roused, his stomach constricted with alarm. As he relaxed, he was pierced by the familiar and irritating rattle of someone cranking a Ford: snap-ah-ah, snap-ah-ah, snap-ah-ah. Himself a pious motorist, Babbitt cranked with the unseen driver, with him waited through taut hours for the roar of the starting engine, with him agonized as the roar ceased and again began the infernal patient snap-ah-ah – a round, flat sound, a shivering cold-morning sound, a sound infuriating and inescapable. Not till the rising voice of the motor told him that the Ford was moving was he released from the panting tension. He glanced once at his favorite tree, elm twigs against the gold patina of sky, and fumbled for sleep as for a drug. He who had been a boy very credulous of life was no longer greatly interested in the possible and improbable adventures of each new day.
- (7) He escaped from reality till the alarm-clock rang, at seven-twenty.

III

- (8) It was the best of nationally advertised and quantitatively produced alarm-clocks, with all modern attachments, including cathedral chime, intermittent alarm, and a phosphorescent dial. Babbitt was proud of being awakened by such a rich device. Socially it was almost as creditable as buying expensive cord tires.

- (9) He sulkily admitted now that there was no more escape, but he lay and detested the grind of the real-estate business, and disliked his family, and disliked himself for disliking them. The evening before, he had played poker at Vergil Gunch's till midnight, and after such holidays he was irritable before breakfast. It may have been the tremendous home-brewed beer of the prohibition era and the cigars to which that beer enticed him; it may have been resentment of return from this fine, bold man-world to a restricted region of wives and stenographers, and of suggestions not to smoke so much.
- (10) From the bedroom beside the sleeping-porch, his wife's detestably cheerful "Time to get up, Georgie boy," and the itchy sound, the brisk and scratchy sound, of combing hairs out of a stiff brush.
- (11) He grunted; he dragged his thick legs, in faded baby-blue pajamas, from under the khaki blanket; he sat on the edge of the cot, running his fingers through his wild hair, while his plump feet mechanically felt for his slippers. He looked regretfully at the blanket – forever a suggestion to him of freedom and heroism. He had bought it for a camping trip which had never come off. It symbolized gorgeous loafing, gorgeous cursing, virile flannel shirts.

What physical attributes of George Babbitt can be inferred from the passage?

- A. He is overweight.
- B. He is skinny.
- C. He is of average build.
- D. He is very tall.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The best way to handle this question is to go through the possible answers and eliminate the incorrect ones. The first line states that "there is nothing of the giant" in Babbitt, which eliminates choice D, because he was not tall. The 2nd paragraph says he was not fat, but he was "well fed," which eliminates his being overweight (choice A) or skinny (choice B).

QUESTION 319 After reading a passage, choose the best answer from the choices given.



- (1) There was nothing of the giant in the aspect of the man who was beginning to awaken on the sleeping-porch of a Dutch Colonial house in that residential district of Zenith known as Floral Heights.
- (2) His name was George F. Babbitt. He was forty-six years old now, in April, 1920, and he made nothing in particular, neither butter nor shoes nor poetry, but he was nimble in the calling of selling houses for more than people could afford to pay.
- (3) His large head was pink, his brown hair thin and dry. His face was babyish in slumber, despite his wrinkles and the red spectacle-dents on the slopes of his nose. He was not fat but he was exceedingly well fed; his cheeks were pads, and the unroughened hand which lay helpless upon the khaki-colored blanket was slightly puffy. He seemed prosperous, extremely married and unromantic; and altogether unromantic appeared this sleeping-porch, which looked on one sizable elm, two respectable grass-plots, a cement driveway, and a corrugated iron garage. Yet Babbitt was again dreaming of the fairy child, a dream more romantic than scarlet pagodas by a silver sea.
- (4) For years the fairy child had come to him. Where others saw but Georgie Babbitt, she discerned gallant youth. She waited for him, in the darkness beyond mysterious groves. When at last he could slip away from the crowded house headed to her. His wife, his clamoring friends, sought to follow, but he escaped, the girl fleet beside him, and they crouched together on a shadowy hillside. She was so slim, so white, so eager! She cried that he was gay and valiant, that she would wait for him, that they would sail –
- (5) Rumble and bang of the milk-truck.
- (6) Babbitt moaned; turned over; struggled back toward his dream. He could see only her face now, beyond misty waters. The furnace-man slammed the basement door. A dog barked in the next yard. As Babbitt sank blissfully into a dim warm tide, the paper-carrier went by whistling, and the rolled-up Advocate thumped the front door. Babbitt roused, his stomach constricted with alarm. As he relaxed, he was pierced by the familiar and irritating rattle of someone cranking a Ford: snap-ah-ah, snap-ah-ah, snap-ah-ah. Himself a pious motorist, Babbitt cranked with the unseen driver, with him waited through taut hours for the roar of the starting engine, with him agonized as the roar ceased and again began the infernal patient snap-ah-ah – a round, flat sound, a shivering cold-morning sound, a sound infuriating and inescapable. Not till the rising voice of the motor told him that the Ford was moving was he released from the panting tension. He glanced once at his favorite tree, elm twigs against the gold patina of sky, and fumbled for sleep as for a drug. He who had been a boy very credulous of life was no longer greatly interested in the possible and improbable adventures of each new day.
- (7) He escaped from reality till the alarm-clock rang, at seven-twenty.

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- (8) It was the best of nationally advertised and quantitatively produced alarm-clocks, with all modern attachments, including cathedral chime, intermittent alarm, and a phosphorescent dial. Babbitt was proud of being awakened by such a rich device. Socially it was almost as creditable as buying expensive cord tires.

- (9) He sulkily admitted now that there was no more escape, but he lay and detested the grind of the real-estate business, and disliked his family, and disliked himself for disliking them. The evening before, he had played poker at Vergil Gunch's till midnight, and after such holidays he was irritable before breakfast. It may have been the tremendous home-brewed beer of the prohibition era and the cigars to which that beer enticed him; it may have been resentment of return from this fine, bold man-world to a restricted region of wives and stenographers, and of suggestions not to smoke so much.
- (10) From the bedroom beside the sleeping-porch, his wife's detestably cheerful "Time to get up, Georgie boy," and the itchy sound, the brisk and scratchy sound, of combing hairs out of a stiff brush.
- (11) He grunted; he dragged his thick legs, in faded baby-blue pajamas, from under the khaki blanket; he sat on the edge of the cot, running his fingers through his wild hair, while his plump feet mechanically felt for his slippers. He looked regretfully at the blanket – forever a suggestion to him of freedom and heroism. He had bought it for a camping trip which had never come off. It symbolized gorgeous loafing, gorgeous cursing, virile flannel shirts.

According to the passage, George Babbitt is:

- A. a poet.
- B. a shoemaker.
- C. a real estate broker.
- D. unemployed.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage rattles off a number of occupations that Babbitt does not perform, but paragraph 2 says what he does do: sell houses.

QUESTION 320 After reading a passage, choose the best answer from the choices given.

II

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It can be inferred from the passage that George Babbitt is:

- A. good at his job.
- B. lazy.
- C. a hard worker.
- D. overworked.

Correct Answer: A
Section: Reading
Explanation

Explanation/Reference:

Explanation:

The reader knows that on this particular day, Babbitt is having a difficult time getting out of bed. Does this mean he is lazy? It could, but later we learn that the poker game he went to the night before may have something to do with it. We are never given any indication that Babbitt works hard at his job, but the 2nd paragraph says he was "nimble in the calling of selling houses for more than people could afford to pay." In other words, that he was good at his job, not that he worked hard at it.

QUESTION 321 After reading a passage, choose the best answer from the choices given.



- (1) There was nothing of the giant in the aspect of the man who was beginning to awaken on the sleeping-porch of a Dutch Colonial house in that residential district of Zenith known as Floral Heights.
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- (5) Rumble and bang of the milk-truck.
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- (8) It was the best of nationally advertised and quantitatively produced alarm-clocks, with all modern attachments, including cathedral chime, intermittent alarm, and a phosphorescent dial. Babbitt was proud of being awakened by such an arid device. Socially it was almost as creditable as buying expensive cord tires.

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What can be inferred from the passage about Babbitt's relationship with his wife?

- A. It is romantic and passionate.
- B. They openly dislike each other.
- C. They have no strong feelings about each other.
- D. Babbitt dislikes his wife and feels guilty about it.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This question asks that you infer something about the relationship that Babbitt has with his wife by paying attention to how they interact. We know that they do not openly dislike each other because Babbitt's wife tries to wake him by cheerfully calling him "Georgie boy." But in the same paragraph Babbitt refers to this cheerfulness as detestable to him, so we know it is not romantic and passionate, but that Babbitt has strong feelings about his wife (thus eliminating choices A and C as possible answers).

QUESTION 322 After reading a passage, choose the best answer from the choices given.



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- (4) For years the fairy child had come to him. Where others saw but Georgie Babbitt, she discerned gallant youth. She waited for him, in the darkness beyond mysterious groves. When at last he could slip away from the crowded house he darted to her. His wife, his clamoring friends, sought to follow, but he escaped, the girl fleet beside him, and they crouched together on a shadowy hillside. She was so slim, so white, so eager! She cried that he was gay and valiant, that she would wait for him, that they would sail –
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As it is used in paragraph 6, the word *patina* most nearly means:

- A. the pattern of clouds in the sky.
- B. the pattern of the elm tree branches.
- C. the shine of the sky.
- D. the color of the sky.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The biggest clue that the meaning of *patina* is color is the fact that the word *gold* immediately precedes it.

QUESTION 323 After reading a passage, choose the best answer from the choices given.

II

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- (8) It was the best of nationally advertised and quantitatively produced alarm-clocks, with all modern attachments, including cathedral chime, intermittent alarm, and a phosphorescent dial. Babbitt was proud of being awakened by such an arched device. Socially it was almost as creditable as buying expensive cord tires.

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Which is the first noise to wake Babbitt from his sleep?

- A. his alarm clock
- B. a milk truck
- C. the paperboy
- D. a car starting

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

There are many things that wake Babbitt from his sleep. We know that the noise of the milk truck wakes him because the next line is "Babbitt moaned; turned over; struggled back toward his dream." All the other options may have woken Babbitt, but choice B is the first and therefore correct.

QUESTION 324 After reading a passage, choose the best answer from the choices given.

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- (10) From the bedroom beside the sleeping-porch, his wife's detestably cheerful "Time to get up, Georgie boy," and the itchy sound, the brisk and scratchy sound, of combing hairs out of a stiff brush.
- (11) He grunted; he dragged his thick legs, in faded baby-blue pajamas, from under the khaki blanket; he sat on the edge of the cot, running his fingers through his wild hair, while his plump feet mechanically felt for his slippers. He looked regretfully at the blanket – forever a suggestion to him of freedom and heroism. He had bought it for a camping trip which had never come off. It symbolized gorgeous loafing, gorgeous cursing, virile flannel shirts.

The blanket in the last paragraph represents what to Babbitt?

- A. a manly freedom that he has had to abandon
- B. beauty over practicality
- C. warmth and comfort
- D. the sleep to which he wishes to return

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It is perfectly clear that Babbitt wishes to return to sleep, but this fact has nothing to do with his blanket. His blanket may indeed offer him warmth and comfort, but the passage does not say as much and we know that Babbitt bought this blanket for a camping trip he never took.

QUESTION 325 After reading a passage, choose the best answer from the choices given.



- (1) There was nothing of the giant in the aspect of the man who was beginning to awaken on the sleeping-porch of a Dutch Colonial house in that residential district of Zenith known as Floral Heights.
- (2) His name was George F. Babbitt. He was forty-six years old now, in April, 1920, and he made nothing in particular, neither butter nor shoes nor poetry, but he was nimble in the calling of selling houses for more than people could afford to pay.
- (3) His large head was pink, his brown hair thin and dry. His face was babyish in slumber, despite his wrinkles and the red spectacle-dents on the slopes of his nose. He was not fat but he was exceedingly well fed; his cheeks were pads, and the unroughened hand which lay helpless upon the khaki-colored blanket was slightly puffy. He seemed prosperous, extremely married and unromantic; and altogether unromantic appeared this sleeping-porch, which looked on one sizable elm, two respectable grass-plots, a cement driveway, and a corrugated iron garage. Yet Babbitt was again dreaming of the fairy child, a dream more romantic than scarlet pagodas by a silver sea.
- (4) For years the fairy child had come to him. Where others saw but Georgie Babbitt, she discerned gallant youth. She waited for him, in the darkness beyond mysterious groves. When at last he could slip away from the crowded house he darted to her. His wife, his clamoring friends, sought to follow, but he escaped, the girl fleet beside him, and they crouched together on a shadowy hillside. She was so slim, so white, so eager! She cried that he was gay and valiant, that she would wait for him, that they would sail –
- (5) Rumble and bang of the milk-truck.
- (6) Babbitt moaned; turned over; struggled back toward his dream. He could see only her face now, beyond misty waters. The furnace-man slammed the basement door. A dog barked in the next yard. As Babbitt sank blissfully into a dim warm tide, the paper-carrier went by whistling, and the rolled-up Advocate thumped the front door. Babbitt roused, his stomach constricted with alarm. As he relaxed, he was pierced by the familiar and irritating rattle of someone cranking a Ford: snap-ah-ah, snap-ah-ah, snap-ah-ah. Himself a pious motorist, Babbitt cranked with the unseen driver, with him waited through taut hours for the roar of the starting engine, with him agonized as the roar ceased and again began the infernal patient snap-ah-ah – a round, flat sound, a shivering cold-morning sound, a sound infuriating and inescapable. Not till the rising voice of the motor told him that the Ford was moving was he released from the panting tension. He glanced once at his favorite tree, elm twigs against the gold patina of sky, and fumbled for sleep as for a drug. He who had been a boy very credulous of life was no longer greatly interested in the possible and improbable adventures of each new day.
- (7) He escaped from reality till the alarm-clock rang, at seven-twenty.

III

- (8) It was the best of nationally advertised and quantitatively produced alarm-clocks, with all modern attachments, including cathedral chime, intermittent alarm, and a phosphorescent dial. Babbitt was proud of being awakened by such a rich device. Socially it was almost as creditable as buying expensive cord tires.

- (9) He sulkily admitted now that there was no more escape, but he lay and detested the grind of the real-estate business, and disliked his family, and disliked himself for disliking them. The evening before, he had played poker at Vergil Gunch's till midnight, and after such holidays he was irritable before breakfast. It may have been the tremendous home-brewed beer of the prohibition era and the cigars to which that beer enticed him; it may have been resentment of return from this fine, bold man-world to a restricted region of wives and stenographers, and of suggestions not to smoke so much.
- (10) From the bedroom beside the sleeping-porch, his wife's detestably cheerful "Time to get up, Georgie boy," and the itchy sound, the brisk and scratchy sound, of combing hairs out of a stiff brush.
- (11) He grunted; he dragged his thick legs, in faded baby-blue pajamas, from under the khaki blanket; he sat on the edge of the cot, running his fingers through his wild hair, while his plump feet mechanically felt for his slippers. He looked regretfully at the blanket – forever a suggestion to him of freedom and heroism. He had bought it for a camping trip which had never come off. It symbolized gorgeous loafing, gorgeous cursing, virile flannel shirts.

Which of the following best explains Babbitt's reluctance to get out of bed?

- I. He dislikes his job.
- II. He has a hangover.
- III. He has had a fight with his wife.

- A. I and II
- B. I only
- C. II only
- D. I, II, and III

Correct Answer: A

Section: Reading

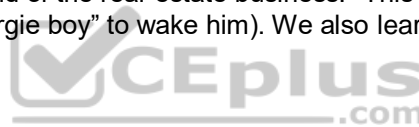
Explanation

Explanation/Reference:

Explanation:

When the alarm goes off, what keeps Babbitt in bed is stated in the passage, that he "detested the grind of the real-estate business." This makes it clear that Babbitt hates his job. And although the next line refers to his dislike of his family, we cannot assume that he is in a fight with his wife (she seems cheerful enough when she calls him "Georgie boy" to wake him). We also learn in the lines immediately following that he went to a poker game and drank too much beer, so it is safe to assume that he has a hangover.

QUESTION 326 After reading a passage, choose the best answer from the choices given.



II

- (1) There was nothing of the giant in the aspect of the man who was beginning to awaken on the sleeping-porch of a Dutch Colonial house in that residential district of Zenith known as Floral Heights.
- (2) His name was George F. Babbitt. He was forty-six years old now, in April, 1920, and he made nothing in particular, neither butter nor shoes nor poetry, but he was nimble in the calling of selling houses for more than people could afford to pay.
- (3) His large head was pink, his brown hair thin and dry. His face was babyish in slumber, despite his wrinkles and the red spectacle-dents on the slopes of his nose. He was not fat but he was exceedingly well fed; his cheeks were pads, and the unroughened hand which lay helpless upon the khaki-colored blanket was slightly puffy. He seemed prosperous, extremely married and unromantic; and altogether unromantic appeared this sleeping-porch, which looked on one sizable elm, two respectable grass-plots, a cement driveway, and a corrugated iron garage. Yet Babbitt was again dreaming of the fairy child, a dream more romantic than scarlet pagodas by a silver sea.
- (4) For years the fairy child had come to him. Where others saw but Georgie Babbitt, she discerned gallant youth. She waited for him, in the darkness beyond mysterious groves. When at last he could slip away from the crowded house he darted to her. His wife, his clamoring friends, sought to follow, but he escaped, the girl fleet beside him, and they crouched together on a shadowy hillside. She was so slim, so white, so eager! She cried that he was gay and valiant, that she would wait for him, that they would sail –
- (5) Rumble and bang of the milk-truck.
- (6) Babbitt moaned; turned over; struggled back toward his dream. He could see only her face now, beyond misty waters. The furnace-man slammed the basement door. A dog barked in the next yard. As Babbitt sank blissfully into a dim warm tide, the paper-carrier went by whistling, and the rolled-up Advocate thumped the front door. Babbitt roused, his stomach constricted with alarm. As he relaxed, he was pierced by the familiar and irritating rattle of someone cranking a Ford: snap-ah-ah, snap-ah-ah, snap-ah-ah. Himself a pious motorist, Babbitt cranked with the unseen driver, with him waited through taut hours for the roar of the starting engine, with him agonized as the roar ceased and again began the infernal patient snap-ah-ah – a round, flat sound, a shivering cold-morning sound, a sound infuriating and inescapable. Not till the rising voice of the motor told him that the Ford was moving was he released from the panting tension. He glanced once at his favorite tree, elm twigs against the gold patina of sky, and fumbled for sleep as for a drug. He who had been a boy very credulous of life was no longer greatly interested in the possible and improbable adventures of each new day.
- (7) He escaped from reality till the alarm-clock rang, at seven-twenty.

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- (8) It was the best of nationally advertised and quantitatively produced alarm-clocks, with all modern attachments, including cathedral chime, intermittent alarm, and a phosphorescent dial. Babbitt was proud of being awakened by such arich device. Socially it was almost as creditable as buying expensive cord tires.
- (9) He sulkily admitted now that there was no more escape, but he lay and detested the grind of the real-estate business, and disliked his family, and disliked himself for disliking them. The evening before, he had played poker at VergilGunch's till midnight, and after such holidays he was irritable before breakfast. It may have been the tremendous home-brewed beer of the prohibition era and the cigars to which that beer enticed him; it may have been resentment of return from this fine, bold man-world to a restricted region of wives and stenographers, and of suggestions not to smoke so much.
- (10) From the bedroom beside the sleeping-porch, his wife's detestably cheerful "Time to get up, Georgie boy," and the itchy sound, the brisk and scratchy sound, of combing hairs out of a stiff brush.
- (11) He grunted; he dragged his thick legs, in faded baby-blue pajamas, from under the khaki blanket; he sat on the edge of the cot, running his fingers through his wild hair, while his plump feet mechanically felt for his slippers. He lookedregretfully at the blanket – forever a suggestion to him of freedom and heroism. He had bought it for a camping trip which had never come off. It symbolized gorgeous loafing, gorgeous cursing, virile flannel shirts.

The young girl in Babbitt's dream best symbolizes what desire?

- A. to return to sleep
- B. to be young and free from his workaday world
- C. the love he once had for his wife
- D. his desire to move out of the suburbs

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage gives the best clues as to the meaning of Babbitt's dream. The fairy sees Babbitt as nobody else: a "gallant youth," or young. He also escapes from his wife and friends who attempt to follow him in this dream (he is free).

QUESTION 327 After reading a passage, choose the best answer from the choices given.



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The lines "He who had been a boy very credulous of life was no longer greatly interested in the possible and improbable adventures of each new day" (at the end of 6th paragraph) most closely means:

- A. as a child, Babbitt was optimistic about life, but he now believes they will always be the same.
- B. Babbitt has never seen the possibilities of life.
- C. Babbitt has always looked forward to each new day.
- D. as a boy Babbitt was pessimistic about his life, but now sees its possibilities.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This question asks you to find a more succinct way of stating at the end of 6th paragraph, which basically say that as a boy Babbitt was more interested in life. Even if you do not know what the word *credulous* means here, you can still assume that it is something different from the way he is now just from the way the sentence is phrased. We know that now he is not interested in life, or "each new day."

QUESTION 328

NATURAL SCIENCE: Diabetes

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.
- (2) Most importantly, both types of diabetes affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system extracts glucose from some foods. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.
- (3) In both types of diabetes, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In patients with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but the body's tissues do not respond very well to the insulin signal and therefore do not metabolize the glucose properly – a condition known as insulin resistance.
- (4) Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are researching the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors for insulin to bind to, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells may not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.
- (5) There is no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, a National Institutes of Health panel of experts recommended that the best treatment for noninsulin dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50 to 60 percent of daily calories come from carbohydrates, 12 to 20 percent from protein, and no more than 30 percent from fat. Foods that are rich in carbohydrates, such as breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more information and for help in planning a diet to offset the effects of this form of diabetes.

According to the passage, the most dangerous aspect of Type II diabetes is:

- A. the daily insulin shots that are needed for treatment of Type II diabetes.
- B. that Type II diabetes may go undetected and, therefore, untreated.
- C. that in Type II diabetes, the pancreas does not produce insulin.

D. that Type II diabetes interferes with digestion.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer to this question lies in the 1st paragraph of the passage, which states that people with Type II diabetes “may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves.” Therefore, choice B is correct. Choices A and C are incorrect because they are not examples of the danger of diabetes, but rather facts relating to the disease. Choice D is an incorrect statement; the passage states that diabetes does *not* interfere with digestion.

QUESTION 329

NATURAL SCIENCE: *Diabetes*

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.
- (2) Most importantly, both types of diabetes affect the body’s ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system extracts glucose from some foods. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.
- (3) In both types of diabetes, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In patients with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but the body’s tissues do not respond very well to the insulin signal and therefore do not metabolize the glucose properly – a condition known as insulin resistance.
- (4) Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are researching the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors for insulin to bind to, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells may not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.
- (5) There is no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, a National Institutes of Health panel of experts recommended that the best treatment for noninsulin dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50 to 60 percent of daily calories come from carbohydrates, 12 to 20 percent from protein, and no more than 30 percent from fat. Foods that are rich in carbohydrates, such as breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more information and for help in planning a diet to offset the effects of this form of diabetes.

The author of the passage compares Type I and Type II diabetes and states which of the following the same are for both?

- A. treatments
- B. long-term health risks
- C. short-term effects
- D. causes

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The first paragraph of the passage discusses both types of diabetes and the last line states: “both types can cause the same long-term health problems.”

QUESTION 330

NATURAL SCIENCE: *Diabetes*

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes.

Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.

- (2) Most importantly, both types of diabetes affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system extracts glucose from some foods. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.
- (3) In both types of diabetes, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In patients with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but the body's tissues do not respond very well to the insulin signal and therefore do not metabolize the glucose properly – a condition known as insulin resistance.
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According to the passage, one place in which excess glucose is stored is the:

- A. stomach.
- B. insulin receptors.
- C. pancreas.
- D. liver.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

There are a lot of organs doing a lot of different things in this passage, which means that if you do not read carefully you may confuse them. At the end of 2nd paragraph state that “glucose that the body does not use right away is stored in the liver, muscle, or fat,” and the only one of these that is a possible answer is choice D, the liver.

QUESTION 331

NATURAL SCIENCE: *Diabetes*

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.
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for insulin to bind to, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells may not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.

(5) There is no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, a National Institutes of Health panel of experts recommended that the best treatment for noninsulin dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50 to 60 percent of daily calories come from carbohydrates, 12 to 20 percent from protein, and no more than 30 percent from fat. Foods that are rich in carbohydrates, such as breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more information and for help in planning a diet to offset the effects of this form of diabetes.

A diet dominated by which of the following is recommended for non-insulin-dependent diabetics?

- A. protein
- B. fat
- C. carbohydrates
- D. raw foods

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The last paragraph of the passage discusses the dietary recommendations for people with diabetes. Ending lines specifically say that “50 to 60 percent” of their diet should come from carbohydrates (and 12 to 20 from protein and a maximum of 30 percent from fat), making choice C the correct answer. The passage also says that raw foods are better than cooked (choice D), but not that the diet should be dominated by them.

QUESTION 332

NATURAL SCIENCE: *Diabetes*

(1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.

(2) Most importantly, both types of diabetes affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system extracts glucose from some foods. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.

(3) In both types of diabetes, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In patients with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but the body's tissues do not respond very well to the insulin signal and therefore do not metabolize the glucose properly – a condition known as insulin resistance.

(4) Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are researching the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors for insulin to bind to, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells may not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.

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Which of the following is the main function of insulin?

- A. It signals tissues to metabolize sugar.
- B. It breaks down food into glucose.
- C. It carries glucose throughout the body.

D. It binds to receptors.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Using the information given in the passage that glucose is sugar, the answer to this question can be found in 2nd paragraph: “insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel.”

QUESTION 333

NATURAL SCIENCE: *Diabetes*

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- (3) In both types of diabetes, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In patients with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but the body's tissues do not respond very well to the insulin signal and therefore do not metabolize the glucose properly – a condition known as insulin resistance.
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Which of the following statements best summarizes the main idea of the passage?

- A. Type I and Type II diabetes are best treated by maintaining a high-protein diet.
- B. Type II diabetes is a distinct condition that can be managed by maintaining a healthy diet.
- C. Type I diabetes is an insidious condition most harmful when the patient is not taking daily insulin injections.
- D. Adults who suspect they may have Type II diabetes should immediately adopt a high-carbohydrate diet.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

From statements made in the last paragraph, we know that choices A and D are factually incorrect. Choice C may be a true statement, but it is not the main idea of the passage because a majority of the passage is about Type II diabetes, and not about the consequences of not taking insulin shots.

QUESTION 334

NATURAL SCIENCE: *Diabetes*

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first;

therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.

(2) Most importantly, both types of diabetes affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system extracts glucose from some foods. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.

(3) In both types of diabetes, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In patients with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but the body's tissues do not respond very well to the insulin signal and therefore do not metabolize the glucose properly – a condition known as insulin resistance.

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Which of the following is mentioned in the passage as a possible problem with insulin receptors in insulin-resistant individuals?

- A. Overeating causes the receptors not to function properly.
- B. There may be an overabundance of receptors.
- C. A defect causes the receptors to bind with glucose.
- D. A defect hinders the receptors from binding with insulin.



Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer to this detail question can be found in the sentence: “a defect in the receptors may prevent insulin from binding.”

QUESTION 335

NATURAL SCIENCE: *Diabetes*

(1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.

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According to the passage, in normal individuals who of the following processes occur immediately after the digestive system converts some food into glucose?

- A. The glucose is metabolized by body tissues.
- B. Insulin is released into the bloodstream.
- C. Blood sugar levels rise.
- D. The pancreas manufactures increased amounts of insulin.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Cause and effect questions do not necessarily have to use the words *cause* or *effect*, which you can see is true in this question. It is basically asking what the immediate effects of glucose are on the body. The answer can be found in the sentence: "the normal digestive system extracts glucose from some foods. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise," or simply put, *blood sugar levels rise*.

QUESTION 336

NATURAL SCIENCE: Diabetes

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.
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Based on the information in the passage, which of the following best describes people with Type I diabetes?

- A. They do not need to be treated with injections of insulin.
- B. It does not interfere with digestion.
- C. Their pancreases do not produce insulin.
- D. They are usually diagnosed as adults.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This question is asking you to sort through the information given about Type I diabetes and decide on the most concise way of describing them. We know that choices A and D are factually incorrect, so they can be eliminated as possible answers. Choice B is a true statement, but because it refers to both types of diabetes and is not the most important aspect of the disease, it too can be eliminated. Therefore, the best answer is choice C.

QUESTION 337

NATURAL SCIENCE: Diabetes

- (1) There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90 and 95 percent of the estimated 13 to 14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. Someone who has developed Type II diabetes may feel tired or ill without knowing why, a circumstance which can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.
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As it is used in last paragraph, what is the closest meaning of the word *offset* in the final sentence of the passage?

- A. counteract
- B. cure
- C. move away from
- D. erase

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

We know from reading the entire paragraph that the point of changing person with diabetes's diet is to "alleviate its symptoms." Therefore, we can figure out that a different diet would counteract "the effects" of diabetes.

QUESTION 338

How the Other Half Lives

- (1) Long ago it was said that "one half of the world does not know how the other half lives." That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.

(2) In New York, the youngest of the world's great cities, that time came later than elsewhere, because the crowding had not been so great. There were those who believed that it would never come; but their hopes were vain. Greed and reckless selfishness delivered similar results here as in the cities of older lands. "When the great riot occurred in 1863," reads the testimony of the Secretary of the Prison Association of New York before a legislative committee appointed to investigate causes of the increase of crime in the State twenty-five years ago, "every hiding-place and nursery of crime discovered itself by immediate and active participation in the operations of the mob. Those very places and domiciles, and all that are like them, are today nurseries of crime, and of the vices and disorderly courses which lead to crime. By far the largest part – 80% at least – of crimes against property and people are perpetrated by individuals who have either lost connection with home life, or never had any, or whose homes had ceased to afford what are regarded as ordinary wholesome influences of home and family... The younger criminals seem to come almost exclusively from the worst tenement house districts, that is, when traced back to the very places where they had their homes in the city here." One thing New York was made of sure at that early stage of the inquiry: the boundary line of the Other Half lies through the tenements.

(3) It is ten years and over, now, since that line divided New York's population evenly. Today three-fourths of New Yorkers live in the tenements, and the nineteenth century drift of the population to the cities is only increasing those numbers. The fifteen thousand tenant houses in the past generation have swelled into thirty-seven thousand, and more than twelve hundred thousand persons call them home. The one way out – rapid transit to the suburbs – has brought no relief. We know now that there is no way out; that the "system" that was the evil offspring of public neglect and private greed is here to stay, forever a center of our civilization. Nothing is left but to make the best of a bad bargain.

(4) The story is dark enough, drawn from the plain public records, to send a chill to any heart. If it shall appear that the sufferings and the sins of the "other half," and the evil they breed, are but as a fitting punishment upon the community that gave it no other choice, it will be because that is the truth. The boundary line lies there because, while the forces for good on one side vastly outweigh the bad – not otherwise – in the tenements all the influences make for evil; because they are the hotbeds of the epidemics that carry death to rich and poor alike; the nurseries of poverty and crime that fill our jails and courts; that throw off forty thousand human wrecks to the island asylums and workhouses year by year; that turned out in the last eight years a round half million beggars to prey upon our charities; that maintain a standing army of ten thousand panhandlers with all that that implies; because, above all, they touch the family life with deadly moral poison. This is their worst crime, inseparable from the system. That we have to own it, the child of our own wrong, does not excuse it, even though it gives it claim upon our utmost patience and tenderest charity.

The main idea of the first paragraph is:

- A. The rich do not care about the poor until their own lives are affected.
- B. The rich know nothing about the lives of the poor.
- C. The rich and the poor lead very different lives.
- D. The poor revolted against the rich.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The first part of the paragraph explains how the rich were unaware of the plight of the poor and therefore did not care "one half of the world does not know how the other half lives." That was true then. It did not know because it did not care." But the paragraph goes on to say that it was only when conditions became so bad did it become "no longer an easy thing" for the rich to ignore them. Although choices B, C, and D may be correct statements, they do not sum up the main idea of the whole paragraph.

QUESTION 339

How the Other Half Lives

(1) Long ago it was said that "one half of the world does not know how the other half lives." That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.

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According to the passage, the “other half” refers to:

- A. the rich.
- B. criminals.
- C. children.
- D. the poor.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The meaning of this phrase can be found throughout the passage, but since the name of the passage is “How the Other Half Lives” and it is about the conditions of the poor, one can reasonably assume it refers to the poor.

QUESTION 340

How the Other Half Lives

(1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those whowere underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.

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According to the Secretary of the Prison Association, the main reason for increased crime was:

- A. blamed on younger criminals.
- B. a lack of decent housing for the poor.
- C. the wealthy people’s indifference to the poor.
- D. a shortage of prisons.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

For this question it is important to sift through a lot of details to get to the main point of the statement, which is that a majority of crimes are committed by those “whose homes had ceased to afford what are regarded as ordinary wholesome influences of home and family.” In other words, without good housing there can be no good family values, which in turn led to increased crime.

QUESTION 341

How the Other Half Lives

- (1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.
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At the time the passage was written, how many people lived in tenement housing?

- A. more than 120,000
- B. 37,000
- C. 15,000
- D. more than 1,200,000

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

There are a lot of numbers mentioned in the passage, but the number specifically attributed to the number of people living in tenement housing can be found in paragraph 3, “more than twelve hundred thousand persons call them home,” or 1,200,000.

QUESTION 342

How the Other Half Lives

- (1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.
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because they are the hotbeds of the epidemics that carry death to rich and poor alike; the nurseries of poverty and crime that fill our jails and courts; that throw off forty thousand human wrecks to the island asylums and workhouses year by year; that turned out in the last eight years a round half million beggars to prey upon our charities; that maintain a standing army of ten thousand panhandlers with all that that implies; because, above all, they touch the family life with deadly moral poison. This is their worst crime, inseparable from the system. That we have to own it, the child of our own wrong, does not excuse it, even though it gives it claim upon our utmost patience and tenderest charity.

As it is used in the middle of 2nd paragraph, the word *domicile* most closely means:

- A. dome-shaped
- B. prison
- C. living place
- D. orphanage

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Because the secretary's statement refers to the living environment of the poor, it can be assumed that the word *domicile* can be defined as "living place."

QUESTION 343

How the Other Half Lives

(1) Long ago it was said that "one half of the world does not know how the other half lives." That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those whowere underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.

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In the third paragraph, the statement "It is ten years and over, now, since that line divided New York's population evenly" best means:

- A. Tenements are no longer located in one area of the city.
- B. The crimes of the poor affect the rich.
- C. More than half of New York's population lives in poverty.
- D. The poor no longer live only in tenements.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The word *line* refers to the sentence immediately preceding the one in the question: “the boundary line of the Other Half lies through the tenements.” It is important to find and understand this reference before you can make sense of the question. Here the line refers to those living in tenements. Therefore, if the “line” no longer divides the population evenly, more than half live in poverty.

QUESTION 344

How the Other Half Lives

- (1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.
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According to the author, the only way for the poor to successfully escape poverty is:

- A. nothing – there is no escape.
- B. by moving to the suburbs.
- C. through hard work.
- D. through crime.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The only reference in the entire passage to a way out of poverty can be found in the sentence “The one way out – rapid transit to the suburbs – has brought no relief.” But because it also says it has “brought no relief” and the statement immediately following reads “we know now that there is no way out,” you can infer that the author believes there is no way to escape poverty.

QUESTION 345

How the Other Half Lives

- (1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.
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According to the last paragraph, the following statements about tenements are true:

- I. They foster illegal activity.
- II. They spread disease to the rich.
- III. Rich and poor alike may find themselves living there.

- A. I only
- B. II only
- C. I and II
- D. I, II, and III

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The statement, “the nurseries of poverty and crime that fill our jails and courts” makes statement I true, and immediately prior to that statement it says the tenements “are the hotbeds of the epidemics that carry death to rich and poor alike,” making II true. There is no reference to rich living in tenements in the passage, therefore III is incorrect.

QUESTION 346

How the Other Half Lives

(1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.

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According to the author, crime committed by the poor:

- A. is not as widespread as the government claims.

- B. is unavoidable, considering their living conditions.
- C. is a problem that should be dealt with harshly.
- D. should be ignored because of their inhumane living conditions.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The easiest way to answer this type of question, which really refers to the entire passage, is to eliminate answers you know are wrong. The author makes no statement that crime is over reported, nor does he say how criminals should be punished, or whether they should be punished at all, therefore choices A, C, and D are incorrect. And because throughout the passage, crime is blamed on life in the tenement, it can be reasonably assumed that it is as unavoidable as life in the tenement itself.

QUESTION 347

How the Other Half Lives

(1) Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those whowere underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to wondering what the matter was. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.

(2) In New York, the youngest of the world’s great cities, that time came later than elsewhere, because the crowding had not been so great. There were those who believed that it would never come; but their hopes were vain. Greed andreckless selfishness delivered similar results here as in the cities of older lands. “When the great riot occurred in 1863,” reads the testimony of the Secretary of the Prison Association of New York before a legislative committee appointed to investigate causes of the increase of crime in the State twenty-five years ago, “every hiding-place and nursery of crime discovered itself by immediate and active participation in the operations of the mob. Those very places and domiciles, and all that are like them, are today nurseries of crime, and of the vices and disorderly courses which lead to crime. By far the largest part – 80% at least – of crimes against property and people are perpetrated by individuals who have either lost connection with home life, or never had any, or whose homes had ceased to afford what are regarded as ordinary wholesome influences of home and family... The younger criminals seem to come almost exclusively from the worst tenement house districts, that is, when traced back to the very laces where they had their homes in the city here.” One thing New York was made of sure at that early stage of the inquiry: the boundary line of the Other Half lies through the tenements.

(3) It is ten years and over, now, since that line divided New York’s population evenly. Today three-fourths of New Yorkers live in the tenements, and the nineteenth century drift of the population to the cities is only increasing thosenumbers. The fifteen thousand tenant houses in the past generation have swelled into thirty-seven thousand, and more than twelve hundred thousand persons call them home. The one way out – rapid transit to the suburbs – has brought no relief. We know now that there is no way out; that the “system” that was the evil offspring of public neglect and private greed is here to stay, forever a center of our civilization. Nothing is left but to make the best of a bad bargain.

(4) The story is dark enough, drawn from the plain public records, to send a chill to any heart. If it shall appear that the sufferings and the sins of the “other half,” and the evil they breed, are but as a fitting punishment upon the communitythat gave it no other choice, it will be because that is the truth. The boundary line lies there because, while the forces for good on one side vastly outweigh the bad – not otherwise – in the tenements all the influences make for evil; because they are the hotbeds of the epidemics that carry death to rich and poor alike; the nurseries of poverty and crime that fill our jails and courts; that throw off forty thousand human wrecks to the island asylums and workhouses year by year; that turned out in the last eight years a round half million beggars to prey upon our charities; that maintain a standing army of ten thousand panhandlers with all that that implies; because, above all, they touch the family life with deadly moral poison. This is their worst crime, inseparable from the system. That we have to own it, the child of our own wrong, does not excuse it, even though it gives it claim upon our utmost patience and tenderest charity.

It can be inferred from the passage that the author’s opinion of the poor is:

- A. sympathetic.
- B. hostile.
- C. indifferent.
- D. objective.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The first clue that the author is not being objective is that he uses words like “greed and reckless selfishness”. And because the author says that poverty is inescapable, “We know now that there is no way out,” one can only conclude that his opinion is sympathetic.

QUESTION 348

- (1) When I first heard the term “illuminated manuscript” and learned of its association with medieval monasteries, I pictured hand-lettered parchment texts actually lighted from within by a kind of benevolent, supernatural light. I soondiscovered, however, that the adjective illuminated” in this case had nothing to do with light, nor did it always have to do with the Christian church or with medieval times. Rather, “to illuminate” simply meant “to adorn” the pages of a manuscript, usually with brilliant colors and sometimes even with precious metals or stones.

- (2) Although illuminated manuscripts reached their apogee in the Middle Ages and are best known as a product of the medieval Christian church, they actually had their origins in Egypt, nearly four thousand years ago. The first known illuminated manuscript was the *Egyptian Book of the Dead*, which contained instructions for the ceremonies for burial of the dead and the prayers to be said by those left behind. Originally, those books were commissioned by royalty, nobility, and others of high rank, but eventually even ordinary people could purchase them. Among the scenes commonly contained in the *Egyptian Book of the Dead* were the funeral cortege and the mummification process, as well as depictions of the deceased in the afterlife. Thanks to the dry climate in Egypt, a number of these ancient manuscripts have survived.
- (3) The practice of illuminating manuscripts flourished in Europe. The Vatican Library houses two manuscripts by Virgil, and a copy of the *Iliad* by Homer resides in the *Biblioteca Ambrosiana* in Milan. A few Bibles and religious storybooks have survived also. Hellenistic and Roman wall painting influenced the illustrations in these texts, and as the age progressed, the artwork came to be more influenced by classical art with biblical themes. By the seventh century, the most important illuminated manuscripts were the prayer books being produced in monasteries in England and Ireland. The illustrators were greatly influenced by Celtic metalwork from previous centuries, and the works are beautiful and impressive (though they may look slightly primitive to modern eyes as the artists have made no effort to give a sense of perspective).
- (4) By the tenth and eleventh centuries, monasteries in England moved away from their Celtic influence and embraced the Carolingian style. The pictures in these manuscripts, drawn for royals and other wealthy patrons, became more interpretive, actually illustrating passages from the book, with stylized figures looking rather severely out at the reader. By the twelfth century, these English illuminators were integrating illustration and decoration into the text. Bibles made in England at this time contained entire scenes. Many of these manuscripts also presented mythical figures, like dragons or part-human, part-animal figures that did not relate directly to the text.
- (5) By the Gothic period, the urbanization of Europe led to increasing numbers of illuminated manuscripts. The illustrations became more realistic: The figures wore the clothes of the day and were shown in contemporary settings. The artists also began to be concerned with balance and perspective. The handwritten books and scrolls were embellished with decorations and illustrations intended to enhance the text, and the paints used were made from natural materials such as minerals and stones. Red, brown, orange, and yellow were derived from ochers and metals; blue came from lapis lazuli or azurite, or indigo. In Europe, artists also applied gold leaf.
- (6) During the Middle Ages, the illumination of manuscripts was an important art form, and illuminations employed a variety of decorations and enhancements. Although most of the books began with an imaginary portrait of the book's author or its patron, in some the first page contained abstract designs that were reminiscent of the Oriental carpet, and thus, the first page later came to be known as the carpet page. Texts of this time usually had enlarged and embellished initial letters – sometimes shaped like animals, birds, or flowers. Some particularly important texts religious, literary, or historical – might have full-page illustrations, which would be placed either at the appropriate point in the text or grouped together at the beginning.
- (7) During the Renaissance, patrons continued to order these hand-illuminated manuscripts even though the printing press (c. 1450) made mass production of manuscripts by machine possible. This was not true in the Middle East, however. Consequently, the illuminated manuscript kept its influential role and many exquisite examples survive to this day. Although the invention of the printing press could be said to mark the beginning of the end for illuminated manuscripts in Europe and elsewhere, they performed an invaluable service during their long history. Because of widespread illiteracy throughout history, pictures have always been an important source of information. Even people who could not read – whether in ancient Egypt or medieval Europe could glean information from the illustrated pages. Perhaps the image of a page lighted from within is not such a far-fetched description of the illuminated manuscript, after all.

The main idea of the passage is:

- A. illuminated manuscripts have played an important role in the artistic and literary lives of a variety of cultures.
- B. the artists who illuminated manuscripts became more skilled during the Middle Ages.
- C. the practice of illuminating manuscripts began to die out, for the most part, with the invention of the printing press.
- D. illuminating manuscripts are of ancient origin and should be considered sacred works.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Although choices B and C are correct statements, they are not the main points of the passage, but rather details that explain some of the passage. Choice D is incorrect because although many illuminated manuscripts were religious, nowhere is it stated that they should be considered sacred because they are of ancient origin. Choice A is the best choice because it summarizes many of the statements made throughout the passage.

QUESTION 349

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Which of the following best describes the order of the information as it is presented in the passage? A.

order of importance

- B. order by quality of the work
C. hypothesis followed by evidence
D. chronological order

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

In general, each paragraph of the passage moves forward in time when describing the evolution of the illuminated manuscript, making the answer choice D *chronological order*.

QUESTION 350

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As it is used in 2nd paragraph, the word *apogee* most nearly means:

- A. beginning.
- B. crises.
- C. rarity.
- D. peak.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

We know from reading the second half of the sentence, that illuminated manuscripts originated in Egypt. The word *although* at the start of the sentence clues us in to the fact *apogee* should mean the opposite of *origins*. And because the word *beginning* can mean *origin*, choice A is not the right answer. Neither *crises* nor *rarity* can be the opposite of *origins*, but *peak* can, which makes D the best choice.

QUESTION 351

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According to the passage, during what period was the printing press invented?

- A. the Renaissance
- B. the Middle Ages
- C. the Gothic period
- D. the Byzantine era

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer to this question can be found in last paragraph (1450 is during the Renaissance).

QUESTION 352

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Based on the information in the passage, all of the following are accurate statements about the *Egyptian Book of the Dead* EXCEPT:

- A. The climate in Egypt affected the fate of the *Egyptian Book of the Dead* manuscripts.
- B. The *Egyptian Book of the Dead* describes burial ceremonies.
- C. The *Egyptian Book of the Dead* explains significance of the pyramids.
- D. Eventually, even the common people had access to the *Egyptian Book of the Dead*.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The second paragraph supplies many facts about the *Book of the Dead*, but nowhere is the significance of the pyramids explained which makes choice C the best answer.

QUESTION 353

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A main idea of paragraph 4 is that between the tenth and twelfth centuries in Europe, illumination was used more and more often to:

- A. point toward the religious significance of the text.
- B. further explain the meaning of the text.
- C. infuse traditionally religious texts with fanciful subject matter.
- D. emphasize the seriousness of the text’s subject matter.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

If you read too quickly through the paragraph, it would be an easy mistake to think that choice C is correct. The last line in the paragraph (choice C) refers to manuscripts produced after the twelfth century, not between the tenth and twelfth, as the question asks. Choice A refers to illuminated manuscripts throughout much of history, and so does not specifically refer to the tenth and twelfth centuries. And choice D is simply an incorrect statement.

QUESTION 354

- (1) When I first heard the term “illuminated manuscript” and learned of its association with medieval monasteries, I pictured hand-lettered parchment texts actually lighted from within by a kind of benevolent, supernatural light. I soon discovered, however, that the adjective “illuminated” in this case had nothing to do with light, nor did it always have to do with the Christian church or with medieval times. Rather, “to illuminate” simply meant “to adorn” the pages of a manuscript, usually with brilliant colors and sometimes even with precious metals or stones.
- (2) Although illuminated manuscripts reached their apogee in the Middle Ages and are best known as a product of the medieval Christian church, they actually had their origins in Egypt, nearly four thousand years ago. The first known illuminated manuscript was the *Egyptian Book of the Dead*, which contained instructions for the ceremonies for burial of the dead and the prayers to be said by those left behind. Originally, those books were commissioned by royalty,

nobility, and others of high rank, but eventually even ordinary people could purchase them. Among the scenes commonly contained in the *Egyptian Book of the Dead* were the funeral cortege and the mummification process, as well as depictions of the deceased in the afterlife. Thanks to the dry climate in Egypt, a number of these ancient manuscripts have survived.

- (3) The practice of illuminating manuscripts flourished in Europe. The Vatican Library houses two manuscripts by Virgil, and a copy of the *Iliad* by Homer resides in the *Biblioteca Ambrosiana* in Milan. A few Bibles and religious storybooks have survived also. Hellenistic and Roman wall painting influenced the illustrations in these texts, and as the age progressed, the artwork came to be more influenced by classical art with biblical themes. By the seventh century, the most important illuminated manuscripts were the prayer books being produced in monasteries in England and Ireland. The illustrators were greatly influenced by Celtic metalwork from previous centuries, and the works are beautiful and impressive (though they may look slightly primitive to modern eyes as the artists have made no effort to give a sense of perspective).
- (4) By the tenth and eleventh centuries, monasteries in England moved away from their Celtic influence and embraced the Carolingian style. The pictures in these manuscripts, drawn for royals and other wealthy patrons, became more interpretive, actually illustrating passages from the book, with stylized figures looking rather severely out at the reader. By the twelfth century, these English illuminators were integrating illustration and decoration into the text. Bibles made in England at this time contained entire scenes. Many of these manuscripts also presented mythical figures, like dragons or part-human, part-animal figures that did not relate directly to the text.
- (5) By the Gothic period, the urbanization of Europe led to increasing numbers of illuminated manuscripts. The illustrations became more realistic: The figures wore the clothes of the day and were shown in contemporary settings. The artists also began to be concerned with balance and perspective. The handwritten books and scrolls were embellished with decorations and illustrations intended to enhance the text, and the paints used were made from natural materials such as minerals and stones. Red, brown, orange, and yellow were derived from ochers and metals; blue came from lapis lazuli, azurite, or indigo. In Europe, artists also applied gold leaf.
- (6) During the Middle Ages, the illumination of manuscripts was an important art form, and illuminations employed a variety of decorations and enhancements. Although most of the books began with an imaginary portrait of the book's author or its patron, in some the first page contained abstract designs that were reminiscent of the Oriental carpet, and thus, the first page later came to be known as the carpet page. Texts of this time usually had enlarged and embellished initial letters – sometimes shaped like animals, birds, or flowers. Some particularly important texts religious, literary, or historical – might have full-page illustrations, which would be placed either at the appropriate point in the text or grouped together at the beginning.
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Based on the passage, one can conclude that most illuminated manuscripts pertain to:

- A. the passage from life to death.
- B. religion in some way.
- C. mythical and animal figures.
- D. an even mixture of the sacred and the secular.



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

If you skim through the passage, you can quickly see that almost all the illuminated manuscripts were bibles or religious texts of some sort, making B the best choice.

QUESTION 355

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It can be reasonably inferred that a person who studied history of the illuminated manuscript would also learn the most about which of the following?

- A. the history of the Vatican Library
- B. advancements in biology during the same time period
- C. advancements in art during the same time period
- D. the urbanization of Europe after the Middle Ages

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Because illuminations are a form of art, and are treated as such in the passage (there are many references to perspective and representation), it can be inferred that one would also learn about advancements in art, or choice C.

QUESTION 356

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(7) During the Renaissance, patrons continued to order these hand-illuminated manuscripts even though the printing press (c. 1450) made mass production of manuscripts by machine possible. This was not true in the Middle East, however. Consequently, the illuminated manuscript kept its influential role and many exquisite examples survive to this day. Although the invention of the printing press could be said to mark the beginning of the end for illuminated manuscripts in Europe and elsewhere, they performed an invaluable service during their long history. Because of widespread illiteracy throughout history, pictures have always been an important source of information. Even people who could not read – whether in ancient Egypt or medieval Europe could glean information from the illustrated pages. Perhaps the image of a page lighted from within is not such a far-fetched description of the illuminated manuscript, after all.

It can be inferred from the passage that the printing press “marked the beginning of the end for the illuminated manuscript” because:

- A. mass-produced manuscripts were less expensive than the old illuminated manuscripts.
- B. the less-educated citizenry preferred books that were machine-made.
- C. printed books were less fragile and more portable than illuminated manuscripts.
- D. the printing press for the most part eliminated illiteracy.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Because throughout the passage, it is made clear that creating illuminated manuscripts involved a lot of labor, it is fair to assume that a machine would reduce such labor. Without the costs of labor, mass-produced manuscripts were less expensive (choice A).

QUESTION 357

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The main difference between illustrations in illuminated manuscripts made during the seventh century and those created during the Gothic period was that they:

- A. were more realistic in the Gothic period.
- B. were more beautiful in the seventh century.
- C. were more important in the seventh century.
- D. showed more perspective in the seventh century.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This question asks you to compare the quality of illustration in two periods (and two paragraphs). The third paragraph discusses the manuscripts of the seventh century and the fifth paragraph covers the Gothic period. The paragraph states that illustrations of the Gothic period “became more realistic,” making choice A the best answer.

QUESTION 358

Leonardo Da Vinci

- (1) On the sunny slopes of Monte Albano, between Florence and Pisa, the little town of Vinci lay high among the rocks that crowned the steep hillside. Here in the year 1452 Leonardo, son of Ser Piero da Vinci, was born. It was in the age when people told fortunes by the stars, and when a baby was born they would eagerly look up and decide whether it was a lucky or unlucky star which shone upon the child. Surely if it had been possible in this way to tell what fortune waited the little Leonardo, a strange new star must have shone that night, brighter than the others and unlike the rest in the dazzling light of its strength and beauty.
- (2) Leonardo was always a strange child. Even his beauty was not like that of other children. He had the most wonderful waving hair, falling in regular ripples, like the waters of a fountain, the color of bright gold, and soft as spun silk. His eyes were blue and clear, with a mysterious light in them, not the warm light of a sunny sky, but rather the blue that glints in the iceberg. They were merry eyes too, when he laughed, but underneath was always that strange cold look. There was a charm about his smile which no one could resist, and he was a favorite with all. Yet people shook their heads sometimes as they looked at him, and they talked in whispers of the old witch who had lent her goat to nourish the little Leonardo when he was a baby. The woman was a dealer in black magic, and who knew but that the child might be a changeling?
- (3) It was the old grandmother, Mona Lena, who brought Leonardo up and spoilt him not a little. His father, Ser Piero, was a lawyer, and spent most of his time in Florence, but when he returned to the old castle of Vinci, he began to give Leonardo lessons and tried to find out what the boy was fit for. But Leonardo hated those lessons and would not learn, so when he was seven years old he was sent to school.
- (4) This did not answer any better. The rough play of the boys was not to his liking. When he saw them drag the wings off butterflies, or torture any animal that fell into their hands, his face grew white with pain, and he would take no share in their games. The Latin grammar, too, was a terrible task, while the many things he longed to know no one taught him.
- (5) So it happened that many a time, instead of going to school, he would slip away and escape up into the hills, as happy as a little wild goat. Here was all the sweet fresh air of heaven, instead of the stuffy school room. Here were no cruel, clumsy boys, but all the wild creatures that he loved. Here he could learn the real things his heart was hungry to know, not merely words which meant nothing and led to nowhere.
- (6) For hours he would lie perfectly still with his heels in the air and his chin resting in his hands, as he watched a spider weaving its web, breathless with interest to see how the delicate threads were turned in and out. The gaily painted butterflies, the fat buzzing bees, the little sharp-tongued green lizards, he loved to watch them all, but above everything he loved the birds. Oh, if only he too had wings to dart like the swallows, and swoop and sail and dart again! What was the secret power in their wings? Surely by watching he might learn it. Sometimes it seemed as if his heart would burst with the longing to learn that secret. It was always the hidden reason of things that he desired to know. Much as he loved the flowers he must pull their petals off, one by one, to see how each was joined, to wonder at the dusty pollen, and touch the honey-covered stamens. Then when the sun began to sink he would turn sadly homewards, very hungry, with torn clothes and tired feet, but with a store of sunshine in his heart.
- (7) His grandmother shook her head when Leonardo appeared after one of his days of wandering.
- (8) ‘I know thou should be whipped for playing truant,’ she said; ‘and I should also punish thee for tearing thy clothes.’
- (9) ‘Ah! But thou wilt not whip me,’ answered Leonardo, smiling at her with his curious quiet smile, for he had full confidence in her love.
- (10) ‘Well, I love to see thee happy, and I will not punish thee this time,’ said his grandmother; ‘but if these tales reach thy father’s ears, he will not be as tender as I am towards thee.’
- (11) And, sure enough, the very next time that a complaint was made from the school, his father happened to be at home, and then the storm burst.
- (12) ‘Next time I will flog thee,’ said Ser Piero sternly, with rising anger at the careless air of the boy. ‘Meanwhile we will see what a little imprisonment will do towards making thee a better child’.
- (13) Then he took the boy by the shoulders and led him to a little dark cupboard under the stairs, and there shut him up for three whole days.
- (14) There was no kicking or beating at the locked door. Leonardo sat quietly there in the dark, thinking his own thoughts, and wondering why there seemed so little justice in the world. But soon even that wonder passed away, and as usual when he was alone he began to dream dreams of the time when he should have learned the swallows’ secrets and should have wings like theirs.
- (15) But if there were complaints about Leonardo’s dislike of the boys and the Latin grammar, there would be none about the lessons he chose to learn. Indeed, some of the masters began to dread the boy’s eager questions, which were sometimes more than they could answer. Scarcely had he begun the study of arithmetic than he made such rapid progress, and wanted to puzzle out so many problems, that the masters were amazed. His mind seemed always eagerly asking for more light, and was never satisfied.

It can reasonably be inferred from the passage that Leonardo's grandmother did not punish him because she:

- A. knew his father would punish him.
- B. believed it would not do any good.
- C. was afraid of Leonardo's magic powers.
- D. enjoyed seeing him happy.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Although it is true that Leonardo's father would punish him if he caught him skipping school (choice A), this is not what the question asked. You also know from the text that Leonardo continued to skip school (choice B), but whether or not his grandmother knew this would happen is irrelevant. The reason that his grandmother did not punish him can be found in paragraph 10, where she says that she loves to see him happy.

QUESTION 359

Leonardo Da Vinci

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- (11) And, sure enough, the very next time that a complaint was made from the school, his father happened to be at home, and then the storm burst.
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- (13) Then he took the boy by the shoulders and led him to a little dark cupboard under the stairs, and there shut him up for three whole days.
- (14) There was no kicking or beating at the locked door. Leonardo sat quietly there in the dark, thinking his own thoughts, and wondering why there seemed so little justice in the world. But soon even that wonder passed away, and as usual when he was alone he began to dream dreams of the time when he should have learned the swallows' secrets and should have wings like theirs.

- (15) But if there were complaints about Leonardo's dislike of the boys and the Latin grammar, there would be none about the lessons he chose to learn. Indeed, some of the masters began to dread the boy's eager questions, which weresometimes more than they could answer. Scarcely had he begun the study of arithmetic than he made such rapid progress, and wanted to puzzle out so many problems, that the masters were amazed. His mind seemed always eagerly asking for more light, and was never satisfied.

What can you infer about Leonardo's teachers from the last paragraph of the passage?

- A. They were afraid he would ask questions they could not answer.
- B. They thought he was unable to learn.
- C. They thought he had no desire to learn.
- D. They believed he should try to get along with the other students.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Because the question refers only to the last paragraph, any opinions that Leonardo's teachers may have elsewhere in the text do not apply. It is true that Leonardo did not get along with the other students (choice D), but nowhere does it say that his teachers had any opinion on this. This is a basic inference question in that the last paragraph states that Leonardo's teachers dreaded his questions because they were sometimes "more than they could answer." From this statement, you can infer that they were afraid they would not have the knowledge to answer his questions and therefore afraid he might ask questions they could not answer.

QUESTION 360

Leonardo Da Vinci

- (1) On the sunny slopes of Monte Albano, between Florence and Pisa, the little town of Vinci lay high among the rocks that crowned the steep hillside. Here in the year 1452 Leonardo, son of Ser Piero da Vinci, was born. It was in the age when people told fortunes by the stars, and when a baby was born they would eagerly look up and decide whether it was a lucky or unlucky star which shone upon the child. Surely if it had been possible in this way to tell what fortune waited the little Leonardo, a strange new star must have shone that night, brighter than the others and unlike the rest in the dazzling light of its strength and beauty.
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The person or people who were most responsible for raising Leonardo were his:

- A. father.
- B. mother.
- C. teachers.
- D. grandmother.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The text mentions many people as having something to do with raising Leonardo, but the 3rd paragraph states "It was the old grandmother, Mona Lena, who brought Leonardo up."

QUESTION 361

Leonardo Da Vinci

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As he is depicted in the passage, Leonardo as a boy can be described as:

- A. popular among the other children.
- B. insensitive and cruel.
- C. a talented artist.
- D. eager to learn about what interested him.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Although you may know already know that Leonardo da Vinci was a talented artist, this is not mentioned in the text, which means that choice C is incorrect. The passage shows that Leonardo spent the time he skipped school studying nature, which is what interested him.

QUESTION 362

Leonardo Da Vinci

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It can be inferred from the passage that Leonardo:

- I. did not mind being alone.
- II. was fascinated by flight.
- III. was popular with the other students.

- A. I and II only
- B. I, II, and III
- C. I only
- D. II only

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

When Leonardo was punished for skipping school, his father locked him in the cupboard, and instead of protesting, he soon found himself lost in his own thoughts. This is how the reader knows that he did not mind being alone, therefore statement I is true. The passage shows that Leonardo was fascinated by birds and the "secret power in their wings," which makes statement II correct. It also describes Leonardo as not enjoying the company of other boys, from which one can reasonably infer he was not popular, which makes statement III incorrect.

QUESTION 363

Leonardo Da Vinci

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What year was Leonardo first sent to school?

- A. 1452
- B. 1455
- C. 1459
- D. 1461



Correct Answer: C
Section: Reading
Explanation

Explanation/Reference:

Explanation:

The only date mentioned specifically in the passage is 1492, which was the year of Leonardo's birth. At the end of 3rd paragraph, it is stated that he was 7 years old when he was sent to school, which would make the year 1459.

QUESTION 364

Leonardo Da Vinci

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According to the passage, all the following are true EXCEPT:

- A. Leonardo enjoyed learning Latin grammar.
- B. Leonardo enjoyed learning math.
- C. Leonardo enjoyed studying nature.
- D. Leonardo was curious about the way things worked.



Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This question asks you to distill a lot of information about Leonardo as a boy and find the one fact that is incorrect. In 4th paragraph, it says that Leonardo found Latin grammar "a terrible task," which makes choice A correct.

QUESTION 365

Leonardo Da Vinci

- (1) On the sunny slopes of Monte Albano, between Florence and Pisa, the little town of Vinci lay high among the rocks that crowned the steep hillside. Here in the year 1452 Leonardo, son of Ser Piero da Vinci, was born. It was in the age when people told fortunes by the stars, and when a baby was born they would eagerly look up and decide whether it was a lucky or unlucky star which shone upon the child. Surely if it had been possible in this way to tell what fortune waited the little Leonardo, a strange new star must have shone that night, brighter than the others and unlike the rest in the dazzling light of its strength and beauty.
- (2) Leonardo was always a strange child. Even his beauty was not like that of other children. He had the most wonderful waving hair, falling in regular ripples, like the waters of a fountain, the color of bright gold, and soft as spun silk. His eyes were blue and clear, with a mysterious light in them, not the warm light of a sunny sky, but rather the blue that glints in the iceberg. They were merry eyes too, when he laughed, but underneath was always that strange cold look. There was a charm about his smile which no one could resist, and he was a favorite with all. Yet people shook their heads sometimes as they looked at him, and they talked in whispers of the old witch who had lent her goat to nourish the little Leonardo when he was a baby. The woman was a dealer in black magic, and who knew but that the child might be a changeling?
- (3) It was the old grandmother, Mona Lena, who brought Leonardo up and spoilt him not a little. His father, Ser Piero, was a lawyer, and spent most of his time in Florence, but when he returned to the old castle of Vinci, he began to give Leonardo lessons and tried to find out what the boy was fit for. But Leonardo hated those lessons and would not learn, so when he was seven years old he was sent to school.
- (4) This did not answer any better. The rough play of the boys was not to his liking. When he saw them drag the wings off butterflies, or torture any animal that fell into their hands, his face grew white with pain, and he would take no share in their games. The Latin grammar, too, was a terrible task, while the many things he longed to know no one taught him.

- (5) So it happened that many a time, instead of going to school, he would slip away and escape up into the hills, as happy as a little wild goat. Here was all the sweet fresh air of heaven, instead of the stuffy school room. Here were no cruel, clumsy boys, but all the wild creatures that he loved. Here he could learn the real things his heart was hungry to know, not merely words which meant nothing and led to nowhere.
- (6) For hours he would lie perfectly still with his heels in the air and his chin resting in his hands, as he watched a spider weaving its web, breathless with interest to see how the delicate threads were turned in and out. The gaily painted butterflies, the fat buzzing bees, the little sharp-tongued green lizards, he loved to watch them all, but above everything he loved the birds. Oh, if only he too had wings to dart like the swallows, and swoop and sail and dart again! What was the secret power in their wings? Surely by watching he might learn it. Sometimes it seemed as if his heart would burst with the longing to learn that secret. It was always the hidden reason of things that he desired to know. Much as he loved the flowers he must pull their petals off, one by one, to see how each was joined, to wonder at the dusty pollen, and touch the honey-covered stamens. Then when the sun began to sink he would turn sadly homewards, very hungry, with torn clothes and tired feet, but with a store of sunshine in his heart.
- (7) His grandmother shook her head when Leonardo appeared after one of his days of wandering.
- (8) 'I know thou should be whipped for playing truant,' she said; 'and I should also punish thee for tearing thy clothes.'
- (9) 'Ah! But thou wilt not whip me,' answered Leonardo, smiling at her with his curious quiet smile, for he had full confidence in her love.
- (10) 'Well, I love to see thee happy, and I will not punish thee this time,' said his grandmother; 'but if these tales reach thy father's ears, he will not be as tender as I am towards thee.'
- (11) And, sure enough, the very next time that a complaint was made from the school, his father happened to be at home, and then the storm burst.
- (12) 'Next time I will flog thee,' said Ser Piero sternly, with rising anger at the careless air of the boy. 'Meanwhile we will see what a little imprisonment will do towards making thee a better child'.
- (13) Then he took the boy by the shoulders and led him to a little dark cupboard under the stairs, and there shut him up for three whole days.
- (14) There was no kicking or beating at the locked door. Leonardo sat quietly there in the dark, thinking his own thoughts, and wondering why there seemed so little justice in the world. But soon even that wonder passed away, and as usual when he was alone he began to dream dreams of the time when he should have learned the swallows' secrets and should have wings like theirs.
- (15) But if there were complaints about Leonardo's dislike of the boys and the Latin grammar, there would be none about the lessons he chose to learn. Indeed, some of the masters began to dread the boy's eager questions, which were sometimes more than they could answer. Scarcely had he begun the study of arithmetic than he made such rapid progress, and wanted to puzzle out so many problems, that the masters were amazed. His mind seemed always eagerly asking for more light, and was never satisfied.

Which of the following statements best sums up what is meant by mentioned in 6th paragraph ("Much as he loved the flowers he must pull their petals off, one by one, to see how each was joined, to wonder at the dusty pollen, and touch the honey-covered stamens")?

- A. Leonardo's desire to learn how things worked was stronger than his affection for nature.
- B. Leonardo's love of flowers drove him to destroy them.
- C. Leonardo revered all of nature.
- D. Leonardo's curiosity led him to destructive acts.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The lines referred to in the question describe an aspect of Leonardo's personality, but the question asks you to sum up exactly what that aspect is. The line says he "loved the flowers," but he still pulled off their petals because he wanted to understand "how each was joined." Therefore, his desire to learn how things worked was stronger than his affection for nature.

QUESTION 366

Leonardo Da Vinci

- (1) On the sunny slopes of Monte Albano, between Florence and Pisa, the little town of Vinci lay high among the rocks that crowned the steep hillside. Here in the year 1452 Leonardo, son of Ser Piero da Vinci, was born. It was in the age when people told fortunes by the stars, and when a baby was born they would eagerly look up and decide whether it was a lucky or unlucky star which shone upon the child. Surely if it had been possible in this way to tell what fortune waited the little Leonardo, a strange new star must have shone that night, brighter than the others and unlike the rest in the dazzling light of its strength and beauty.
- (2) Leonardo was always a strange child. Even his beauty was not like that of other children. He had the most wonderful waving hair, falling in regular ripples, like the waters of a fountain, the color of bright gold, and soft as spun silk. His eyes were blue and clear, with a mysterious light in them, not the warm light of a sunny sky, but rather the blue that glints in the iceberg. They were merry eyes too, when he laughed, but underneath was always that strange cold look. There was a charm about his smile which no one could resist, and he was a favorite with all. Yet people shook their heads sometimes as they looked at him, and they talked in whispers of the old witch who had lent her goat to nourish the little Leonardo when he was a baby. The woman was a dealer in black magic, and who knew but that the child might be a changeling?

- (3) It was the old grandmother, Mona Lena, who brought Leonardo up and spoilt him not a little. His father, Ser Piero, was a lawyer, and spent most of his time in Florence, but when he returned to the old castle of Vinci, he began to give Leonardo lessons and tried to find out what the boy was fit for. But Leonardo hated those lessons and would not learn, so when he was seven years old he was sent to school.
- (4) This did not answer any better. The rough play of the boys was not to his liking. When he saw them drag the wings off butterflies, or torture any animal that fell into their hands, his face grew white with pain, and he would take no share in their games. The Latin grammar, too, was a terrible task, while the many things he longed to know no one taught him.
- (5) So it happened that many a time, instead of going to school, he would slip away and escape up into the hills, as happy as a little wild goat. Here was all the sweet fresh air of heaven, instead of the stuffy school room. Here were no cruel, clumsy boys, but all the wild creatures that he loved. Here he could learn the real things his heart was hungry to know, not merely words which meant nothing and led to nowhere.
- (6) For hours he would lie perfectly still with his heels in the air and his chin resting in his hands, as he watched a spider weaving its web, breathless with interest to see how the delicate threads were turned in and out. The gaily painted butterflies, the fat buzzing bees, the little sharp-tongued green lizards, he loved to watch them all, but above everything he loved the birds. Oh, if only he too had wings to dart like the swallows, and swoop and sail and dart again! What was the secret power in their wings? Surely by watching he might learn it. Sometimes it seemed as if his heart would burst with the longing to learn that secret. It was always the hidden reason of things that he desired to know. Much as he loved the flowers he must pull their petals off, one by one, to see how each was joined, to wonder at the dusty pollen, and touch the honey-covered stamens. Then when the sun began to sink he would turn sadly homewards, very hungry, with torn clothes and tired feet, but with a store of sunshine in his heart.
- (7) His grandmother shook her head when Leonardo appeared after one of his days of wandering.
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- (9) 'Ah! But thou wilt not whip me,' answered Leonardo, smiling at her with his curious quiet smile, for he had full confidence in her love.
- (10) 'Well, I love to see thee happy, and I will not punish thee this time,' said his grandmother; 'but if these tales reach thy father's ears, he will not be as tender as I am towards thee.'
- (11) And, sure enough, the very next time that a complaint was made from the school, his father happened to be at home, and then the storm burst.
- (12) 'Next time I will flog thee,' said Ser Piero sternly, with rising anger at the careless air of the boy. 'Meanwhile we will see what a little imprisonment will do towards making thee a better child'.
- (13) Then he took the boy by the shoulders and led him to a little dark cupboard under the stairs, and there shut him up for three whole days.
- (14) There was no kicking or beating at the locked door. Leonardo sat quietly there in the dark, thinking his own thoughts, and wondering why there seemed so little justice in the world. But soon even that wonder passed away, and as usual when he was alone he began to dream dreams of the time when he should have learned the swallows' secrets and should have wings like theirs.
- (15) But if there were complaints about Leonardo's dislike of the boys and the Latin grammar, there would be none about the lessons he chose to learn. Indeed, some of the masters began to dread the boy's eager questions, which were sometimes more than they could answer. Scarcely had he begun the study of arithmetic than he made such rapid progress, and wanted to puzzle out so many problems, that the masters were amazed. His mind seemed always eagerly asking for more light, and was never satisfied.

When Leonardo's father punished him, his reaction could be best described as:

- A. anger.
- B. resignation.
- C. spite.
- D. sadness.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The 2nd last paragraph describes Leonardo's reaction to his punishment. Specifically, it says he did not kick the door (was not angry), and that he only briefly felt it was unfair to be punished. The best way to describe his reaction was that he accepted it and occupied himself with his own thoughts, or "resigned" himself to his punishment.

QUESTION 367

Leonardo Da Vinci

- (1) On the sunny slopes of Monte Albano, between Florence and Pisa, the little town of Vinci lay high among the rocks that crowned the steep hillside. Here in the year 1452 Leonardo, son of Ser Piero da Vinci, was born. It was in the age when people told fortunes by the stars, and when a baby was born they would eagerly look up and decide whether it was a lucky or unlucky star which shone upon the child. Surely if it had been possible in this way to tell what fortune waited the little Leonardo, a strange new star must have shone that night, brighter than the others and unlike the rest in the dazzling light of its strength and beauty.

- (2) Leonardo was always a strange child. Even his beauty was not like that of other children. He had the most wonderful waving hair, falling in regular ripples, like the waters of a fountain, the color of bright gold, and soft as spun silk. His eyes were blue and clear, with a mysterious light in them, not the warm light of a sunny sky, but rather the blue that glints in the iceberg. They were merry eyes too, when he laughed, but underneath was always that strange cold look. There was a charm about his smile which no one could resist, and he was a favorite with all. Yet people shook their heads sometimes as they looked at him, and they talked in whispers of the old witch who had lent her goat to nourish the little Leonardo when he was a baby. The woman was a dealer in black magic, and who knew but that the child might be a changeling?
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According to the passage, one reason Leonardo skipped school was:

- A. he knew his grandmother would not punish him.
- B. the other students taunted him.
- C. Latin grammar bored him.
- D. he had no interest in any school subjects.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

We know that many of the answers in this question are in fact true statements, but they do not answer the question. He may have known that his grandmother would not punish him, but nowhere does it say this had anything to do with his motivation to skip school. The answer can be found in 4th and 5th paragraph, which state that Latin grammar bored him and continues on to say he therefore skipped school.

QUESTION 368

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
- (2) Birds are adapted in their body structure and physiology to life in the air. Their feathered wings and tails, bones, lungs and air sacs, and their metabolic abilities all contribute to this amazing faculty. These adaptations make it possible for birds to seek out environments most favorable to their needs at different times of the year. This results in the marvelous phenomenon we know as migration – the regular, recurrent, seasonal movement of populations from one geographic location to another and back again.
- (3) Throughout human experience, migratory birds have been important as a source of food after a lean winter and as the harbinger of a change in seasons. The arrival of certain species has been heralded with appropriate ceremonies in many lands. Among the eskimos and other tribes this phenomenon is the accepted sign of the imminence of spring, of warmer weather, and a reprieve from winter food shortages. The European fur traders in Alaska and Canada offered rewards to the Native American who saw the first flight of geese in the spring, and all joined in jubilant welcome to the newcomers.
- (4) As North America became more thickly settled, the large flocks of ducks and geese, as well as migratory rails, doves, and woodcock that had been hunted for food became objects of the enthusiastic attention of an increasing army of sportsmen. Most of the nongame species were also found to be valuable as allies of the farmer in his never-ending confrontation against insect pests and weed seeds. And in more recent years, all species have been of ever-increasing recreational and esthetic value for untold numbers of people who enjoy watching birds. We soon realized that our migratory bird resource was an international legacy that could not be managed alone by one state or country and that all nations were responsible for its well-being. The need for laws protecting game and nongame birds, as well as the necessity to regulate the hunting of diminishing game species, followed as a natural consequence. In the management of this wildlife resource, it has become obvious that studies must be made of the species' habits, environmental needs, and travels. In the United States, the Department of the Interior recognized the value of this resource and is devoted to programs that will ensure sustainability for these populations as they are faced with the impacts of alteration in land use, loss of habitat, and contaminants from our technological society. Hence bird investigations are made by the U.S. Fish and Wildlife Service, the arm of the Department of Interior charged by Congress under the Migratory Bird Treaty Act with the duty of protecting those avian species that in their yearly journeys pass back and forth between United States and other countries. In addition, the federal government through the activities of the Biological Resources Division of the U.S. Geological Survey also promotes basic research on migration. Federal agencies cooperate with their counterparts in other countries as well as with state agencies, academic institutions, and non-governmental groups to gain understanding and for the protection of migratory species through such endeavors as *Partners in Flight*, a broadly based international cooperative effort in the Western Hemisphere.
- (5) For almost a century the Fish and Wildlife Service and its predecessor, the Biological Survey, have been collecting data on the important details of bird migration. Scientists have gathered information concerning the distribution and seasonal movements of many species throughout the Western Hemisphere, from the Arctic Archipelago south to Tierra del Fuego. Supplementing these investigations is the work of hundreds of United States, Latin American, and Canadian university personnel and volunteer birdwatchers, who report on the migrations and status of birds as observed in their respective localities. This data, stored in field notes, computer files, and scientific journals, constitute an enormous reservoir of information pertaining to the distribution and movements of North American birds. The purpose of this publication is to summarize this data and additional information from other parts of the world to present the more important facts about our current understanding of the fascinating subject of bird migration. The U.S. Fish and Wildlife Service is grateful to the many people who have contributed their knowledge so that others, whether in biology or ornithology classes, members of conservation organizations, or just individuals interested in the welfare of the birds, may understand and enjoy this precious resource as well as preserve it for generations to come.

The migratory path of the Arctic Tern:

- A. varies depending on the year.
- B. is from the Arctic to the Antarctic and back to the Arctic.
- C. is from the Arctic to the Antarctic.
- D. is to the North in the summer and South in the winter.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The closing lines of the 1st paragraph state that every year the Arctic Tern migrates “from the Arctic to the Antarctic with subsequent return.”

QUESTION 369

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
- (2) Birds are adapted in their body structure and physiology to life in the air. Their feathered wings and tails, bones, lungs and air sacs, and their metabolic abilities all contribute to this amazing faculty. These adaptations make it possible for birds to seek out environments most favorable to their needs at different times of the year. This results in the marvelous phenomenon we know as migration – the regular, recurrent, seasonal movement of populations from one geographic location to another and back again.
- (3) Throughout human experience, migratory birds have been important as a source of food after a lean winter and as the harbinger of a change in seasons. The arrival of certain species has been heralded with appropriate ceremonies in many lands. Among the eskimos and other tribes this phenomenon is the accepted sign of the imminence of spring, of warmer weather, and a reprieve from winter food shortages. The European fur traders in Alaska and Canada offered rewards to the Native American who saw the first flight of geese in the spring, and all joined in jubilant welcome to the newcomers.

(4) As North America became more thickly settled, the large flocks of ducks and geese, as well as migratory rails, doves, and woodcock that had been hunted for food became objects of the enthusiastic attention of an increasing army of sportsmen. Most of the nongame species were also found to be valuable as allies of the farmer in his never-ending confrontation against insect pests and weed seeds. And in more recent years, all species have been of ever-increasing recreational and esthetic value for untold numbers of people who enjoy watching birds. We soon realized that our migratory bird resource was an international legacy that could not be managed alone by one state or country and that all nations were responsible for its well-being. The need for laws protecting game and nongame birds, as well as the necessity to regulate the hunting of diminishing game species, followed as a natural consequence. In the management of this wildlife resource, it has become obvious that studies must be made of the species' habits, environmental needs, and travels. In the United States, the Department of the Interior recognized the value of this resource and is devoted to programs that will ensure sustainability for these populations as they are faced with the impacts of alteration in land use, loss of habitat, and contaminants from our technological society. Hence bird investigations are made by the U.S. Fish and Wildlife Service, the arm of the Department of Interior charged by Congress under the Migratory Bird Treaty Act with the duty of protecting those avian species that in their yearly journeys pass back and forth between United States and other countries. In addition, the federal government through the activities of the Biological Resources Division of the U.S. Geological Survey also promotes basic research on migration. Federal agencies cooperate with their counterparts in other countries as well as with state agencies, academic institutions, and non-governmental groups to gain understanding and for the protection of migratory species through such endeavors as *Partners in Flight*, a broadly based international cooperative effort in the Western Hemisphere.

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According to the author, the main reason birds migrate is:

- A. because their body structure and physiology is best suited for migration.
- B. to find the best climate at different times during the year.
- C. because birds enjoy flying great distances.
- D. because birds are an important source of food in different parts of the world.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Although the body structure of birds is well suited to migration, it is not the reason they migrate. The 2nd paragraph states that this makes "it possible for birds to seek out environments most favorable to their needs at different times of the year."

QUESTION 370

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
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It can be inferred from the passage that the relationship between the European fur traders and the Native Americans was:

- A. friendly.
- B. hostile.
- C. based on commerce.
- D. nonexistent.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

At the end of 3rd paragraph, it is stated that when the first migrating birds were spotted, the fur traders and Native Americans “all joined in jubilant welcome to the newcomers.” Therefore, it can be inferred that their relationship was a friendly one.

QUESTION 371

Migration of Birds

(1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.

(2) Birds are adapted in their body structure and physiology to life in the air. Their feathered wings and tails, bones, lungs and air sacs, and their metabolic abilities all contribute to this amazing faculty. These adaptations make it possible for birds to seek out environments most favorable to their needs at different times of the year. This results in the marvelous phenomenon we know as migration – the regular, recurrent, seasonal movement of populations from one geographic location to another and back again.

(3) Throughout human experience, migratory birds have been important as a source of food after a lean winter and as the harbinger of a change in seasons. The arrival of certain species has been heralded with appropriate ceremonies in many lands. Among the eskimos and other tribes this phenomenon is the accepted sign of the imminence of spring, of warmer weather, and a reprieve from winter food shortages. The European fur traders in Alaska and Canada offered rewards to the Native American who saw the first flight of geese in the spring, and all joined in jubilant welcome to the newcomers.

(4) As North America became more thickly settled, the large flocks of ducks and geese, as well as migratory rails, doves, and woodcock that had been hunted for food became objects of the enthusiastic attention of an increasing army of sportsmen. Most of the nongame species were also found to be valuable as allies of the farmer in his never-ending confrontation against insect pests and weed seeds. And in more recent years, all species have been of ever-increasing recreational and esthetic value for untold numbers of people who enjoy watching birds. We soon realized that our migratory bird resource was an international legacy that could not be managed alone by one state or country and that all nations were responsible for its well-being. The need for laws protecting game and nongame birds, as well as the necessity to regulate the hunting of diminishing game species, followed as a natural consequence. In the management of this wildlife resource, it has become obvious that studies must be made of the species' habits, environmental needs, and travels. In the United States, the Department of the Interior recognized the value of this resource and is devoted to programs that will ensure sustainability for these populations as they are faced with the impacts of alteration in land use, loss of habitat, and contaminants from our technological society. Hence bird investigations are made by the U.S. Fish and Wildlife Service, the arm of the Department of Interior charged by Congress under the Migratory Bird Treaty Act with the duty of protecting those avian species that in their yearly journeys pass back and forth between United States and other countries. In addition, the federal government through the activities of the Biological Resources Division of the U.S. Geological Survey also promotes basic research on migration. Federal agencies cooperate with their counterparts in other countries as well as with state agencies, academic institutions, and non-governmental groups to gain understanding and for the protection of migratory species through such endeavors as *Partners in Flight*, a broadly based international cooperative effort in the Western Hemisphere.

(5) For almost a century the Fish and Wildlife Service and its predecessor, the Biological Survey, have been collecting data on the important details of bird migration. Scientists have gathered information concerning the distribution and seasonal movements of many species throughout the Western Hemisphere, from the Arctic Archipelago south to Tierra del Fuego. Supplementing these investigations is the work of hundreds of United States, Latin American, and Canadian university personnel and volunteer birdwatchers, who report on the migrations and status of birds as observed in their respective localities. This data, stored in field notes, computer files, and scientific journals, constitute an enormous reservoir of information pertaining to the distribution and movements of North American birds. The purpose of this publication is to summarize this data and additional information from other parts of the world to present the more important facts about our current understanding of the fascinating subject of bird migration. The U.S. Fish and Wildlife Service is grateful to the many people who have contributed their knowledge so that others, whether in biology or ornithology classes, members of conservation organizations, or just individuals interested in the welfare of the birds, may understand and enjoy this precious resource as well as preserve it for generations to come.

Which governmental agency is responsible for investigating threats to migratory birds?

- A. U.S. Fish and Wildlife Service
- B. The Department of the Interior
- C. Congress
- D. The Migratory Bird Act

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

There are many groups mentioned in association with the migrating birds, but the mid of 4th paragraph (“bird investigations are made by the U.S. Fish and Wildlife Service”) is where you will find the answer to this question.

QUESTION 372

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
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Which best describes the role of the Biological Survey?

- A. the agency responsible for collecting data on bird migration
- B. the agency, in connection with the U.S. Fish and Wildlife Service that is responsible for collecting data on bird migration
- C. the agency responsible for collecting data on bird migration before the U.S. Fish and Wildlife Service
- D. the agency responsible for investigating threats to migratory birds

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Choice C is correct. The passage explains that the role of the Survey was to collect data on migrating birds before the Fish and Wildlife service was established.

QUESTION 373

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
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The passage states that all of the following are threats to migratory bird populations EXCEPT:

- A. pollution.
- B. hunting.
- C. loss of habitat.
- D. insect pests.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The 4th paragraph states that birds ate the insects that were troublesome to farmers, therefore, were not threats to the birds.

QUESTION 374

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.

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As it is used in mid of 3rd paragraph of the passage, the word *imminence* most nearly means:

- A. importance.
- B. celebration.
- C. close arrival.
- D. warmth.



Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The preceding lines explain how the arrival of the birds signaled a change in season and the start of celebrations, therefore even if you do not know the meaning of the word, you can assume that the imminence of spring, means that spring was soon to arrive.

QUESTION 375

Migration of Birds

(1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.

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According to the passage, with the increasing population in North America, migratory birds no longer hunted for food were appreciated by all of the following EXCEPT:

- A. sportsmen.
- B. bird watchers.
- C. European fur traders.
- D. farmers.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Although the European fur traders appreciated the migrating birds, they did so because they indicated the arrival of spring, and were around before the increasing population of North America referred at the end of 3rd paragraph.

QUESTION 376

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
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According to the passage, the need for laws to protect migratory birds was brought about by:

- A. a realization of their value as something other than a source of food.
- B. the increase in sport hunting.
- C. the devastating effects of pollution.
- D. the creation of the Migratory Bird Act.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Immediately preceding the following statement: "We soon realized that our migratory bird resource was an international legacy" is a list of reasons people appreciated the migrating birds, and it does not include their being a source of food.

QUESTION 377

Migration of Birds

- (1) The changing picture of bird populations throughout the year intrigues those who are observant and who wish to know the source and destination of these birds. While many species of fish, mammals, and even insects undertake amazing migratory journeys, birds as a group are the most mobile creatures on Earth. Even humans with their many vehicles of locomotion do not equal some birds in mobility. No human population moves each year as far as from the Arctic to the Antarctic with subsequent return, yet the Arctic Terns do.
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According to the passage, which group or groups keep data on the migration and status of birds?

- A. university personnel and volunteer birdwatchers
- B. Fish and Wildlife Service
- C. Biological Survey

D. Fish and Wildlife Service along with university personnel and volunteer birdwatchers

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

If you only read the beginning of the last paragraph, you might think the answer is choice B, but if you continue reading, you learn that many others help the Fish and Wildlife Service.

QUESTION 378

*The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.*

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
- (3) She considers leaving a note and going out. The woman is late, and besides, Sylvia is certain that Lola Parrish will not be a suitable person with whom to share the apartment. On the phone she had sounded too old, for one thing – her voice oddly flat and as deep as a man's. However, the moment for saying the apartment was no longer available slipped past, and Sylvia found herself agreeing to the two o'clock appointment. If she leaves now, as she has a perfect right to do, she can avoid the awkwardness of turning the woman away.
- (4) Looking past the blue curtain, however, she sees the sky is not clear but veiled by a white haze, and the air is oppressively still. She knows that the haze, the stillness, and the heat are conditions that often precede a summer thunderstorm – one of the abrupt, swiftly descending electrical storms that have terrified her since she was a child. If a storm comes, she wants to be at home in her own place.
- (5) She walks back to the center of the room, aware now that the idea of sharing the apartment has actually begun to repel her. Still, she knows she will have to become accustomed to the notion, because her savings are nearly gone and the small trust fund left by her father, exhausted. She has a low-paying job, and, while she has considered seeking another (perhaps something connected with music – in her childhood she had played the flute and people had said she was gifted), she has found herself dragged down by a strange inertia.
- (6) Besides, although her job pays poorly, it suits her. She is a typist in a natural history museum, with an office on the top floor and a window onto the nearby aviary. The man for whom she works, a curator who is rarely in, allows Sylvia to have the office to herself. The aviary consists of three enormous, white rooms, each with a high, vaulted ceiling. The birds themselves, so beautifully mounted they seem alive, are displayed in elaborate dioramas. Behind glass, they perch in trees with leaves of sculpted metal, appearing to soar through painted forests, above painted rivers and marshes. Everything is rendered in exquisite detail. Glancing at the birds and up through the skylight at the limitless outdoors keeps her mild claustrophobia at bay.

Which of the following best describes Sylvia's mood as depicted in the story passage?

- A. anxious
- B. angry
- C. serene
- D. embittered

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The first paragraph gives us the best clues as to Sylvia's mood in the entire passage. The fact that she has pulled the curtain and looked through the window is a good example of someone who is anxious.

QUESTION 379

*The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.*

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.

- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
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It can be reasonably inferred from the passage that Sylvia's job suits her because:

- A. her office is tastefully decorated.
- B. she is musical and enjoys the singing of birds.
- C. she is able to work alone in a space that feels open.
- D. it is challenging, and offers the opportunity to learn new skills.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

With only the last sentence of the last paragraph, "Glancing at the birds and up through the skylight at the limitless outdoors keeps her mild claustrophobia at bay," we know that she enjoys working in a space that feels open, making C the best answer.

QUESTION 380

The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
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in trees with leaves of sculpted metal, appearing to soar through painted forests, above painted rivers and marshes. Everything is rendered in exquisite detail. Glancing at the birds and up through the skylight at the limitless outdoors keeps her mild claustrophobia at bay.

When Sylvia looks out her window, the weather appears:

- A. ominous.
- B. spring-like.
- C. inviting.
- D. serene.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

When Sylvia looks out the window, what she sees makes her think of “conditions that often precede a summer thunderstorm,” which she has always been afraid of. Therefore, the best answer is choice A, *ominous*.

QUESTION 381

*The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.*

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
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It can be reasonably inferred from the passage that Sylvia's behavior in relationship to other people would be:

- A. distant.
- B. overbearing.
- C. malicious.
- D. patient.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

In 5th paragraph we learn that “that the idea of sharing the apartment has actually begun to repel her” in addition, she is happy that most of the time at work she has the office to herself and that makes her happy. With these two facts in mind, we can assume she does not like to be surrounded by people.

QUESTION 382

The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
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What can be reasonably inferred about Sylvia from the description of her workplace?

- A. Because her job requires concentration and attention to detail, it shows why she is annoyed by Lola's lateness.
- B. The fact that it is light and airy and filled with beautiful dioramas reflects Sylvia's youth and her wish for something better.
- C. Some part of the story, perhaps a love affair between Sylvia and her boss, will probably take place there.
- D. Everything in it, though beautiful and tasteful, seems frozen or removed from life and reflects some aspect of Sylvia's character.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

All we really know about the specifics of Sylvia's job is that she is a typist at a natural history museum. We do not know if it requires “concentration and attention to detail,” so choice A is not a good choice. Her workplace is light and airy, but nothing in the passage suggests that Sylvia wants for something better, in fact she is quite content with her job, making choice B a bad choice as well. Sylvia is happy that her boss is not often in the office, so we know that she is unlikely to have a love affair with him, and so choice C is not a good choice, either. We do know that Sylvia does not like to be around other people, and the stuffed birds do go along with that personality trait, therefore choice D is the best answer.

QUESTION 383

The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
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(4) Looking past the blue curtain, however, she sees the sky is not clear but veiled by a white haze, and the air is oppressively still. She knows that the haze, the stillness, and the heat are conditions that often precede a summerthunderstorm – one of the abrupt, swiftly descending electrical storms that have terrified her since she was a child. If a storm comes, she wants to be at home in her own place.

(5) She walks back to the center of the room, aware now that the idea of sharing the apartment has actually begun to repel her. Still, she knows she will have to become accustomed to the notion, because her savings are nearly gone and the small trust fund left by her father, exhausted. She has a low-paying job, and, while she has considered seeking another (perhaps something connected with music – in her childhood she had played the flute and people had said she was gifted), she has found herself dragged down by a strange inertia.

(6) Besides, although her job pays poorly, it suits her. She is a typist in a natural history museum, with an office on the top floor and a window onto the nearby aviary. The man for whom she works, a curator who is rarely in, allows Sylvia to have the office to herself. The aviary consists of three enormous, white rooms, each with a high, vaulted ceiling. The birds themselves, so beautifully mounted they seem alive, are displayed in elaborate dioramas. Behind glass, they perch in trees with leaves of sculpted metal, appearing to soar through painted forests, above painted rivers and marshes. Everything is rendered in exquisite detail. Glancing at the birds and up through the skylight at the limitless outdoors keeps her mild claustrophobia at bay.

Why was Sylvia unable to avoid the meeting with Lola?

- A. She missed her chance to tell her the apartment was rented.
- B. She is running out of money.
- C. She is too concerned with what others think about her.
- D. She could not spot her through the window early enough.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

In 3rd paragraph, we learn that when Lola called, “the moment for saying the apartment was no longer available slipped past,” meaning that she wanted to tell her but missed the opportunity, making A the best answer.

QUESTION 384

The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.

(1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.

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(3) She considers leaving a note and going out. The woman is late, and besides, Sylvia is certain that Lola Parrish will not be a suitable person with whom to share the apartment. On the phone she had sounded too old, for one thing – her voice oddly flat and as deep as a man's. However, the moment for saying the apartment was no longer available slipped past, and Sylvia found herself agreeing to the two o'clock appointment. If she leaves now, as she has a perfect right to do, she can avoid the awkwardness of turning the woman away.

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The word *exhausted*, as it is used in 5th paragraph, most nearly means:

- A. impotent.
- B. stocked.
- C. spent.

D. tired.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

In many cases, vocabulary questions will require you to give nonstandard definitions, and this is a good example of such a case. You probably know that the standard definition of exhausted is tired, but as it is used in the passage it means something else. Sylvia refers to her trust fund as “exhausted” and since we know that she is taking a roommate because she is running out of money, choice C is the best choice.

QUESTION 385

*The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.*

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
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According to the passage, Sylvia waited for Lola instead of going out and leaving her a note because:

- A. Sylvia could not afford the rent on her own.
- B. Sylvia thought it would rain.
- C. she knows Lola will not be a suitable roommate.
- D. she thought it would be rude.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It is true that Sylvia could not afford the rent, but this does not answer why she did not leave the house, but rather why she wanted a roommate. Choice C is in fact the reason why Sylvia wants to leave. Lola was late for the appointment, so Sylvia believed that she could leave without being rude, making choice D a bad choice.

QUESTION 386

*The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.*

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.

- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
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What can be inferred about Sylvia's dominant emotion in paragraph 3?

- A. timidity
- B. curiosity
- C. irritation
- D. sadness

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

We know in this paragraph that Lola is late for the appointment she made with Sylvia, and because Sylvia considers leaving instead of waiting patiently, the best answer is that she is irritated.

QUESTION 387

The following passage is followed by questions based on its content. Think about what is **implied** or **stated** in each paragraph and then answer the questions.

- (1) For perhaps the tenth time since the clock struck two, Sylvia crosses to the front-facing window of her apartment, pulls back the blue curtain, and looks down at the street. People hurry along the sidewalk; although she watches for several long moments, she sees no one enter her building.
- (2) She walks back to the center of the high-ceilinged living room, where she stands frowning and twisting a silver bracelet around and around on her wrist. She is an attractive young woman, although perhaps too thin and with a look that is faintly ascetic; her face is narrow and delicate, her fine, light-brown hair caught back by a tortoiseshell comb. She is restless now, because she is being kept waiting. It is nearly two-thirty – a woman named Lola Parrish was to come at two o'clock to look at the apartment.
- (3) She considers leaving a note and going out. The woman is late, and besides, Sylvia is certain that Lola Parrish will not be a suitable person with whom to share the apartment. On the phone she had sounded too old, for one thing – her voice oddly flat and as deep as a man's. However, the moment for saying the apartment was no longer available slipped past, and Sylvia found herself agreeing to the two o'clock appointment. If she leaves now, as she has a perfect right to do, she can avoid the awkwardness of turning the woman away.
- (4) Looking past the blue curtain, however, she sees the sky is not clear but veiled by a white haze, and the air is oppressively still. She knows that the haze, the stillness, and the heat are conditions that often precede a summer thunderstorm – one of the abrupt, swiftly descending electrical storms that have terrified her since she was a child. If a storm comes, she wants to be at home in her own place.
- (5) She walks back to the center of the room, aware now that the idea of sharing the apartment has actually begun to repel her. Still, she knows she will have to become accustomed to the notion, because her savings are nearly gone and the small trust fund left by her father, exhausted. She has a low-paying job, and, while she has considered seeking another (perhaps something connected with music – in her childhood she had played the flute and people had said she was gifted), she has found herself dragged down by a strange inertia.
- (6) Besides, although her job pays poorly, it suits her. She is a typist in a natural history museum, with an office on the top floor and a window onto the nearby aviary. The man for whom she works, a curator who is rarely in, allows Sylvia to have the office to herself. The aviary consists of three enormous, white rooms, each with a high, vaulted ceiling. The birds themselves, so beautifully mounted they seem alive, are displayed in elaborate dioramas. Behind glass, they perch in trees with leaves of sculpted metal, appearing to soar through painted forests, above painted rivers and marshes. Everything is rendered in exquisite detail. Glancing at the birds and up through the skylight at the limitless outdoors keeps her mild claustrophobia at bay.

The statement that “the air is oppressively still” in paragraph 4 reflects the viewpoint of:

- A. the author.
- B. Lola.
- C. Sylvia.
- D. the reader.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This very first line states that Sylvia is looking out the window and relays what she sees, therefore, it is her viewpoint.

QUESTION 388

(1) The Cause of the Great War of the Rebellion against the United States will have to be attributed to slavery. For some years before the war began it was a trite saying among some politicians that “A state half slave and half free cannot exist.” All must become slave or all free, or the state will go down. I took no part myself in any such view of the case at the time, but since the war is over, reviewing the whole question, I have come to the conclusion that the saying is quite true.

(2) Slavery was an institution that required unusual guarantees for its security wherever it existed; and in a country like ours where the larger portion of it was free territory inhabited by an intelligent and well-to-do population, the people would naturally have but little sympathy with demands upon them for its protection. Hence the people of the South were dependent upon keeping control of the general government to secure the perpetuation of their favorite restitution. They were enabled to maintain this control long after the States where slavery existed had ceased to have the controlling power, through the assistance they received from odd men here and there throughout the Northern States. They saw their power waning, and this led them to encroach upon the prerogatives and independence of the Northern States by enacting such laws as the Fugitive Slave Law. By this law every Northern man was obliged, when properly summoned, to turn out and help apprehend the runaway slave of a Southern man. Northern marshals became slave-catchers, and Northern courts had to contribute to the support and protection of the institution.

(3) This was a degradation which the North would not permit any longer than until they could get the power to expunge such laws from the statute books. Prior to the time of these encroachments the great majority of the people of the North had no particular quarrel with slavery, so long as they were not forced to have it themselves. But they were not willing to play the role of police for the South in the protection of this particular institution.

(4) In the early days of the country, before we had railroads, telegraphs and steamboats – in a word, rapid transit of any sort – the States were each almost a separate nationality. At that time the subject of slavery caused but little or no disturbance to the public mind. But the country grew, rapid transit was established, and trade and commerce between the States got to be so much greater than before, that the power of the National government became more felt and recognized and, therefore, had to be enlisted in the cause of this institution.

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(6) But this war was a fearful lesson, and should teach us the necessity of avoiding wars in the future. The conduct of some of the European states during our troubles shows the lack of conscience of communities where the responsibility does not come upon a single individual. Seeing a nation that extended from ocean to ocean, embracing the better part of a continent, growing as we were growing in population, wealth and intelligence, the European nations thought it would be well to give us a check. We might, possibly, after a while, threaten their peace, or, at least, the perpetuity of their institutions. Hence, England was constantly finding fault with the administration at Washington because we were not able to keep up an effective blockade. She also joined, at first, with France and Spain in setting up an Austrian prince upon the throne in Mexico, totally disregarding any rights or claims that Mexico had of being treated as an independent power.

It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

According to the passage, which of the following statements is/are true?

- I. The North was always against slavery.
- II. The North was indifferent toward slavery as long as they were not forced to support it.
- III. The North always supported slavery.

- A. I only
- B. II only
- C. II and III
- D. III only

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

We know that statement I is untrue because the 3rd paragraph states “the people of the North had no particular quarrel with slavery.” Immediately following, the same lines also disprove statement III.

QUESTION 389

(1) The Cause of the Great War of the Rebellion against the United States will have to be attributed to slavery. For some years before the war began it was a trite saying among some politicians that “A state half slave and half free cannot exist.” All must become slave or all free, or the state will go down. I took no part myself in any such view of the case at the time, but since the war is over, reviewing the whole question, I have come to the conclusion that the saying is quite true.

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It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

According to the passage, which factors contributed to the North’s rejection of slavery?

- I. the introduction of rapid transit
- II. the legal obligations to support slavery
- III. their moral obligation to defend what is right

- A. I and II
- B. II only
- C. III only
- D. II and III

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Paragraph 3-5 establish the argument that rapid transit was a factor, and the 3rd paragraph shows that the North’s unwillingness to legally support slavery. Although some Northerners would agree with statement III, nowhere in the passage is this stated.

QUESTION 390

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It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

Once of the main points the author makes in the first paragraph is:

- A. slavery must be abolished.
- B. the entire country must either be for or against slavery.
- C. the North and the South can never live in peace.
- D. slavery was an accepted practice.



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author agrees with the statement in 1st paragraph: “A state half slave and half free cannot exist,” which essentially means the entire country must be for or against slavery.

QUESTION 391

(1) The Cause of the Great War of the Rebellion against the United States will have to be attributed to slavery. For some years before the war began it was a trite saying among some politicians that “A state half slave and half free cannot exist.” All must become slave or all free, or the state will go down. I took no part myself in any such view of the case at the time, but since the war is over, reviewing the whole question, I have come to the conclusion that the saying is quite true.

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It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

According to the second paragraph, what were the effects of the Fugitive Slave Act?

- A. It freed the slaves.
- B. It angered the South
- C. It forced the North to enforce laws it did not necessarily believe were right.
- D. It forced the North to fight the South.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage says that because of the Fugitive Slave Law, Northerners were required to chase down runaway slaves. Later in the passage it says that the North was “not willing to play the role of police for the South”, therefore the best answer is that it forced the North to enforce laws it did not believe were right.

QUESTION 392

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It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

As it is used in 3rd paragraph, the word *expunge* most closely means:

- A. law.
- B. holding one against his will.
- C. powerlessness.
- D. remove.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Because it is clear that the North did not approve of the Fugitive Slave Law, the power they would be seeking would be to “remove” such laws from the books.

QUESTION 393

(1) The Cause of the Great War of the Rebellion against the United States will have to be attributed to slavery. For some years before the war began it was a trite saying among some politicians that “A state half slave and half free cannot exist.” All must become slave or all free, or the state will go down. I took no part myself in any such view of the case at the time, but since the war is over, reviewing the whole question, I have come to the conclusion that the saying is quite true.

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It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

According to the passage, the South enacted the Fugitive Slave Law because:

- A. they had too many runaway slaves.
- B. slavery was important to the livelihood of the North.
- C. the South was afraid that slavery would be abolished.
- D. they needed help from the North in keeping slavery alive.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer to this question is found in 2nd paragraph, simply put “they saw their power waning, and this led them to encroach upon the prerogatives and independence of the Northern States by enacting such laws as the Fugitive Slave Law.”

QUESTION 394

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- (3) This was a degradation which the North would not permit any longer than until they could get the power to expunge such laws from the statute books. Prior to the time of these encroachments the great majority of the people of the North had no particular quarrel with slavery, so long as they were not forced to have it themselves. But they were not willing to play the role of police for the South in the protection of this particular institution.
- (4) In the early days of the country, before we had railroads, telegraphs and steamboats – in a word, rapid transit of any sort – the States were each almost a separate nationality. At that time the subject of slavery caused but little or no disturbance to the public mind. But the country grew, rapid transit was established, and trade and commerce between the States got to be so much greater than before, that the power of the National government became more felt and recognized and, therefore, had to be enlisted in the cause of this institution.
- (5) It is probably well that we had the war when we did. We are better off now than we would have been without it, and have made more rapid progress than we otherwise should have made. The civilized nations of Europe have been stimulated into unusual activity, so that commerce, trade, travel, and thorough acquaintance among people of different nationalities, has become common; whereas, before, it was but the few who had ever had the privilege of going beyond the limits of their own country or who knew anything about other people. Then, too, our republican institutions were regarded as experiments up to the breaking out of the rebellion, and monarchical Europe generally believed that our republic was a rope of sand that would part the moment the slightest strain was brought upon it. Now it has shown itself capable of dealing with one of the greatest wars that was ever made, and our people have proven themselves to be the most formidable in war of any nationality.
- (6) But this war was a fearful lesson, and should teach us the necessity of avoiding wars in the future. The conduct of some of the European states during our troubles shows the lack of conscience of communities where the responsibility does not come upon a single individual. Seeing a nation that extended from ocean to ocean, embracing the better part of a continent, growing as we were growing in population, wealth and intelligence, the European nations thought it would be well to give us a check. We might, possibly, after a while, threaten their peace, or, at least, the perpetuity of their institutions. Hence, England was constantly finding fault with the administration at Washington because we were not able to keep up an effective blockade. She also joined, at first, with France and Spain in setting up an Austrian prince upon the throne in Mexico, totally disregarding any rights or claims that Mexico had of being treated as an independent power. It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

According to the second to last paragraph, one of things that changed after the war was:

- A. slavery was abolished.
- B. Europeans were exposed to different cultures.
- C. runaway slaves were captured without the help of the North.
- D. the North and the South were united.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The 5th paragraph has the answer to this question. Be careful not to use any outside knowledge of the Civil War, in this case, choices A and D are in fact correct, but they are not discussed in the paragraph mentioned.

QUESTION 395

- (1) The Cause of the Great War of the Rebellion against the United States will have to be attributed to slavery. For some years before the war began it was a trite saying among some politicians that “A state half slave and half free cannot exist.” All must become slave or all free, or the state will go down. I took no part myself in any such view of the case at the time, but since the war is over, reviewing the whole question, I have come to the conclusion that the saying is quite true.
- (2) Slavery was an institution that required unusual guarantees for its security wherever it existed; and in a country like ours where the larger portion of it was free territory inhabited by an intelligent and well-to-do population, the people would naturally have but little sympathy with demands upon them for its protection. Hence the people of the South were dependent upon keeping control of the general government to secure the perpetuation of their favorite institution. They were enabled to maintain this control long after the States where slavery existed had ceased to have the controlling power, through the assistance they received from odd men here and there throughout the Northern States. They saw their power waning, and this led them to encroach upon the prerogatives and independence of the Northern States by enacting such laws as the Fugitive Slave Law. By this law every Northern man was obliged, when properly summoned, to turn out and help apprehend the runaway slave of a Southern man. Northern marshals became slave-catchers, and Northern courts had to contribute to the support and protection of the institution.

- (3) This was a degradation which the North would not permit any longer than until they could get the power to expunge such laws from the statute books. Prior to the time of these encroachments the great majority of the people of the North had no particular quarrel with slavery, so long as they were not forced to have it themselves. But they were not willing to play the role of police for the South in the protection of this particular institution.
- (4) In the early days of the country, before we had railroads, telegraphs and steamboats – in a word, rapid transit of any sort – the States were each almost a separate nationality. At that time the subject of slavery caused but little or no disturbance to the public mind. But the country grew, rapid transit was established, and trade and commerce between the States got to be so much greater than before, that the power of the National government became more felt and recognized and, therefore, had to be enlisted in the cause of this institution.
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- (6) But this war was a fearful lesson, and should teach us the necessity of avoiding wars in the future. The conduct of some of the European states during our troubles shows the lack of conscience of communities where the responsibility does not come upon a single individual. Seeing a nation that extended from ocean to ocean, embracing the better part of a continent, growing as we were growing in population, wealth and intelligence, the European nations thought it would be well to give us a check. We might, possibly, after a while, threaten their peace, or, at least, the perpetuity of their institutions. Hence, England was constantly finding fault with the administration at Washington because we were not able to keep up an effective blockade. She also joined, at first, with France and Spain in setting up an Austrian prince upon the throne in Mexico, totally disregarding any rights or claims that Mexico had of being treated as an independent power. It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

According to the last paragraph, the author believes that the European countries felt:

- A. threatened by our unified strength.
- B. slavery was wrong.
- C. they owed us money.
- D. betrayed by the United States.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author describes the U.S. as expanding in size, wealth and population in paragraph 6, and then claims Europe may think the United States would threaten their peace. Another way of saying this is that they are threatened by our unified strength.

QUESTION 396

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- (3) This was a degradation which the North would not permit any longer than until they could get the power to expunge such laws from the statute books. Prior to the time of these encroachments the great majority of the people of the North had no particular quarrel with slavery, so long as they were not forced to have it themselves. But they were not willing to play the role of police for the South in the protection of this particular institution.
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(6) But this war was a fearful lesson, and should teach us the necessity of avoiding wars in the future. The conduct of some of the European states during our troubles shows the lack of conscience of communities where the responsibility does not come upon a single individual. Seeing a nation that extended from ocean to ocean, embracing the better part of a continent, growing as we were growing in population, wealth and intelligence, the European nations thought it would be well to give us a check. We might, possibly, after a while, threaten their peace, or, at least, the perpetuity of their institutions. Hence, England was constantly finding fault with the administration at Washington because we were not able to keep up an effective blockade. She also joined, at first, with France and Spain in setting up an Austrian prince upon the throne in Mexico, totally disregarding any rights or claims that Mexico had of being treated as an independent power.

It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

The phrase “rope of sand” in the 5th paragraph, most nearly means:

- A. weakly connected.
- B. shackled.
- C. broken in two.
- D. tightly bound.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Because Grant goes on to say that it “would part the moment the slightest strain was brought upon it,” means that the only appropriate answer is weakly connected.

QUESTION 397

(1) The Cause of the Great War of the Rebellion against the United States will have to be attributed to slavery. For some years before the war began it was a trite saying among some politicians that “A state half slave and half free cannot exist.” All must become slave or all free, or the state will go down. I took no part myself in any such view of the case at the time, but since the war is over, reviewing the whole question, I have come to the conclusion that the saying is quite true.

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(4) In the early days of the country, before we had railroads, telegraphs and steamboats – in a word, rapid transit of any sort – the States were each almost a separate nationality. At that time the subject of slavery caused but little or no disturbance to the public mind. But the country grew, rapid transit was established, and trade and commerce between the States got to be so much greater than before, that the power of the National government became more felt and recognized and, therefore, had to be enlisted in the cause of this institution.

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It is true they trumped up grievances as a pretext, but they were only pretexts which can always be found when wanted.

The author believes that war:

- A. should be avoided at all costs.
- B. is the best way to end disputes.
- C. can have beneficial results but should be avoided.

D. is morally wrong.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

In last paragraph, Grant, in effect, says that we should “avoid war,” which makes choices B and D incorrect. In beginning of the 5th paragraph, he says that we are better off after having the war, which makes choice A incorrect, and C the best choice.

QUESTION 398

On the Origin and Use of Money

(1) When the division of labor has been once thoroughly established, it is but a very small part of a man's wants which the produce of his own labor can supply. He supplies the far greater part of them by exchanging that surplus part of the produce of his own labor, which is over and above his own consumption, for such parts of the produce of other men's labor as he has occasion for. Every man thus lives by exchanging, or becomes in some measure a merchant, and the society itself grows to be what is properly a commercial society.

(2) But when the division of labor first began to take place, this power of exchanging must frequently have been very much clogged and embarrassed in its operations. One man, we shall suppose, has more of a certain commodity than he himself has occasion for, while another has less. The former consequently would be glad to dispose of, and the latter to purchase, a part of this superfluity. But if this latter should chance to have nothing that the former stands in need of, no exchange can be made between them. The butcher has more meat in his shop than he himself can consume, and the brewer and the baker would each of them be willing to purchase a part of it. But they have nothing to offer in exchange, except the different productions of their respective trades, and the butcher is already provided with all the bread and beer which he has immediate occasion for. No exchange can, in this case, be made between them. He cannot be their merchant, nor they his customers; and they are all of them thus mutually less serviceable to one another. In order to avoid the inconveniency of such situations, every prudent man in every period of society, after the first establishment of the division of labor, must naturally have endeavored to manage his affairs in such a manner, as to have at all times by him, besides the peculiar produce of his own industry, a certain quantity of someone commodity or other, such as he imagined few people would be likely to refuse in exchange for the produce of their industry.

(3) Many different commodities, it is probable, were successively both thought of and employed for this purpose. In the rude ages of society, cattle are said to have been the common instrument of commerce; and, though they must have been a most inconvenient one, yet in old times we find things were frequently valued according to the number of cattle which had been given in exchange for them. The armour of Diomedes, says Homer, cost only nine oxen; but that of Glaucus cost a hundred oxen. Salt is said to be the common instrument of commerce and exchanges in Abyssinia; a species of shells in some parts of the coast of India; dried cod at Newfoundland; tobacco in Virginia; sugar in some of our West India colonies; hides or dressed leather in some other countries; and there is at this day a village in Scotland where it is not uncommon, I am told, for a workman to carry nails instead of money to the baker's shop or the alehouse.

(4) In all countries, however, men seem at last to have been determined by irresistible reasons to give the preference, for this employment, to metals above every other commodity. Metals can not only be kept with as little loss as any other commodity, scarce anything being less perishable than they are, but they can likewise, without any loss, be divided into any number of parts, as by fusion those parts can easily be reunited again; a quality which no other equally durable commodities possess, and which more than any other quality renders them fit to be the instruments of commerce and circulation. The man who wanted to buy salt, for example, and had nothing but cattle to give in exchange for it, must have been obliged to buy salt to the value of a whole ox, or a whole sheep, at a time. He could seldom buy less than this, because what he was to give for it could seldom be divided without loss; and if he had a mind to buy more, he must, for the same reasons, have been obliged to buy double or triple the quantity, the value, to wit, of two or three oxen, or of two or three sheep. If on the contrary, instead of sheep or oxen, he had metals to give in exchange for it, he could easily proportion the quantity of the metal to the precise quantity of the commodity which he had immediate occasion for.

Which statement best summarizes the main idea of the first paragraph?

- A. Commercial society is based on exploiting the labor of others.
- B. Division of labor is the only way to a truly commercial society.
- C. A person's needs can be best met through the exchange of surplus goods.
- D. Only through hard work will man reach his goals.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

In this question, you are asked to summarize the basic point of the first paragraph. Often main idea questions will refer to the passage as a whole, but if they refer to only one part, you should find your answer in only the specified section.

This means that any information presented in other parts of the passage should be ignored. Also note that the question asks for the “best” answer, meaning that the right answer may not be the perfect summarization of the paragraph, but is the best choice among those given.

QUESTION 399

On the Origin and Use of Money

- (1) When the division of labor has been once thoroughly established, it is but a very small part of a man's wants which the produce of his own labor can supply. He supplies the far greater part of them by exchanging that surplus part of the produce of his own labor, which is over and above his own consumption, for such parts of the produce of other men's labor as he has occasion for. Every man thus lives by exchanging, or becomes in some measure a merchant, and the society itself grows to be what is properly a commercial society.
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As it is used in paragraph 2, the word *superfluity* most nearly means:

- A. more than is needed.
- B. material goods.
- C. high quality.
- D. a shortage.



Correct Answer: A
Section: Reading
Explanation

Explanation/Reference:

Explanation:

The vocabulary questions do not test your outside knowledge of any words. Instead you are required to figure out the meaning of the word by the way it is used in the text. Even if you know the definition of a word, you should still take into account how it is being used. Very often, words are used unconventionally and may have another meaning that you are not aware of.

Often answer choices in the vocabulary questions will sound a lot like the word itself or the meaning of a part of the word. Choice B is a good example of this. You may see "super" as meaning high quality, but in fact this is the wrong answer.

QUESTION 400

On the Origin and Use of Money

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One of the main problems with trading goods and services, according to the author is:

- A. goods can spoil before they can be traded.
- B. a common price of goods cannot be met.
- C. trading requires both parties to be honest.
- D. often the goods in trade are not needed by one party.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Generalization questions force you to absorb a lot of information and then find a more concise or shorter way of saying the same thing. Be aware of answers that are in fact correct statements, but do not answer the question. Choice A is a good example of such an answer. The author does say that an advantage to trading metal is that it does not spoil. However, he does not say that a problem that arises when goods are traded is that certain goods will spoil. This can be inferred, but it does not answer the question. Choices B and C could be argued to be true statements, but they are not mentioned in the passage.

QUESTION 401

On the Origin and Use of Money

(1) When the division of labor has been once thoroughly established, it is but a very small part of a man's wants which the produce of his own labor can supply. He supplies the far greater part of them by exchanging that surplus part of the produce of his own labor, which is over and above his own consumption, for such parts of the produce of other men's labor as he has occasion for. Every man thus lives by exchanging, or becomes in some measure a merchant, and the society itself grows to be what is properly a commercial society.

(2) But when the division of labor first began to take place, this power of exchanging must frequently have been very much clogged and embarrassed in its operations. One man, we shall suppose, has more of a certain commodity than he himself has occasion for, while another has less. The former consequently would be glad to dispose of, and the latter to purchase, a part of this superfluity. But if this latter should chance to have nothing that the former stands in need of, no exchange can be made between them. The butcher has more meat in his shop than he himself can consume, and the brewer and the baker would each of them be willing to purchase a part of it. But they have nothing to offer in exchange, except the different productions of their respective trades, and the butcher is already provided with all the bread and beer which he has immediate occasion for. No exchange can, in this case, be made between them. He cannot be their merchant, nor they his customers; and they are all of them thus mutually less serviceable to one another. In order to avoid the inconveniency of such situations, every prudent man in every period of society, after the first establishment of the division of labor, must naturally have endeavored to manage his affairs in such a manner, as to have at all times by him, besides the peculiar produce of his own industry, a certain quantity of someone commodity or other, such as he imagined few people would be likely to refuse in exchange for the produce of their industry.

(3) Many different commodities, it is probable, were successively both thought of and employed for this purpose. In the rude ages of society, cattle are said to have been the common instrument of commerce; and, though they must have been a most inconvenient one, yet in old times we find things were frequently valued according to the number of cattle which had been given in exchange for them. The armour of Diomedes, says Homer, cost only nine oxen; but that of Glaucus cost a hundred oxen. Salt is said to be the common instrument of commerce and exchanges in Abyssinia; a species of shells in some parts of the coast of India; dried cod at Newfoundland; tobacco in Virginia; sugar in some of our West India colonies; hides or dressed leather in some other countries; and there is at this day a village in Scotland where it is not uncommon, I am told, for a workman to carry nails instead of money to the baker's shop or the alehouse.

(4) In all countries, however, men seem at last to have been determined by irresistible reasons to give the preference, for this employment, to metals above every other commodity. Metals can not only be kept with as little loss as any other commodity, scarce anything being less perishable than they are, but they can likewise, without any loss, be divided into any number of parts, as by fusion those parts can easily be reunited again; a quality which no other equally durable commodities possess, and which more than any other quality renders them fit to be the instruments of commerce and circulation. The man who wanted to buy salt, for example, and had nothing but cattle to give in exchange for it, must have been obliged to buy salt to the value of a whole ox, or a whole sheep, at a time. He could seldom buy less than this, because what he was to give for it could seldom be divided without loss; and if he had a mind to buy more, he must, for the same reasons, have been obliged to buy double or triple the quantity, the value, to wit, of two or three oxen, or of two or three sheep. If on the contrary, instead of sheep or oxen, he had metals to give in exchange for it, he could easily proportion the quantity of the metal to the precise quantity of the commodity which he had immediate occasion for.

According to the passage, what goods are used in trade in Newfoundland?

- A. dried cod
- B. tobacco
- C. salt
- D. metal

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Detail questions are generally the most uncomplicated type you will encounter on the test. This does not mean that you should breeze through them. Often a detail will be surrounded by a lot of similar-sounding information that can be easily confused. If you sift through the list of examples given in paragraph 3, you will see that it states that dried cod was traded in Newfoundland, making choice A correct.

QUESTION 402

On the Origin and Use of Money

(1) When the division of labor has been once thoroughly established, it is but a very small part of a man's wants which the produce of his own labor can supply. He supplies the far greater part of them by exchanging that surplus part of the produce of his own labor, which is over and above his own consumption, for such parts of the produce of other men's labor as he has occasion for. Every man thus lives by exchanging, or becomes in some measure a merchant, and the society itself grows to be what is properly a commercial society.

(2) But when the division of labor first began to take place, this power of exchanging must frequently have been very much clogged and embarrassed in its operations. One man, we shall suppose, has more of a certain commodity than he himself has occasion for, while another has less. The former consequently would be glad to dispose of, and the latter to purchase, a part of this superfluity. But if this latter should chance to have nothing that the former stands in need of, no exchange can be made between them. The butcher has more meat in his shop than he himself can consume, and the brewer and the baker would each of them be willing to purchase a part of it. But they have nothing to offer in exchange, except the different productions of their respective trades, and the butcher is already provided with all the bread and beer which he has immediate occasion for. No exchange can, in this case, be made between them. He cannot be their merchant, nor they his customers; and they are all of them thus mutually less serviceable to one another. In order to avoid the inconveniency of such situations, every prudent man in every period of society, after the first establishment of the division of labor, must naturally have endeavored to manage his affairs in such a manner, as to have at all times by him, besides the peculiar produce of his own industry, a certain quantity of someone commodity or other, such as he imagined few people would be likely to refuse in exchange for the produce of their industry.

(3) Many different commodities, it is probable, were successively both thought of and employed for this purpose. In the rude ages of society, cattle are said to have been the common instrument of commerce; and, though they must have been a most inconvenient one, yet in old times we find things were frequently valued according to the number of cattle which had been given in exchange for them. The armour of Diomedes, says Homer, cost only nine oxen; but that of Glaucus cost a hundred oxen. Salt is said to be the common instrument of commerce and exchanges in Abyssinia; a species of shells in some parts of the coast of India; dried cod at Newfoundland; tobacco in Virginia; sugar in some of our West India colonies; hides or dressed leather in some other countries; and there is at this day a village in Scotland where it is not uncommon, I am told, for a workman to carry nails instead of money to the baker's shop or the alehouse.

(4) In all countries, however, men seem at last to have been determined by irresistible reasons to give the preference, for this employment, to metals above every other commodity. Metals can not only be kept with as little loss as any other commodity, scarce anything being less perishable than they are, but they can likewise, without any loss, be divided into any number of parts, as by fusion those parts can easily be reunited again; a quality which no other equally durable commodities possess, and which more than any other quality renders them fit to be the instruments of commerce and circulation. The man who wanted to buy salt, for example, and had nothing but cattle to give in exchange for it, must have been obliged to buy salt to the value of a whole ox, or a whole sheep, at a time. He could seldom buy less than this, because what he was to give for it could seldom be divided without loss; and if he had a mind to buy more, he must, for the same reasons, have been obliged to buy double or triple the quantity, the value, to wit, of two or three oxen, or of two or three sheep. If on the contrary, instead of sheep or oxen, he had metals to give in exchange for it, he could easily proportion the quantity of the metal to the precise quantity of the commodity which he had immediate occasion for.

It can be inferred from the passage that a reason people originally chose cattle as a form of currency is:

- A. cattle were a valuable commodity.
- B. they chose goods that were readily available.
- C. they had not yet invented a way to melt metal.
- D. cattle were easy to divide.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

When answering an inference question, you must use facts found throughout the passage to make a reasonable conclusion about something that is not directly stated. In this case, the author never explicitly states the reason cattle were chosen as a form of currency, but there are enough facts given in the passage to make a reasonable assumption about the answer.

QUESTION 403

Technology is rapidly expanding the scope of capabilities for both professional and personal use; such is the case with smart phones. Professionals now have devices available to them capable of digital media, internet access, phone communication, multi-person scheduling and office tools for documents and presentations. Businesspeople that are often mobile may maximize the use of these critical features on smart phones. Individuals who simply enjoy the luxury of multi-function devices often use these devices for **frivolous** pursuits such as downloading catchy ring tones, instant messaging about the latest gossip and looking up the world record for most cans crushed on one's head during the Superbowl. This fusion of capabilities and increased availability of such devices could be a sign of a growing blend in society between work and personal life, or individuals could simply be taking a luxurious approach to their connectivity in personal lives.

The term "frivolous" implies that the author:

- A. is fascinated by the endless capabilities on smart phones.
- B. hopes that technology ceases to expand its scope.
- C. believes that the average individual does not need a smart phone.
- D. has a smart phone.
- E. wants to see more developments added to smart phone technology.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Based on the contextual description of trivial uses and knowledge, "frivolous" means useless or unnecessary. So, if the author believes that individuals not involved in business are unnecessarily using smart phones, that the author would think that these people do not need smart phones (choice C). The author makes no mention of their specific hopes for how the technology will turn out in the future, so choice B and choice E can be eliminated. The author's matter-of-fact tone allows you to rule out "fascination" (choice A), and there is no evidence to support whether or not the author has a smart phone (choice D). Choice C is the best option.

QUESTION 404

Technology is rapidly expanding the scope of capabilities for both professional and personal use; such is the case with smart phones. Professionals now have devices available to them capable of digital media, internet access, phone communication, multi-person scheduling and office tools for documents and presentations. Businesspeople that are often mobile may maximize the use of these critical features on smart phones. Individuals who simply enjoy the luxury of multi-function devices often use these devices for frivolous pursuits such as downloading catchy ring tones, instant messaging about the latest gossip and looking up the world record for most cans crushed on one's head during the Superbowl. This fusion of capabilities and increased availability of such devices could be a sign of a growing blend in society between work and personal life, or individuals could simply be taking a luxurious approach to their connectivity in personal lives.

What is the purpose of the conclusion sentence?

- A. Draw a conclusion about what we know smart phones can do
- B. Assume where technology is headed and how it will affect society
- C. Comment on human connectivity through the use of smart phones
- D. Predict how the government will regulate and guide future technology
- E. Present two possible explanations for the growing popularity of smart phones

Correct Answer: E

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The conclusion sentence states two possible paths that could explain the arrival of a growth in smart phone popularity. These two suppositions are guesses at what is causing this trend. Because the author injects minimal bias and leaves the answer to the reader's interpretation, the author is simply presenting explanations as choice E indicates. The other choices are either irrelevant or insufficiently supported by text evidence.

QUESTION 405

But man is not destined to vanish. He can be killed, but he cannot be destroyed, because his soul is deathless and his spirit is irrepressible. Therefore, though the situation seems dark in the context of the confrontation between the superpowers, the silver lining is provided by amazing phenomenon that the very nations which have spent incalculable resources and energy for the production of deadly weapons are desperately trying to find out how they might never be used. They threaten each other, intimidate each other and go to the brink, but before the total hour arrives they withdraw from the brink.

The main point from the author's view is that:

- A. man's soul and spirit cannot be destroyed by superpowers.
- B. man's destiny is not fully clear or visible.
- C. man's soul and spirit are immortal.

- D. man's safety is assured by the delicate balance of power in terms of nuclear weapons.
- E. human society will survive despite the serious threat of total annihilation.

Correct Answer: E

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer is E, because the author talks about survival and the threats of annihilation.

QUESTION 406

But man is not destined to vanish. He can be killed, but he cannot be destroyed, because his soul is deathless and his spirit is irrepressible. Therefore, though the situation seems dark in the context of the confrontation between the superpowers, the silver lining is provided by amazing phenomenon that the very nations which have spent incalculable resources and energy for the production of deadly weapons are desperately trying to find out how they might never be used. They threaten each other, intimidate each other and **go to the brink**, but before the total hour arrives they withdraw from the brink.

The phrase 'go to the brink' in the passage means:

- A. retreating from extreme danger.
- B. declaring war on each other.
- C. advancing to the stage of war but not engaging in it.
- D. negotiating for peace.
- E. committing suicide.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer is C, because he wanted the war to start, but she wanted to keep peace and not show that he was encouraging it.

QUESTION 407

But man is not destined to vanish. He can be killed, but he cannot be destroyed, because his soul is deathless and his spirit is irrepressible. Therefore, though the situation seems dark in the context of the confrontation between the superpowers, the silver lining is provided by amazing phenomenon that the very nations which have spent incalculable resources and energy for the production of deadly weapons are desperately trying to find out how they might never be used. They threaten each other, intimidate each other and go to the brink, but before the total hour arrives they withdraw from the brink.

In the author's opinion:

- A. huge stockpiles of destructive weapons have so far saved mankind from a catastrophe.
- B. superpowers have at last realized the need for abandoning the production of lethal weapons.
- C. mankind is heading towards complete destruction.
- D. nations in possession of huge stockpiles of lethal weapons are trying hard to avoid actual conflict.
- E. there is a silver lining over the production of deadly weapons.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer is D, because the author clearly states the opinion of nations in possession of huge stockpiles of lethal weapons that are now trying hard to avoid actual conflict.

QUESTION 408

But man is not destined to vanish. He can be killed, but he cannot be destroyed, because his soul is deathless and his spirit is **irrepressible**. Therefore, though the situation seems dark in the context of the confrontation between the superpowers, the silver lining is provided by amazing phenomenon that the very nations which have spent incalculable resources and energy for the production of deadly weapons are desperately trying to find out how they might never be used. They threaten each other, intimidate each other and go to the brink, but before the total hour arrives they withdraw from the brink.

'Irrepressible' in the second line means:

- A. incompatible
- B. strong
- C. oppressive
- D. unrestrainable
- E. unspirited

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer is D, because irrepressible means unrestrainable which means death or a dark side.

QUESTION 409

Greek mythology is a vehicle that uses mythological characters and creatures to teach people about the dangers, beauties and possible outcomes of life. In many myths, characters face moral dilemmas involving honor and practicality. The protagonists of epics face creatures that represent values and challenges such as respect, temptation and redemption. How has Greek mythology inevitably evolved with time and new story tellers? Scholars that have interpreted Greek mythology seek to maintain the universal values conveyed in these stories, while ensuring the validity of adapting these stories to their own distinct cultures. It is up to each reader to seek their own truths and learn from epic Greek mythology as best they can.

According to the author's description, which of the following is most likely to be a message from Greek mythology?

- A. Love is difficult, but it will last if the lovers are meant to be together.
- B. Resisting temptation and immediate gratification will lead to ultimate success.
- C. It is important to keep track of your personal history.
- D. Passing down Greek mythology has taken on a new form since oral records faded.
- E. It is not the fastest, but the longest lasting that wins the race.



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation: Although almost each of these messages (except choice D) is valid and could be interpreted from Greek mythology, only one fits the author's description. The author explicitly mentions "dangers," "outcomes of life" and "temptation". Choice B clearly mentions temptation, which is a danger, and how it affects your outcome in life (ultimate success). Choice A and choice E are compelling choices, but the author does not make a direct reference to these lessons. Choice B is the best choice.

QUESTION 410

Greek mythology is a vehicle that uses mythological characters and creatures to teach people about the dangers, beauties and possible outcomes of life. In many myths, characters face moral dilemmas involving honor and practicality. The protagonists of epics face creatures that represent values and challenges such as respect, temptation and redemption. How has Greek mythology inevitably evolved with time and new story tellers? Scholars that have interpreted Greek mythology seek to maintain the universal values conveyed in these stories, while ensuring the validity of adapting these stories to their own distinct cultures. It is up to each reader to seek their own truths and learn from epic Greek mythology as best they can.

Which word best describes the author's account of Greek mythology?

- A. idealistic
- B. pessimistic
- C. dubious
- D. critical
- E. mysterious

Correct Answer: A

Section: Reading**Explanation****Explanation/Reference:**

Explanation:

The author describes the high moral lessons learned from Greek mythology and how epics can instill key values in readers. Though Greek mythology was also rife with sexual encounters and dirty human actions, the author conveys strictly positive characteristics about epics and their utility. Clearly, the author's account is idealistic. Choice A is the best. Because the author is neither pessimistic (choice B) nor doubtful, or dubious (choice C). Now one can look at choice A, D and E. The author does not really criticize Greek mythology; in fact, the author praises it. Also, the author's account, or description, of Greek mythology is not mysterious; although, the actual mythology may very well be mysterious. Only choice A, idealistic, captures the sentiment attached to the author's account of Greek mythology.

QUESTION 411

Disequilibrium at the interface of water and air is a factor on which the transfer of heat and water vapor from the ocean to the air depends. The air within about a millimeter of the water is almost saturated with water vapor and the temperature of the air is close to that of the surface water. Irrespective of how small these differences might be, they are crucial, and the disequilibrium is maintained by air near the surface mixing with air higher up, which is typically appreciably cooler and lower in water vapor content. The turbulence, which takes its energy from the wind mixes the air. As the speed of wind increases, so does the turbulence, and consequently the rate of heat and moisture transfer. We can arrive at a detailed understanding of this phenomenon after further study. The transfer of momentum from wind to water, which occurs when waves are formed is an interacting and complicated phenomenon. When waves are made by the wind, it transfers important amounts of energy, which is consequently not available for the production of turbulence.

This passage principally intends to:

- A. resolve a controversy
- B. attempt a description of a phenomenon
- C. sketch a theory
- D. reinforce certain research findings
- E. tabulate various observations

Correct Answer: B

Section: Reading**Explanation****Explanation/Reference:**

Explanation:

The answer is B, because in the passage the author starts to describe a phenomenon.

**QUESTION 412**

Disequilibrium at the interface of water and air is a factor on which the transfer of heat and water vapor from the ocean to the air depends. The air within about a millimeter of the water is almost saturated with water vapor and the temperature of the air is close to that of the surface water. Irrespective of how small these differences might be, they are crucial, and the disequilibrium is maintained by air near the surface mixing with air higher up, which is typically appreciably cooler and lower in water vapor content. The turbulence, which takes its energy from the wind mixes the air. As the speed of wind increases, so does the turbulence, and consequently the rate of heat and moisture transfer. We can arrive at a detailed understanding of this phenomenon after further study. The transfer of momentum from wind to water, which occurs when waves are formed is an interacting and complicated phenomenon. When waves are made by the wind, it transfers important amounts of energy, which is consequently not available for the production of turbulence.

The wind over the ocean usually does which of the following according to the given passage?

- I. Leads to cool, dry air coming in proximity with the ocean surface.
 - II. Maintains a steady rate of heat and moisture transfer between the ocean and the air.
 - III. Results in frequent changes in the ocean surface temperature.
- A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III

Correct Answer: A

Section: Reading**Explanation****Explanation/Reference:**

QUESTION 413

Swimming has developed from a primal mode of movement to an advanced hobby and competitive sport. Exercising nearly every muscle group, swimming is a rigorous sport and requires intense training. In competitions swimmers typically contend for the fastest time to complete a certain distance by performing a specific swimming stroke. Also, swimmers work to build endurance and an ability to swim over long distances. Because swimming has developed into a highly intricate competitive sport, where one wrong technique can disqualify a participant, it is interesting to ponder how the sport will evolve for people in the future, either advancing into a progressive purpose or regressing to a primal mode of movement.

The structure of this passage could be best described in what way?

- A. An activity narrowed to a specific purpose and expanded to consider future implications.
- B. An activity narrowed to a specific purpose and expanded to consider future deviations.
- C. A hypothesis tested against certain conditions, developed into a larger thesis.
- D. An activity and its purposes are explained.
- E. A supposition regarding the prospect of an activity, analyzed for viability

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage begins by introducing swimming, narrowing it down to competitive sports and then expanding the concept to figure out what swimming will turn into in the future. Choice A and choice B are close in meaning, but choice A refers to implications, or effects, rather than deviations, or different versions resulting from changes. This minor change separates the two choices and makes B superior. Choice D is relevant, but it does not include the entire scope of the passage. Choice E only focuses on the conclusion and stretches beyond what the passage actually accomplishes. Choice B is best.

QUESTION 414

Swimming has developed from a primal mode of movement to an advanced hobby and competitive sport. Exercising nearly every muscle group, swimming is a rigorous sport and requires intense training. In competitions swimmers typically contend for the fastest time to complete a certain distance by performing a specific swimming stroke. Also, swimmers work to build endurance and an ability to swim over long distances. Because swimming has developed into a highly intricate competitive sport, where one wrong technique can disqualify a participant, it is interesting to ponder how the sport will evolve for people in the future, either advancing into a progressive purpose or regressing to a primal mode of movement.

Which of the following situations would fulfill the author's prophecy for swimming?

- A. Humans settling on the moon use swimming techniques to move through space.
- B. Swimming remains a competitive Olympic sport.
- C. Animals, including amphibians, begin to swim instinctively upon birth, as a dominant genetic trait.
- D. People swim in home and community pools to relax and exercise.
- E. Fish begin swimming at unprecedented speeds and extend the average life span.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This question refers you to the conclusion sentence. The author states clearly that swimming must either progress into a new form or regress to the primal mode of movement. Choice B and D can be eliminated because they show no change, just a continuation of current circumstances. Choice A is an actual possibility as humans may very well be settling in outer space in the future. Choice C and E refer to animals anyway, when the author specifically was predicting a future for humans. Choice A is the most realistic and relevant prophecy according to the premises developed by the author.

QUESTION 415

Cities across the world are essentially blends of smaller cultural environments that lead people to have vastly different experiences. Each city typically contains a broad spectrum of dining establishments along with various art institutions like museums and theatres. Yet with all these blends of dining, art and night lives, what is the one characteristic that can distinguish a city? History. The undeniably unique history of each city provides rich traditions and a bond between the local people that overshadows any other city's **mélange** of dining and art institutions.

In context, which word most closely defines mélange?

- A. frivolous
- B. tradition

- C. assortment
- D. opportunity
- E. brochure

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author selects words such as “spectrum” and “various” to refer to the dining and art institutions. Clearly mélange must be some sort of variety offering. Only choice C, “assortment” matches this definition.

QUESTION 416

Cities across the world are essentially blends of smaller cultural environments that lead people to have vastly different experiences. Each city typically contains a broad spectrum of dining establishments along with various art institutions like museums and theatres. Yet with all these blends of dining, art and night lives, what is the one characteristic that can distinguish a city? History. The undeniably unique history of each city provides rich traditions and a bond between the local people that overshadows any other city’s mélange of dining and art institutions.

Which of the following would the author believe is the most important city attraction or characteristic?

- A. The exquisite French restaurant in the European district
- B. The Museum of Natural History
- C. Ruins from the Berlin Wall and the local community
- D. Wrigley Field
- E. A democratic government

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author clearly believes true, genuine history to be the paramount characteristic. Choice A and choice B (restaurant and museum) are exactly what the author said weren't as important as history (choice B is tricky, but it is still just a museum—not natural history in its element). Choice D refers to sports, despite the fact that Wrigley Field has much history tied to it; choice E is irrelevant as government is not nearly as important to a city’s cultural wealth as a historical monument. Choice C is a historical object and symbol; furthermore, the author refers to the local people that add to the cultural vibrancy. Choice C is the best option.

QUESTION 417

(*Passage 1*) Because it is filled with contradictions, performance is also filled with risk. This is the domain of stage fright. The actor is aware that appearing in front of an audience is a scary proposition. Maintaining the reality of the character is, in itself, a fragile affair; it demands of the actor a series of complex transformations. The actor has the unique problem of hiding and showing at the same time. The actor’s conscious fear is not about making a mistake, but about allowing the audience to see something that it is not supposed to see: namely, the performer’s fear, or stage fright.

(*Passage 2*) The term “stage fright” has largely dropped out of use, because we know now that dwelling on something this malevolent gives it power. If I tell you not to be afraid, you may dwell on your fear. If I say, do not think of fast-food burgers under any circumstances, a line of them will parade through your mind. The key to most fears is substitution. On the simplest level, you replace the ogre with something less menacing to fill your consciousness. If you will imagine yourself to be a host rather than an actor, and think more about the comfort of your listeners than their verdicts, everything will fall into place.

What is the best way to describe the purposes of the two passages?

- A. *Passage 1* analyzes a phenomenon; *Passage 2* suggests a solution to a problem.
- B. *Passage 1* traces the consequences of an incident; *Passage 2* narrates a process.
- C. *Passage 1* interprets a series of examples; *Passage 2* gives a typical case.
- D. Both passages present well-known examples to challenge a misconception.
- E. Both passages explain a pattern by questioning previous theories.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Passage 1 discusses stage fright by focusing on the vulnerability of the actor, explaining why “appearing in front of an audience is a scary proposition”. So, *Passage 1* can be said to analyze a phenomenon. *Passage 2* similarly addresses the experience of stage fright, but discusses ways of coping with it. So, *Passage 2* can be said to suggest a solution to a problem.

QUESTION 418

(*Passage 1*) Because it is filled with contradictions, performance is also filled with risk. This is the domain of stage fright. The actor is aware that appearing in front of an audience is a scary proposition. **Maintaining the reality of the character** is, in itself, a fragile affair; it demands of the actor a series of complex transformations. The actor has the unique problem of hiding and showing at the same time. The actor’s conscious fear is not about making a mistake, but about allowing the audience to see something that it is not supposed to see: namely, the performer’s fear, or stage fright.

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In the context of *Passage 1*, the phrase “Maintaining the reality of the character” most directly refers to:

- A. believing oneself to be the character
- B. playing the character in a way that resembles real life
- C. presenting to the audience only behavior relevant to the character
- D. showing the audience how the character sees a situation
- E. keeping the character from becoming purely imaginative

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Passage 1 suggests that “maintaining the reality of the character” involves the “unique problem of hiding and showing at the same time”. The text further suggests that the actor must not allow “the audience to see something it is not supposed to see: namely, the performer’s fear, or stage fright”. This suggests that the actor must hide things that do not relate to the character and, by extension, show the audience only behavior relevant to the character.

QUESTION 419

(*Passage 1*) Because it is filled with contradictions, performance is also filled with risk. This is the domain of stage fright. The actor is aware that appearing in front of an audience is a scary proposition. Maintaining the reality of the character is, in itself, a fragile affair; it demands of the actor a series of complex transformations. The actor has the unique problem of hiding and showing at the same time. The actor’s conscious fear is not about making a mistake, but about allowing the audience to see something that it is not supposed to see: namely, the performer’s fear, or stage fright.

(*Passage 2*) The term “stage fright” has largely dropped out of use, because we know now that dwelling on something this malevolent gives it power. If I tell you not to be afraid, you may dwell on your fear. If I say, do not think of fast-food burgers under any circumstances, a line of them will parade through your mind. The key to most fears is substitution. On the simplest level, you replace the ogre with something less menacing to fill your consciousness. If you will imagine yourself to be a host rather than an actor, and think more about the comfort of your listeners than their verdicts, everything will fall into place.

How do the passages view stage fright in relation to human behavior in general?

- A. *Passage 1* attributes stage fright to an individual’s personal problems, whereas *Passage 2* believes stage fright is caused by social problems.
- B. *Passage 1* sees stage fright as normal and healthy, while *Passage 2* sees stage fright as an extreme reaction.
- C. *Passage 1* emphasizes that situations unique to the theater cause stage fright, whereas *Passage 2* views stage fright as similar in one way to most other fears.
- D. Both passages view stage fright as a phenomenon that people experience in everyday life.
- E. Both passages view stage fright as part of a phase actors go through in their lives.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Passage 1 specifically suggests that “performance” is the “domain of stage fright”. *Passage 1* emphasizes that situations unique to the theater contribute to stage fright. *Passage 2* states that “the key to most fears is substitution”, and shows how actors can use substitution to overcome stage fright. *Passage 2* thus sees stage fright as “similar in one way to most other fears.”

QUESTION 420

(*Passage 1*) Because it is filled with contradictions, performance is also filled with risk. This is the domain of stage fright. The actor is aware that appearing in front of an audience is a scary proposition. Maintaining the reality of the character is, in itself, a fragile affair; it demands of the actor a series of complex transformations. The actor has the unique problem of hiding and showing at the same time. The actor's conscious fear is not about making a mistake, but about allowing the audience to see something that it is not supposed to see: namely, the performer's fear, or stage fright.

(*Passage 2*) The term "stage fright" has largely dropped out of use, because we know now that dwelling on something this malevolent gives it power. If I tell you not to be afraid, you may dwell on your fear. If I say, do not think of fast-food burgers under any circumstances, a line of them will parade through your mind. The key to most fears is substitution. On the simplest level, you replace the ogre with something less menacing to fill your consciousness. If you will imagine yourself to be a host rather than an actor, and think more about the comfort of your listeners than their verdicts, everything will fall into place.

Which of the following describes an actor coping with stage fright by following the advice of the author of *Passage 2*?

- A. A performer who tries to impress the audience
- B. A performer who thinks of the audience as friends
- C. A performer who follows the same rituals before every performance
- D. A performer who blocks out thoughts of the audience
- E. A performer who tries to keep the audience amused

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author gives the following advice to actors: "If you will ... think more about the comfort of your listeners than their verdicts, everything will fall into place". A performer who thinks of the audience as friends would be following this advice.

QUESTION 421

The following passage is from a discussion of various ways that living creatures have been classified over the years.

(1) The world can be classified in different ways, depending on one's interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.

(2) Another mode of classifying living creatures is commonly attributed to Aristotle. Instead of treating plants, animals, and humans as distinct groups, they are nested. All living creatures possess a vegetative soul that enables them to grow and metabolize. Of these, some also have a sensory soul that enables them to sense their environments and move. One species also has a rational soul that is capable of true understanding. Thus, human beings are a special sort of animal, and animals are a special sort of plant. Given this classification, reasoning from human beings to all other species with respect to the attributes of the vegetative soul is legitimate, reasoning from human beings to other animals with respect to the attributes of the sensory soul is also legitimate, but reasoning from the rational characteristics of the human species to any other species is merely analogical. According to both classifications, the human species is unique. In the first, it has a kingdom all to itself; in the second, it stands at the pinnacle of the taxonomic hierarchy.

(3) Homo sapiens is unique. All species are. But this sort of uniqueness is not enough for many (probably most) people, philosophers included. For some reason, it is very important that the species to which we belong be uniquely unique. It is of utmost importance that the human species be insulated from all other species with respect to how we explain certain qualities. Human beings clearly are capable of developing and learning languages. For some reason, it is very important that the waggle dance performed by bees does not count as a genuine language. I have never been able to understand why. I happen to think that the waggle dance differs from human languages to such a degree that little is gained by terming them both "languages," but even if "language" is so defined that the waggle dance slips in, bees still remain bees. It is equally important to some that no other species use tools. No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as "tool use." I, however, fail to see what difference it makes whether any of these devices such as probes and anvils, etc. are really tools. All the species involved remain distinct biological species no matter what decisions are made. Similar observations hold for rationality and anything a computer might do.

According to the author, what is most responsible for influencing our perception of a comparison between species?

- A. The behavior of the organisms in their natural environment
- B. The organizational scheme imposed on the living world by researchers and philosophers
- C. The style of language used by scientists in presenting their research
- D. The sophistication of the communication between organisms
- E. The magnitude of hierarchical distance between a species and Homo sapiens

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author opens by explaining how “[t]he world can be classified in different ways” and states that “[t]he classifications ... determine which comparisons seem natural or unnatural, which literal or analogical”. The passage then shows how comparisons differ according to which system of classification is used.

QUESTION 422

The following passage is from a discussion of various ways that living creatures have been classified over the years.

- (1) The world can be classified in different ways, depending on one’s interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.
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Which of the following is **NOT** possible within an Aristotelian classification scheme?

- A. Two species that are alike in having sensory souls but differ in that one lacks a rational soul
- B. Two species that are alike in having vegetative souls but differ in that only one has a sensory soul
- C. A species having a vegetative soul while lacking sensory and rational souls
- D. A species having vegetative and rational souls while lacking a sensory soul
- E. A species having vegetative and sensory souls while lacking a rational soul



Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The Aristotelian classification scheme is hierarchical, with only three possible classifications:

1. vegetative only;
2. vegetative plus sensory only;
3. vegetative plus sensory plus rational.

Accordingly, species possessing a rational soul must possess a sensory soul because they are a subset of the group possessing a sensory soul.

QUESTION 423

The following passage is from a discussion of various ways that living creatures have been classified over the years.

- (1) The world can be classified in different ways, depending on one’s interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.
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Which of the following comparisons would be “legitimate” for all living organisms according to the Aristotelian scheme described in paragraph two (2)?

- I. Comparisons based on the vegetative soul
- II. Comparisons based on the sensory soul
- III. Comparisons based on the rational soul

- A. I only
- B. II only
- C. III only
- D. II and III only
- E. I, II, and III

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The Aristotelian scheme classifies species according to a hierarchy with all species included in the bottom layer (possessing a vegetative soul), some from the bottom layer included in the middle layer (also possessing a sensory soul), and some from the middle layer included in the top layer (also possessing a rational soul). Comparisons are only legitimate regarding soul types the species have in common; comparisons between species regarding a type of soul found only in one are “merely analogical”. Since all living organisms have a vegetative soul, comparisons on the basis of this attribute are always legitimate. However, since only some living organisms have a sensory soul, and only species at the top of the hierarchy have a rational soul, comparisons with respect to these attributes cannot be legitimately made among all living creatures.

QUESTION 424

The following passage is from a discussion of various ways that living creatures have been classified over the years.

(1) The world can be classified in different ways, depending on one’s interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.

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If the author had wished to explain why “most” people feel the way they do, the explanation would have probably focused on the:

- A. reality of distinct biological species
- B. most recent advances in biological research
- C. behavioral similarities between Homo sapiens and other species
- D. role of language in the development of technology
- E. lack of objectivity in the classification of Homo sapiens

Correct Answer: E

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Through exaggeration and sarcasm, the author ridicules people's need for greater distinction. The author suggests that this need stems from defensiveness and insecurity: "it is very important that the species to which we belong be uniquely unique. It is of utmost importance that the human species be insulated from all other species with respect to how we explain certain qualities.". The author then implies that whether a capability is classified as strictly human depends on how it is defined, thus making the classification subject to opinion and bias: "even if 'language' is so defined that the waggle dance slips in".

QUESTION 425

The following passage is from a discussion of various ways that living creatures have been classified over the years.

(1) The world can be classified in different ways, depending on one's interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.

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(3) Homo sapiens is unique. All species are. But this sort of uniqueness is not enough for many (probably most) people, philosophers included. **For some reason**, it is very important that the species to which we belong be uniquely unique. It is of utmost importance that the human species be insulated from all other species with respect to how we explain certain qualities. Human beings clearly are capable of developing and learning languages. For some reason, it is very important that the waggle dance performed by bees does not count as a genuine language. I have never been able to understand why. I happen to think that the waggle dance differs from human languages to such a degree that little is gained by terming them both "languages," but even if "language" is so defined that the waggle dance slips in, bees still remain bees. It is equally important to some that no other species use tools. No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as "tool use." I, however, fail to see what difference it makes whether any of these devices such as probes and anvils, etc. are really tools. All the species involved remain distinct biological species no matter what decisions are made. Similar observations hold for rationality and anything a computer might do.

The author uses the words "For some reason" to express:

- A. rage
- B. disapproval
- C. despair
- D. sympathy
- E. uncertainty

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author indicates that when referring to the uniqueness of Homo sapiens, the general uniqueness of all species "is not enough for many (probably most) people". This exaggeration and subsequent examples are used to ridicule the need people have to define Homo sapiens as "uniquely unique". The examples of how human beings distinguish themselves from other species are likewise sarcastic and disapproving: "No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as 'tool use'".

QUESTION 426

The following passage is from a discussion of various ways that living creatures have been classified over the years.

(1) The world can be classified in different ways, depending on one's interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.

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respect to the attributes of the sensory soul is also legitimate, but reasoning from the rational characteristics of the human species to any other species is merely analogical. According to both classifications, the human species is unique. In the first, it has a kingdom all to itself; in the second, it stands at the pinnacle of the taxonomic hierarchy.

(3) Homo sapiens is unique. All species are. But this sort of uniqueness is not enough for many (probably most) people, philosophers included. For some reason, it is very important that the species to which we belong be **uniquely unique**. It is of utmost importance that the human species be insulated from all other species with respect to how we explain certain qualities. Human beings clearly are capable of developing and learning languages. For some reason, it is very important that the waggle dance performed by bees does not count as a genuine language. I have never been able to understand why. I happen to think that the waggle dance differs from human languages to such a degree that little is gained by terming them both “languages,” but even if “language” is so defined that the waggle dance slips in, bees still remain bees. It is equally important to some that no other species use tools. No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as “tool use.” I, however, fail to see what difference it makes whether any of these devices such as probes and anvils, etc. are really tools. All the species involved remain distinct biological species no matter what decisions are made. Similar observations hold for rationality and anything a computer might do.

Which best summarizes the idea of “uniquely unique”?

- A. We are unique in the same way that all other species are unique.
- B. We are defined by attributes that we alone possess and that are qualitatively different from those of other species.
- C. We are, by virtue of our elevated rank, insulated from many of the problems of survival faced by less sophisticated species.
- D. Our awareness of our uniqueness defines us as a rational species.
- E. Our apparently unique status is an unintended by-product of classification systems.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The subsequent text explains that each species is unique in accordance with its separate and distinct position in the classification schemes. However, many humans see Homo sapiens as also being distinguished for reasons existing outside the classification systems. The text provides examples of how certain abilities are not considered shared by any other species and are thus distinctly human: “For some reason, it is very important that the waggle dance performed by bees not count as a genuine language” and “No matter how ingenious other species get in the manipulation of objects in their environment, it is absolutely essential that nothing they do count as ‘tool use’”.

QUESTION 427

The following passage is from a discussion of various ways that living creatures have been classified over the years.

(1) The world can be classified in different ways, depending on one’s interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.

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In paragraph three (3), “insulated from” means:

- A. warmed by
- B. covered with
- C. barred from
- D. segregated from
- E. protected from

Correct Answer: D

Section: Reading**Explanation****Explanation/Reference:**

Explanation:

“Segregated from” means separated from or kept distinct from. The surrounding text discusses how human beings want to distinguish their species on grounds outside of the classification systems by which every species is considered unique. Examples are used to illustrate how people try to characterize certain abilities of Homo sapiens as not shared by any other species and thus, “uniquely unique”: “For some reason, it is very important that the waggle dance performed by bees not count as a genuine language”. The example of the definition of tools to exclude use by other species is offered in the same light. Thus, the author emphasizes people’s need to be “segregated from” other species.

QUESTION 428

The following passage is from a discussion of various ways that living creatures have been classified over the years.

- (1) The world can be classified in different ways, depending on one’s interests and principles of classification. The classifications (also known as taxonomies) in turn determine which comparisons seem natural or unnatural, which literal or analogical. For example, it has been common to classify living creatures into three distinct groups – plants, animals, and humans. According to this classification, human beings are not a special kind of animal, nor animals a special kind of plant. Thus, any comparisons between the three groups are strictly analogical. Reasoning from inheritance in garden peas to inheritance in fruit flies, and from these two species to inheritance in human beings, is sheer poetic metaphor.
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In the third paragraph (3), the author criticizes those who believe that:

- A. the similarities between Homo sapiens and other species are more significant than their differences
- B. the differences between Homo sapiens and other animals are those of degree, not kind
- C. Homo sapiens and animals belong to separate and distinct divisions of the living world
- D. Homo sapiens and animals have the ability to control their environment
- E. Homo sapiens and other organisms can be arranged in Aristotelian nested groups

Correct Answer: C

Section: Reading**Explanation****Explanation/Reference:**

Explanation:

Through exaggeration and sarcasm, the author indicates that attempts to distinguish Homo sapiens from animals on the basis of certain abilities not related to the classification schemes are ridiculous, subjective, and futile (“little is gained”). It is those who insist that Homo sapiens and animals be seen as separate who are the subjects of the author’s criticism.

QUESTION 429**WHAT IS EQUAL EMPLOYMENT OPPORTUNITY?**

SmithCo, Inc.
Associate Manual

Commitment to Equal Employment Opportunity

Equal Employment Opportunity

Equal Opportunity is the expressed policy of SmithCo. Our policy is to select the best-qualified person for each position in the organization and to conduct all business relationships without prejudice. SmithCo is committed to the principles of equal employment opportunity for all employees and applicants for employment. Advancement opportunities and employment decisions will be made without regard to race, creed, color, religion, sex, national origin, ancestry, age, physical or mental handicap, veteran or military status, or any other characteristic protected under federal, state, or local law.

Managers are expected to seek out a diverse pool of candidates for consideration when making hiring decisions. SmithCo also develops an annual Affirmative Action program, which is a federal requirement due to our status as a government contractor. The leadership team plays an active role in demonstrating SmithCo's commitment by providing equal employment opportunities at all levels of employment. Managers and employees are advised to meet with the HR manager for assistance in meeting the standards set in this policy.

Equal Employment Opportunity Applies Throughout The Employment Process

To advance the principles of equal employment opportunity, SmithCo also extends this policy to every phase of the employment process including, but not limited to, recruitment, selection, placement, transfer, training and development, promotion, compensation, benefits, layoffs, termination, and all other conditions or benefits of employment. All employees are expected to abide by and promote this policy of equal employment opportunity within the organization, as well as with those who have a business relationship with SmithCo.

Equal Employment Opportunity Requires the Participation of All Associates

While overall authority for implementing an Equal Employment Opportunity policy is assigned to the Vice President of Human Resources, an effective equal employment opportunity program cannot be achieved without the support of all associates. Any associate who feels they have been denied equal opportunity or subjected to discrimination should consult with their manager or HR representative. SmithCo's Employee Assistance Program also provides assistance with these matters.

How is this policy organized?

- A. statements of fact supported by personal stories
- B. specific topics followed by explanations
- C. rules for behavior supported by warnings of consequences
- D. debate of public versus personal philosophies
- E. general policy statement without specific performance standards

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:



QUESTION 430

WHAT IS EQUAL EMPLOYMENT OPPORTUNITY?

SmithCo, Inc.
Associate Manual

Commitment to Equal Employment Opportunity

Equal Employment Opportunity

Equal Opportunity is the expressed policy of SmithCo. Our policy is to select the best-qualified person for each position in the organization and to conduct all business relationships without prejudice. SmithCo is committed to the principles of equal employment opportunity for all employees and applicants for employment. Advancement opportunities and employment decisions will be made without regard to race, creed, color, religion, sex, national origin, ancestry, age, physical or mental handicap, veteran or military status, or any other characteristic protected under federal, state, or local law.

Managers are expected to seek out a diverse pool of candidates for consideration when making hiring decisions. SmithCo also develops an annual Affirmative Action program, which is a federal requirement due to our status as a government contractor. The leadership team plays an active role in demonstrating SmithCo's commitment by providing equal employment opportunities at all levels of employment. Managers and employees are advised to meet with the HR manager for assistance in meeting the standards set in this policy.

Equal Employment Opportunity Applies Throughout The Employment Process

To advance the principles of equal employment opportunity, SmithCo also extends this policy to every phase of the employment process including, but not limited to, recruitment, selection, placement, transfer, training and development, promotion, compensation, benefits, layoffs, termination, and all other conditions or benefits of employment. All employees are expected to abide by and promote this policy of equal employment opportunity within the organization, as well as with those who have a business relationship with SmithCo.

Equal Employment Opportunity Requires the Participation of All Associates

While overall authority for implementing an Equal Employment Opportunity policy is assigned to the Vice President of Human Resources, an effective equal employment opportunity program cannot be achieved without the support of all associates. Any associate who feels they have been denied equal opportunity or subjected to discrimination should consult with their manager or HR representative. SmithCo's Employee Assistance Program also provides assistance with these matters.

What is the main purpose of SmithCo's equal employment opportunity policy?

- A. to lessen the chance of lawsuits against SmithCo for discrimination
- B. to prevent sexual harassment
- C. to document out the rules for termination
- D. to create and maintain a workplace free from discrimination
- E. to ensure qualified employees are hired

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 431

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Which of the following actions would **NOT** be in violation of the equal employment opportunity program?

- A. promoting a less-experienced woman over a more experienced woman because the less-experienced woman is more attractive
- B. reprimanding an employee who refuses to work with a female coworker
- C. not hiring a prospective employee because she is pregnant
- D. terminating an employee because they are a devout christian
- E. not promoting an employee who has just announced he is a homosexual

Correct Answer: B

Section: Reading

Explanation

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What writing style does this excerpt portray?

- A. legal policy
- B. advertisement
- C. news story
- D. informational memo
- E. story



Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 433

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If you owned SmithCo and you wanted to hire someone to enforce these rules, what primary characteristic would you want in this potential employee?

- A. knowledge about the SmithCo's product
- B. communication skills
- C. human relations skills
- D. honesty and integrity
- E. familiarity with your employees

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 434

DID CESAR CHAVEZ ADVANCE WORKERS' RIGHTS?

César Estrada Chávez (1927–1993) was an American farm worker, labor leader, and civil rights activist who, with Dolores Huerta, co-founded the National Farm Workers Association, which later became the United Farm Workers (UFW).

A Mexican American, Chávez became the best known Latino civil rights activist, and was strongly promoted by the American labor movement, which was eager to enroll Hispanic members. His public-relations approach to unionism and aggressive but nonviolent tactics made the farm workers' struggle a moral cause with nationwide support. By the late 1970s, his tactics had forced growers to recognize the UFW as the bargaining agent for 50,000 field workers in California and Florida. However, by the mid-1980s membership in the UFW had dwindled to around 15,000.

Chavez was a charismatic, gifted speaker who inspired Latinos to band together and devote themselves to the farmworkers' movement. Claiming as his models Emiliano Zapata, Gandhi, Nehru, and Martin Luther King, he called on his people to "Make a solemn promise: to enjoy our rightful part of the riches of this land, to throw off the yoke of being considered as agricultural implements or slaves. We are free men and we demand justice."

After his death he became a major historical icon for the Latino community, and for liberals generally, symbolizing militant support for workers and for Hispanic power based on grass roots organizing and his slogan "Sí, se puede" (Spanish for "Yes, it is possible" or, roughly, "Yes, it can be done"). His supporters say his work led to numerous improvements for union laborers. His birthday has become César Chávez Day, a state holiday in eight US states. Many parks, cultural centers, libraries, schools, and streets have been named in his honor in cities across the United States.

Which of the following is a statement of fact from the passage?

- A. Chavez had a charismatic personality
- B. Cesar Chavez day is celebrated as a holiday in several US states.
- C. Hispanic workers required unionization to find work
- D. Chavez started the farmworkers' movement
- E. Chavez built many parks and cultural centers for the use of Hispanics

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

QUESTION 435

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Based on this excerpt, which aspect of Cesar Chavez did **NOT** help him organize Hispanic farm workers?

- A. He was a charismatic and gifted speaker
- B. He understood the power of Public Relations
- C. He was supported by the American labor movement
- D. He had worked as a farm worker
- E. He grew up during the Great Depression

Correct Answer: E

Section: Reading

Explanation

Explanation/Reference:

QUESTION 436

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What phrase best summarizes the topic of the essay?

- A. Cesar Chavez and his role in the Hispanic farmworkers' rights movement
- B. The history of the American labor movement
- C. The early life of Cesar Chavez
- D. Important historical figures in the Civil Rights Movement
- E. The role of Unions in the Hispanic community

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 437

DID CESAR CHAVEZ ADVANCE WORKERS' RIGHTS?

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What year would have been the peak for membership of the UFW?

- A. 1969
- B. 1974
- C. 1979
- D. 1984
- E. 1989

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:



QUESTION 438

DID CESAR CHAVEZ ADVANCE WORKERS' RIGHTS?

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Which of the following is **NOT** a meaning of the phrase "throw off the yoke of being considered as agricultural implements or slaves"?

- A. Agricultural workers have more value than mere tools
- B. Workers have freedom and rights
- C. Workers should fight to keep their jobs
- D. Workers are more than animals that can be harnessed to do work
- E. Workers should not be treated as economic slaves

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:**QUESTION 439**

In this passage a Mexican American historian describes a technique she used as part of her research.

- (1) Doña Teodora offered me yet another cup of strong, black coffee. The aroma of the big, paper-thin Sonoran tortillas filled the small, linoleum-covered kitchen, and I knew that with the coffee I would receive a buttered tortilla straight from the round, homemade comal (a flat, earthenware cooking pan) balanced on the gas-burning stove. For three days, from ten in the morning until early evening, I had been sitting in the same comfortable wooden chair, taking cup after cup of black coffee and consuming hot tortillas. Doña Teodora was ninety years old, and although she would take occasional breaks from patting, extending, and turning over tortillas to let her cat in or out, it appeared that I was the only one exhausted at the end of the day. But once out, as I went over the notes, filed and organized the tape cassettes, exhilaration would set in. The intellectual and emotional excitement I had previously experienced when a pertinent document would suddenly appear now waned in comparison to the gestures and words, the joy and anger doña Teodora offered.
- (2) She had not written down her thoughts; but the ideas, recollections, and images evoked by her lively oral expression were jewels for anyone who wanted to know about the life of Mexicanas in booming mining towns on both sides of the Mexico-United States border in the early twentieth century. She never kept a diary. The thought of writing a memoir would have been put aside as presumptuous. But all her life doña Teodora had lived amidst the telling and retelling of family stories. Genealogies of her own family as well as complete and up-to-date information of the marriages, births, and deaths of numerous families that made up her community were all well-kept memories. These chains of generations were fleshed out with recollections of the many events and tribulations of these families. Oral history had proven to be a fertile field for my research on the history of Mexicanas.
- (3) My search had begun in libraries and archives – repositories of conventional history. The available sources were to be found in census reports, church records, directories, and other such statistical information. These, however, as important as they are, cannot provide one of the essential dimensions of history, the full narrative of the human experience that defies quantification and classification. In certain social groups this gap can be filled with diaries, memoirs, letters, or even reports from others. In the case of Mexicanas in the United States, one of the many devastating consequences of defeat and conquest has been that the traditional institutions that preserve and transfer culture (the documentation of the past) have ignored these personal written sources. The letters, writings, and documents of Mexican people have rarely, if ever, been included in archives, special collections, or libraries. At best, some centers have attempted to collect newspapers published by Mexicans, but the effort was started late. The historian who tries to reconstruct the past from newspapers is constantly frustrated because, although titles abound, collections are scarce and often incomplete.
- (4) Although many hours of previous study and preparation had taken me to doña Teodora's kitchen, I was initially unsure of my place. Was I really an insider or were the experiences that had made the lives of my interviewees such that, although I could speak Spanish and am Mexicana, I was still an outsider?
- (5) I realized, nonetheless, that the richness and depth of the spoken word challenges the comforting theories and models of the social sciences. Mexican history challenges social-science models derived solely from victorious imperialistic experiences.
- (6) Our history cannot be written without new sources. These sources will determine which concepts are needed to illuminate and interpret the past, and these concepts will emerge from the people themselves. This will permit the description of events and structures to assume a culturally relevant perspective, thus emphasizing the point of view of the Mexican people. The use of theoretical constructs must follow the voices of the people who live the reality, consciously or not. For too long the experiences of women have been studied according to male-oriented sources and constructs. These must be questioned. For the history of Mexican people, the sources primarily exist in our own worlds. And it is here where we must begin. I often found that as the memory awakened, other sources would emerge. Boxes of letters, photographs, and even manuscripts and diaries would appear. Long-standing assumptions of illiteracy were shattered and had to be reexamined. I saw that constant reevaluation became the rule rather than the exception. I entered women's worlds created on the margin – not only of Anglo life, but of, and outside of, the lives of their own fathers, husbands, sons, brothers, or priests, bosses, and bureaucrats.

The author's comments in the third paragraph (3) suggest that her research project resembles more conventional research in its:

- A. attention to the details of everyday life in certain communities
- B. use of written public materials as a starting point
- C. adoption of family memories of past events as data
- D. reliance on church and state records to test new theories
- E. assumption that conventional sources are accurate but incomplete

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author identifies the starting point of her research project when she writes "My search had begun in libraries and archives – repositories of conventional history". In these places, she discovered that the "available sources were to be found in census reports, church records, directories, and other such statistical information". These sources all share the characteristic of being written public materials.

QUESTION 440

In this passage a Mexican American historian describes a technique she used as part of her research.

- (1) Doña Teodora offered me yet another cup of strong, black coffee. The aroma of the big, paper-thin Sonoran tortillas filled the small, linoleum-covered kitchen, and I knew that with the coffee I would receive a buttered tortilla straight from the round, homemade comal (a flat, earthenware cooking pan) balanced on the gas-burning stove. For three days, from ten in the morning until early evening, I had been sitting in the same comfortable wooden chair, taking cup after cup

of black coffee and consuming hot tortillas. Doña Teodora was ninety years old, and although she would take occasional breaks from patting, extending, and turning over tortillas to let her cat in or out, it appeared that I was the only one exhausted at the end of the day. But once out, as I went over the notes, filed and organized the tape cassettes, exhilaration would set in. The intellectual and emotional excitement I had previously experienced when a pertinent document would suddenly appear now waned in comparison to the gestures and words, the joy and anger doña Teodora offered.

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(3) My search had begun in libraries and archives – repositories of conventional history. The available sources were to be found in **census reports, church records, directories**, and other such statistical information. These, however, as important as they are, cannot provide one of the essential dimensions of history, the full narrative of the human experience that defies quantification and classification. In certain social groups this gap can be filled with diaries, memoirs, letters, or even reports from others. In the case of Mexicanas in the United States, one of the many devastating consequences of defeat and conquest has been that the traditional institutions that preserve and transfer culture (the documentation of the past) have ignored these personal written sources. The letters, writings, and documents of Mexican people have rarely, if ever, been included in archives, special collections, or libraries. At best, some centers have attempted to collect newspapers published by Mexicans, but the effort was started late. The historian who tries to reconstruct the past from newspapers is constantly frustrated because, although titles abound, collections are scarce and often incomplete.

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In what sense are “census reports, church records, directories” (paragraph three (3)) inadequate?

- A. They place too great a reliance on political factors.
- B. They blur the distinction between the political and the religious realm.
- C. They are not of sufficient accuracy to be of use to historians.
- D. They do not tell the human side of the story.
- E. They are often too difficult to obtain.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The “census reports, church records and directories” are representative of the “available sources” that the author finds inadequate specifically because they “cannot provide one of the essential dimensions of history, the full narrative of the human experience”. That is, they do not tell the human side of the story.

QUESTION 441

In this passage a Mexican American historian describes a technique she used as part of her research.

(1) Doña Teodora offered me yet another cup of strong, black coffee. The aroma of the big, paper-thin Sonoran tortillas filled the small, linoleum-covered kitchen, and I knew that with the coffee I would receive a buttered tortilla straight from the round, homemade comal (a flat, earthenware cooking pan) balanced on the gas-burning stove. For three days, from ten in the morning until early evening, I had been sitting in the same comfortable wooden chair, taking cup after cup of black coffee and consuming hot tortillas. Doña Teodora was ninety years old, and although she would take occasional breaks from patting, extending, and turning over tortillas to let her cat in or out, it appeared that I was the only one exhausted at the end of the day. But once out, as I went over the notes, filed and organized the tape cassettes, exhilaration would set in. The intellectual and emotional excitement I had previously experienced when a pertinent document would suddenly appear now waned in comparison to the gestures and words, the joy and anger doña Teodora offered.

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(4) Although many hours of previous study and preparation had taken me to doña Teodora's kitchen, I was initially unsure of my place. Was I really an insider or were the experiences that had made the lives of my interviewees such that, although I could speak Spanish and am Mexicana, I was still an outsider?

(5) I realized, nonetheless, that the richness and depth of the spoken word challenges the comforting theories and models of the social sciences. Mexican history challenges social-science models derived solely from victorious imperialistic experiences.

(6) Our history cannot be written without new sources. These sources will determine which concepts are needed to illuminate and interpret the past, and these concepts will emerge from the people themselves. This will permit the description of events and structures to assume a culturally relevant perspective, thus emphasizing the point of view of the Mexican people. The use of theoretical constructs must follow the voices of the people who live the reality, consciously or not. For too long the experiences of women have been studied according to male-oriented sources and constructs. These must be questioned. For the history of Mexican people, the sources primarily exist in our own worlds. And it is here where we must begin. I often found that as the memory awakened, other sources would emerge. Boxes of letters, photographs, and even manuscripts and diaries would appear. Long-standing assumptions of illiteracy were shattered and had to be reexamined. I saw that constant reevaluation became the rule rather than the exception. I entered women's worlds created on the margin – not only of Anglo life, but of, and outside of, the lives of their own fathers, husbands, sons, brothers, or priests, bosses, and bureaucrats.

The “gap” referred to in paragraph three (3) can best be described as the distance between the:

- A. politically motivated view of reality and the personally motivated view of reality.
- B. abundance of concrete facts and the shortage of scholarly interpretation of them.
- C. pictures presented by traditional historical sources and by subjective personal accounts.
- D. information contained in libraries and the information that has been lost.
- E. story of one person and the history of a nation as a whole.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The “gap” is discussed in the context of written sources and the pictures of life they represent. The author discovered that fact-based conventional records lacked “one of the essential dimensions of history, the full narrative of the human experience”. She suggests that “diaries, memoirs, and letters”, which are included in the category of “personal written sources”, would present that other viewpoint. The “gap” lies between these two types of sources.

QUESTION 442

In this passage a Mexican American historian describes a technique she used as part of her research.

(1) Doña Teodora offered me yet another cup of strong, black coffee. The aroma of the big, paper-thin Sonoran tortillas filled the small, linoleum-covered kitchen, and I knew that with the coffee I would receive a buttered tortilla straight from the round, homemade comal (a flat, earthenware cooking pan) balanced on the gas-burning stove. For three days, from ten in the morning until early evening, I had been sitting in the same comfortable wooden chair, taking cup after cup of black coffee and consuming hot tortillas. Doña Teodora was ninety years old, and although she would take occasional breaks from patting, extending, and turning over tortillas to let her cat in or out, it appeared that I was the only one exhausted at the end of the day. But once out, as I went over the notes, filed and organized the tape cassettes, exhilaration would set in. The intellectual and emotional excitement I had previously experienced when a pertinent document would suddenly appear now waned in comparison to the gestures and words, the joy and anger doña Teodora offered.

(2) She had not written down her thoughts; but the ideas, recollections, and images evoked by her lively oral expression were jewels for anyone who wanted to know about the life of Mexicanas in booming mining towns on both sides of the Mexico-United States border in the early twentieth century. She never kept a diary. The thought of writing a memoir would have been put aside as presumptuous. But all her life doña Teodora had lived amidst the telling and retelling of family stories. Genealogies of her own family as well as complete and up-to-date information of the marriages, births, and deaths of numerous families that made up her community were all well-kept memories. These chains of generations were fleshed out with recollections of the many events and tribulations of these families. Oral history had proven to be a fertile field for my research on the history of Mexicanas.

(3) My search had begun in libraries and archives – repositories of conventional history. The available sources were to be found in census reports, church records, directories, and other such statistical information. These, however, as important as they are, cannot provide one of the essential dimensions of history, the full narrative of the human experience that defies quantification and classification. In certain social groups this gap can be filled with diaries, memoirs, letters, or even reports from others. In the case of Mexicanas in the United States, one of the many devastating consequences of defeat and conquest has been that the traditional institutions that preserve and transfer culture (the documentation of the past) have ignored these personal written sources. The letters, writings, and documents of Mexican people have rarely, if ever, been included in archives, special collections, or libraries. At best, some centers have attempted to collect newspapers published by Mexicans, but the effort was started late. The historian who tries to reconstruct the past from newspapers is constantly frustrated because, although titles abound, collections are scarce and often incomplete.

- (4) Although many hours of previous study and preparation had taken me to doña Teodora's kitchen, I was initially unsure of my **place**. Was I really an insider or were the experiences that had made the lives of my interviewees such that, although I could speak Spanish and am Mexicana, I was still an outsider?
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In paragraph four (4), "place" most nearly means:

- A. home
- B. duty
- C. role
- D. appropriate moment
- E. geographical location

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

A "role" is the position or the expected social behavior of an individual. When the author writes "I was initially unsure of my place", she is expressing uncertainty about how she should think of herself and about how she is perceived by doña Teodora and other Mexicana interviewees. In this context, "place" refers to her social "role." This is made clear in the subsequent text, when she wonders if, despite speaking Spanish and being Mexicana, she is an "insider" or an "outsider".

QUESTION 443

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- (2) She had not written down her thoughts; but the ideas, recollections, and images evoked by her lively oral expression were jewels for anyone who wanted to know about the life of Mexicanas in booming mining towns on both sides of the Mexico-United States border in the early twentieth century. She never kept a diary. The thought of writing a memoir would have been put aside as presumptuous. But all her life doña Teodora had lived amidst the telling and retelling of family stories. Genealogies of her own family as well as complete and up-to-date information of the marriages, births, and deaths of numerous families that made up her community were all well-kept memories. These chains of generations were fleshed out with recollections of the many events and tribulations of these families. Oral history had proven to be a fertile field for my research on the history of Mexicanas.
- (3) My search had begun in libraries and archives – repositories of conventional history. The available sources were to be found in census reports, church records, directories, and other such statistical information. These, however, as important as they are, cannot provide one of the essential dimensions of history, the full narrative of the human experience that defies quantification and classification. In certain social groups this gap can be filled with diaries, memoirs, letters, or even reports from others. In the case of Mexicanas in the United States, one of the many devastating consequences of defeat and conquest has been that the traditional institutions that preserve and transfer culture (the documentation of the past) have ignored these personal written sources. The letters, writings, and documents of Mexican people have rarely, if ever, been included in archives, special collections, or libraries. At best, some centers have attempted to collect newspapers published by Mexicans, but the effort was started late. The historian who tries to reconstruct the past from newspapers is constantly frustrated because, although titles abound, collections are scarce and often incomplete.
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consciously or not. For too long the experiences of women have been studied according to male-oriented sources and constructs. These must be questioned. For the history of Mexican people, the sources primarily exist in our own worlds. And it is here where we must begin. I often found that as the memory awakened, other sources would emerge. Boxes of letters, photographs, and even manuscripts and diaries would appear. Long-standing assumptions of illiteracy were shattered and had to be reexamined. I saw that constant reevaluation became the rule rather than the exception. I entered women's worlds created on the margin – not only of Anglo life, but of, and outside of, the lives of their own fathers, husbands, sons, brothers, or priests, bosses, and bureaucrats.

What is the effect of the question in paragraph four (4)?

- A. It suggests that sharing ethnicity and language might not be enough to make one an insider.
- B. It eliminates the distinction between insider and outsider.
- C. It refutes the claim that being an outsider is an important criterion for doing research.
- D. It suggests that only those with an outsider's perspective can see things objectively.
- E. It suggests that human sympathy is more important than ethnicity or language.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author acknowledges that she is connected to doña Teodora and other Mexicana interviewees through their shared ethnicity and language. She writes, "I could speak Spanish and am Mexicana". Yet the author wonders if she was "still an outsider". The fact that she raises this question suggests that sharing these common bonds might not be enough to make her an insider.

QUESTION 444

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description of events and structures to assume a culturally relevant perspective, thus emphasizing the point of view of the Mexican people. The use of theoretical constructs must follow the voices of the people who live the reality, consciously or not. For too long the experiences of women have been studied according to male-oriented sources and constructs. These must be questioned. For the history of Mexican people, the sources primarily exist in our own worlds. And it is here where we must begin. I often found that as the memory awakened, other sources would emerge. Boxes of letters, photographs, and even manuscripts and diaries would appear. Long-standing assumptions of illiteracy were shattered and had to be reexamined. I saw that constant reevaluation became the rule rather than the exception. I entered women's worlds created on the margin – not only of Anglo life, but of, and outside of, the lives of their own fathers, husbands, sons, brothers, or priests, bosses, and bureaucrats.

Which statement most accurately presents the author's sense of the relationship between the "spoken word" and the "theories and models of the social sciences" (paragraph five (5))?

- A. Theories and models must come first in order to make sense of the spoken word.
- B. The spoken word makes general theories and models unnecessary.
- C. Theories and models cannot account for quantitative data as well as the spoken word can.
- D. The spoken word is more likely to introduce errors into the historical record than are theories and models.
- E. The spoken word can yield greater insight than presently accepted theories and models can.

Correct Answer: E

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author suggests that the spoken word can provide greater insight than the existing theories and models that are “derived solely from victorious imperialistic experiences” (5). These presently accepted theories and models are considered problematic by the author because they were developed without the insights of the Mexican people. She argues that “theoretical constructs must follow the voices of the people who live the reality” (6).

QUESTION 445

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The author indicates that the “concepts” mentioned in paragraph six (6) originate in:

- A. informal records and information provided by ordinary people
- B. comments of senior members of a community on the ways the community has functioned
- C. patterns of social behavior that have been exhibited by previously studied cultures
- D. personal experiences of historians who have interviewed many people
- E. systematic categories devised by historians for various types of sources

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The beginning of paragraph six (6) suggests that the “concepts” will originate in the “new sources”, which, the passage implies, are the oral histories and personal written sources of ordinary people. These new sources of information “will determine which concepts are needed to illuminate and interpret the past, and these concepts will emerge from the people themselves”.

QUESTION 446

Excerpt from *Fleshmarket Alley* by Ian Rankin

- (1) “I’m not supposed to be here,” Detective Inspector John Rebus said. Not that anyone was listening.
- (2) Knoxland was a housing scheme on the western edge of Edinburgh, off Rebus’s patch. He was there because the West End guys were short-handed. He was also there because his own bosses couldn’t think what to do with him. It was a rainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus’s old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He’d ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country.
- (4) Knoxland had been built in the 1960s, apparently from papier-mache and balsa wood. Walls so thin you could hear the neighbors cutting their toenails and smell their dinner on the stove. Patches of damp bloomed on its gray concretewalls. Graffiti had turned the place into “Hard Knox.” Other embellishments warned the “Pakis” to “Get Out,” while a scrawl that was probably only an hour or so old bore the legend “One Less.” What shops there were had resorted to metal grilles on windows and doors, not even bothering to remove them during opening hours. The place itself was contained, hemmed in by divided highways to north and west. The bright-eyed developers had scooped out underpasses beneath the roads. Probably in their original drawings, these had been clean, well-lit spaces where neighbors would stop to chat about the weather and the new curtains in the window of number 42. In reality, they’d become no-go areas for everyone but the foolhardy and suicidal, even in daytime. Rebus was forever seeing reports of bag snatchings and muggings.
- (5) It was probably those same bright-eyed developers who’d had the idea of naming the estate’s various high-rise blocks after Scottish writers, and appending each with the word “House,” serving merely to rub in that these were nothing like real houses.
- (6) Barrie House. Stevenson House. Scott House. Burns House.
- (7) Reaching skywards with all the subtlety of single-digit salutes. He looked around for somewhere to deposit his half-empty coffee cup. He’d stopped at a baker’s on Gorgie Road, knowing that the farther from the city center he drove, the less likely he would be to find anything remotely drinkable. Not a good choice: the coffee had been scalding at first, quickly turning tepid, which only served to highlight its lack of anything resembling flavor. There were no bins nearby; no bins at all, in fact. The sidewalks and grass verges, however, were doing their best to oblige, so Rebus added his litter to the mosaic, then straightened up and pushed his hands deep into his coat pockets. He could see his breath in the air.
- (8) “Papers are going to have a field day with this,” someone was muttering. There were a dozen figures shuffling around in the covered walkway between two of the high-rise blocks. The place smelled faintly of urine, human or otherwise. Plenty of dogs in the vicinity, one or two even wearing collars. They would come sniffing at the entrance to the walkway, until chased off by one of the uniforms. Crime-scene tape now blocked both ends of the passage. Kids on bikes were craning their necks for a look. Police photographers were gathering evidence, vying for space with the forensic team. They were dressed in white overalls, heads covered. An anonymous gray van was parked alongside the police cars on the muddy play area outside. Its driver had complained to Rebus that some kids had demanded money from him to keep an eye on it.
- (9) “Bloody sharks.” Soon, this driver would take the body to the mortuary, where the post-mortem examination would take place. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He’d probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. “Nothing in the pockets except some loose change,” another detective was saying. “Let’s hope someone knows who he is...”
- (10) Rebus didn’t know who he was, but he knew what he was: he was a case, a statistic. More than that, he was a story, and even now the city’s journalists would be scenting it, for all the world like a pack sensing its quarry. Knoxland was not a popular estate. It tended to attract only the desperate and those with no choice in the matter. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its dankest, least welcoming corners. Asylum seekers, refugees. People nobody really wanted to think about or have to deal with. Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze. The difference being that in laboratories, there were few predators, while out here in the real world, they were everywhere.

It can reasonably be inferred from the passage that Rebus is the:

- A. Protagonist
- B. Antagonist
- C. Supporting character
- D. Narrator

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The opening scene is at the scene of a murder. Traditionally, mystery literature follows detectives and other resolution seekers in the protagonist roles. Given the evidence provided in the excerpt, Rebus is seeking a resolution to the mystery, meaning he likely did not commit the crime and his role will be central to the narrative, so he's more than a supporting character. Also, the voice of the passage is third-person. It explains his thoughts and actions. It does not give them to the reader in his own words, so he can't be the narrator.

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- (9) "Bloody sharks." Soon, this driver would take the body to the mortuary, where the post-mortem examination would take place. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He'd probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. "Nothing in the pockets except some loose change," another detective was saying. "Let's hope someone knows who he is..."
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The passage initially portrays Rebus as:

- A. Comfortable in his surroundings
- B. Displaced
- C. Aloof
- D. Overjoyed

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Paragraph two (2) provides evidence Rebus is feeling displaced, or getting used to an unfamiliar environment. There isn't a sense he's happy about it or clueless at doing his job in the new environment. The paragraph also rules out Rebus being comfortable in his surroundings with descriptions like, "It was a rainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus's old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He'd ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country."

QUESTION 448

Excerpt from *Fleshmarket Alley* by Ian Rankin

- (1) "I'm not supposed to be here," Detective Inspector John Rebus said. Not that anyone was listening.
- (2) Knoxland was a housing scheme on the western edge of Edinburgh, off Rebus's patch. He was there because the West End guys were shorthanded. He was also there because his own bosses couldn't think what to do with him. It was a rainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus's old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He'd ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country.
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- (5) It was probably those same bright-eyed developers who'd had the idea of naming the estate's various high-rise blocks after Scottish writers, and appending each with the word "House," serving merely to rub in that these were nothing like real houses.
- (6) Barrie House. Stevenson House. Scott House. Burns House.
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- (8) "Papers are going to have a field day with this," someone was muttering. There were a dozen figures shuffling around in the covered walkway between two of the high-rise blocks. The place smelled faintly of urine, human or otherwise. Plenty of dogs in the vicinity, one or two even wearing collars. They would come sniffing at the entrance to the walkway, until chased off by one of the uniforms. Crime-scene tape now blocked both ends of the passage. Kids on bikes were craning their necks for a look. Police photographers were gathering evidence, vying for space with the forensic team. They were dressed in white overalls, heads covered. An anonymous gray van was parked alongside the police cars on the muddy play area outside. Its driver had complained to Rebus that some kids had demanded money from him to keep an eye on it.
- (9) "Bloody sharks." Soon, this driver would take the body to the mortuary, where the post-mortem examination would take place. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He'd probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. "Nothing in the pockets except some loose change," another detective was saying. "Let's hope someone knows who he is..."
- (10) Rebus didn't know who he was, but he knew what he was: he was a case, a statistic. More than that, he was a story, and even now the city's journalists would be scenting it, for all the world like a pack sensing its quarry. Knoxland was not a popular estate. It tended to attract only the desperate and those with no choice in the matter. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its darkest, least welcoming corners. Asylum seekers, refugees. People nobody really wanted to think about or have to deal with. Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze. The difference being that in laboratories, there were few predators, while out here in the real world, they were everywhere.

According to the narrator, what did Rebus do prior to his arrival in the West End?

- A. He was an "army brat."
- B. He was a firefighter.
- C. He was a police detective in another part of the city.
- D. He was a butcher.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Rebus' division was reorganized and his superiors are not sure what to do with him, so they send him where they need the most help until they can figure something out.

QUESTION 449**Excerpt from Fleshmarket Alley by Ian Rankin**

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The main purpose of the statement, "Walls so thin you could hear the neighbors cutting their toenails and smell their dinner on the stove," is to emphasize:

- A. Inform the reader how luxurious Knoxland is.
- B. Present a more sophisticated way of life to fans of the Rebus novels.
- C. Suggest that the area is a safe haven for immigrants and homeless people.
- D. Offer a concrete image that illustrates how poor the residents are.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Papier-mache and balsa wood are not particularly sturdy materials, and the sense that you can hear and smell little things in other apartments in spite of having the typically sturdy separation of walls between you and your neighbor, makes it pretty clear that this is a poverty-ridden area.

QUESTION 450**Excerpt from Fleshmarket Alley by Ian Rankin**

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- (2) Knoxland was a housing scheme on the western edge of Edinburgh, off Rebus's patch. He was there because the West End guys were shorthanded. He was also there because his own bosses couldn't think what to do with him. It was arainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus's old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He'd ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country.
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It can be reasonably inferred from the passage that Detective Inspector John Rebus:

- A. Is a grizzled veteran when it comes to working murder cases.
- B. Is on his first case.
- C. Feels sympathy for the killer, but is driven by a sense of justice to capture him or her all the same.
- D. Is in over his head.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Several passages in the text indicate this is not Rebus' first rodeo with regard to crime scene investigations, but it's all brought home by the final couple of sentences: "Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze. The difference being that in laboratories, there were few predators, while out here in the real world, they were everywhere."

QUESTION 451

Excerpt from Fleshmarket Alley by Ian Rankin

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According to the passage, Rebus assumes the murder victim is:

- A. A well-known member of the community.
- B. A reporter.
- C. An immigrant, homeless person, or mentally ill.
- D. A fellow detective.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The last paragraph says it all: "Rebus didn't know who he was, but he knew what he was: he was a case, a statistic. More than that, he was a story, and even now the city's journalists would be scenting it, for all the world like a pack sensing its quarry. Knoxland was not a popular estate. It tended to attract only the desperate and those with no choice in the matter. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its darkest, least welcoming corners."

QUESTION 452

Excerpt from Fleshmarket Alley by Ian Rankin

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According to the passage, when Rebus saw the body, he immediately knew:

- A. He and his fellow detectives were dealing with a murder-suicide.
- B. He and his fellow detectives were dealing with a straight homicide.
- C. He and his fellow detectives were dealing with a suicide.
- D. He and his fellow detectives were dealing with an accidental death.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It could only be answers A or B given that homicide is directly mentioned. This narrows it to B when you consider there is only one body.

QUESTION 453

Excerpt from Fleshmarket Alley by Ian Rankin

- (1) "I'm not supposed to be here," Detective Inspector John Rebus said. Not that anyone was listening.
- (2) Knoxland was a housing scheme on the western edge of Edinburgh, off Rebus's patch. He was there because the West End guys were shorthanded. He was also there because his own bosses couldn't think what to do with him. It was arainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus's old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He'd ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country.

- (4) Knoxland had been built in the 1960s, apparently from papier-mache and balsa wood. Walls so thin you could hear the neighbors cutting their toenails and smell their dinner on the stove. Patches of damp bloomed on its gray concretewalls. Graffiti had turned the place into “Hard Knox.” Other embellishments warned the “Pakis” to “Get Out,” while a scrawl that was probably only an hour or so old bore the legend “One Less.” What shops there were had resorted to metal grilles on windows and doors, not even bothering to remove them during opening hours. The place itself was contained, hemmed in by divided highways to north and west. The bright-eyed developers had scooped out underpasses beneath the roads. Probably in their original drawings, these had been clean, well-lit spaces where neighbors would stop to chat about the weather and the new curtains in the window of number 42. In reality, they’d become no-go areas for everyone but the foolhardy and suicidal, even in daytime. Rebus was forever seeing reports of bag snatchings and muggings.
- (5) It was probably those same bright-eyed developers who’d had the idea of naming the estate’s various high-rise blocks after Scottish writers, and appending each with the word “House,” serving merely to rub in that these were nothing likereal houses.
- (6) Barrie House. Stevenson House. Scott House. Burns House.
- (7) Reaching skywards with all the subtlety of single-digit salutes. He looked around for somewhere to deposit his half-empty coffee cup. He’d stopped at a baker’s on Gorgie Road, knowing that the farther from the city center he drove, theless likely he would be to find anything remotely drinkable. Not a good choice: the coffee had been scalding at first, quickly turning tepid, which only served to highlight its lack of anything resembling flavor. There were no bins nearby; no bins at all, in fact. The sidewalks and grass verges, however, were doing their best to oblige, so Rebus added his litter to the mosaic, then straightened up and pushed his hands deep into his coat pockets. He could see his breath in the air.
- (8) “Papers are going to have a field day with this,” someone was muttering. There were a dozen figures shuffling around in the covered walkway between two of the high-rise blocks. The place smelled faintly of urine, human or otherwise. Plenty of dogs in the vicinity, one or two even wearing collars. They would come sniffing at the entrance to the walkway, until chased off by one of the uniforms. Crime-scene tape now blocked both ends of the passage. Kids on bikes were craning their necks for a look. Police photographers were gathering evidence, vying for space with the forensic team. They were dressed in white overalls, heads covered. An anonymous gray van was parked alongside the police cars on the muddy play area outside. Its driver had complained to Rebus that some kids had demanded money from him to keep an eye on it.
- (9) “Bloody sharks.” Soon, this driver would take the body to the mortuary, where the post-mortem examination would take place. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He’d probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. “Nothing in the pockets except some loose change,” another detective was saying. “Let’s hope someone knows who he is...”
- (10) Rebus didn’t know who he was, but he knew what he was: he was a case, a statistic. More than that, he was a story, and even now the city’s journalists would be scenting it, for all the world like a pack sensing its quarry. Knoxland was not a popular estate. It tended to attract only the desperate and those with no choice in the matter. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its dankest, least welcoming corners. Asylum seekers, refugees. People nobody really wanted to think about or have to deal with. Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze. The difference being that in laboratories, there were few predators, while out here in the real world, they were everywhere.



The passage states that the victim:

- A. Had been shot multiple times.
- B. Had been suffocated.
- C. Had been stabbed multiple times.
- D. Had been robbed first, then murdered.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It could only be answers C or D based on the description of the body, and there is not enough evidence in the passage to include he was robbed of anything valuable.

QUESTION 454

Excerpt from Fleshmarket Alley by Ian Rankin

- (1) “I’m not supposed to be here,” Detective Inspector John Rebus said. Not that anyone was listening.
- (2) Knoxland was a housing scheme on the western edge of Edinburgh, off Rebus’s patch. He was there because the West End guys were short-handed. He was also there because his own bosses couldn’t think what to do with him. It was a rainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus’s old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He’d ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country.
- (4) Knoxland had been built in the 1960s, apparently from papier-mache and balsa wood. Walls so thin you could hear the neighbors cutting their toenails and smell their dinner on the stove. Patches of damp bloomed on its gray concretewalls. Graffiti had turned the place into “Hard Knox.” Other embellishments warned the “Pakis” to “Get Out,” while a scrawl that was probably only an hour or so old bore the legend “One Less.” What shops there were had resorted to metal grilles on windows and doors, not even bothering to remove them during opening hours. The place itself was contained, hemmed in by divided highways to north and west. The bright-eyed developers had scooped out

underpasses beneath the roads. Probably in their original drawings, these had been clean, well-lit spaces where neighbors would stop to chat about the weather and the new curtains in the window of number 42. In reality, they'd become no-go areas for everyone but the foolhardy and suicidal, even in daytime. Rebus was forever seeing reports of bag snatchings and muggings.

- (5) It was probably those same bright-eyed developers who'd had the idea of naming the estate's various high-rise blocks after Scottish writers, and appending each with the word "House," serving merely to rub in that these were nothing likereal houses.
- (6) Barrie House. Stevenson House. Scott House. Burns House.
- (7) Reaching skywards with all the subtlety of single-digit salutes. He looked around for somewhere to deposit his half-empty coffee cup. He'd stopped at a baker's on Gorgie Road, knowing that the farther from the city center he drove, theless likely he would be to find anything remotely drinkable. Not a good choice: the coffee had been scalding at first, quickly turning tepid, which only served to highlight its lack of anything resembling flavor. There were no bins nearby; no bins at all, in fact. The sidewalks and grass verges, however, were doing their best to oblige, so Rebus added his litter to the mosaic, then straightened up and pushed his hands deep into his coat pockets. He could see his breath in the air.
- (8) "Papers are going to have a field day with this," someone was muttering. There were a dozen figures shuffling around in the covered walkway between two of the high-rise blocks. The place smelled faintly of urine, human or otherwise. Plenty of dogs in the vicinity, one or two even wearing collars. They would come sniffing at the entrance to the walkway, until chased off by one of the uniforms. Crime-scene tape now blocked both ends of the passage. Kids on bikes were craning their necks for a look. Police photographers were gathering evidence, vying for space with the forensic team. They were dressed in white overalls, heads covered. An anonymous gray van was parked alongside the police cars on the muddy play area outside. Its driver had complained to Rebus that some kids had demanded money from him to keep an eye on it.
- (9) "Bloody sharks." Soon, this driver would take the body to the mortuary, where the post-mortem examination would take place. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He'd probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. "Nothing in the pockets except some loose change," another detective was saying. "Let's hope someone knows who he is..."
- (10) Rebus didn't know who he was, but he knew what he was: he was a case, a statistic. More than that, he was a story, and even now the city's journalists would be scenting it, for all the world like a pack sensing its quarry. Knoxland was not a popular estate. It tended to attract only the desperate and those with no choice in the matter. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its dankest, least welcoming corners. Asylum seekers, refugees. People nobody really wanted to think about or have to deal with. Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze. The difference being that in laboratories, there were few predators, while out here in the real world, they were everywhere.

Which of the following details is used in the passage to describe the emotional indifference of Rebus and the other detectives upon seeing the body?

- A. Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze.
- B. "Papers are going to have a field day with this," someone was muttering. There were a dozen figures shuffling around in the covered walkway between two of the high-rise blocks. The place smelled faintly of urine, human or otherwise. C. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its dankest, least welcoming corners. Asylum seekers, refugees. People nobody really wanted to think about or have to deal with.
- D. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He'd probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. "Nothing in the pockets except some loose change," another detective was saying. "Let's hope someone knows who he is..."

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer A is more a descriptor of Rebus' observations of the area as a whole. Answer B doesn't pertain directly to the detectives, just a description of the scene. Answer C is more to set the type of environment as Rebus sees it. Answer D is the best choice because it shows the detectives collecting evidence without emotion or pity.

QUESTION 455

Excerpt from Fleshmarket Alley by Ian Rankin

- (1) "I'm not supposed to be here," Detective Inspector John Rebus said. Not that anyone was listening.
- (2) Knoxland was a housing scheme on the western edge of Edinburgh, off Rebus's patch. He was there because the West End guys were shorthanded. He was also there because his own bosses couldn't think what to do with him. It was rainy Monday afternoon, and nothing about the day so far boded anything but ill for the rest of the working week. Rebus's old police station, his happy hunting ground these past eight or so years, had seen itself reorganized. As a result, it no longer boasted a CID office, meaning Rebus and his fellow detectives had been cast adrift, shipped out to other stations. He'd ended up at Gayfield Square, just off Leith Walk: a cushy number, according to some. Gayfield Square was on the periphery of the elegant New Town, behind whose eighteenth- and nineteenth-century facades anything could be happening without those outside being any the wiser. It certainly felt a long way from Knoxland, farther than the three factual miles. It was another culture, another country.
- (4) Knoxland had been built in the 1960s, apparently from papier-mache and balsa wood. Walls so thin you could hear the neighbors cutting their toenails and smell their dinner on the stove. Patches of damp bloomed on its gray concretewalls. Graffiti had turned the place into "Hard Knox." Other embellishments warned the "Pakis" to "Get Out," while a scrawl that was probably only an hour or so old bore the legend "One Less." What shops there were had resorted to metal grilles on windows and doors, not even bothering to remove them during opening hours. The place itself was contained, hemmed in by divided highways to north and west. The bright-eyed developers had scooped out

underpasses beneath the roads. Probably in their original drawings, these had been clean, well-lit spaces where neighbors would stop to chat about the weather and the new curtains in the window of number 42. In reality, they'd become no-go areas for everyone but the foolhardy and suicidal, even in daytime. Rebus was forever seeing reports of bag snatchings and muggings.

- (5) It was probably those same bright-eyed developers who'd had the idea of naming the estate's various high-rise blocks after Scottish writers, and appending each with the word "House," serving merely to rub in that these were nothing likereal houses.
- (6) Barrie House. Stevenson House. Scott House. Burns House.
- (7) Reaching skywards with all the subtlety of single-digit salutes. He looked around for somewhere to deposit his half-empty coffee cup. He'd stopped at a baker's on Gorgie Road, knowing that the farther from the city center he drove, theless likely he would be to find anything remotely drinkable. Not a good choice: the coffee had been scalding at first, quickly turning tepid, which only served to highlight its lack of anything resembling flavor. There were no bins nearby; no bins at all, in fact. The sidewalks and grass verges, however, were doing their best to oblige, so Rebus added his litter to the mosaic, then straightened up and pushed his hands deep into his coat pockets. He could see his breath in the air.
- (8) "Papers are going to have a field day with this," someone was muttering. There were a dozen figures shuffling around in the covered walkway between two of the high-rise blocks. The place smelled faintly of urine, human or otherwise. Plenty of dogs in the vicinity, one or two even wearing collars. They would come sniffing at the entrance to the walkway, until chased off by one of the uniforms. Crime-scene tape now blocked both ends of the passage. Kids on bikes were craning their necks for a look. Police photographers were gathering evidence, vying for space with the forensic team. They were dressed in white overalls, heads covered. An anonymous gray van was parked alongside the police cars on the muddy play area outside. Its driver had complained to Rebus that some kids had demanded money from him to keep an eye on it.
- (9) "Bloody sharks." Soon, this driver would take the body to the mortuary, where the post-mortem examination would take place. But already they knew they were dealing with homicide. Multiple stab wounds, including one to the throat. The trail of blood showed that the victim had been attacked ten or twelve feet farther into the passage. He'd probably tried to get away, crawling towards the light, his attacker making more lunges as he faltered and fell. "Nothing in the pockets except some loose change," another detective was saying. "Let's hope someone knows who he is..."
- (10) Rebus didn't know who he was, but he knew what he was: he was a case, a statistic. More than that, he was a story, and even now the city's journalists would be scenting it, for all the world like a pack sensing its quarry. Knoxland wasnot a popular estate. It tended to attract only the desperate and those with no choice in the matter. In the past, it had been used as a dumping ground for tenants the council found hard to house elsewhere: addicts and the unhinged. More recently, immigrants had been catapulted into its dankest, least welcoming corners. Asylum seekers, refugees. People nobody really wanted to think about or have to deal with. Looking around, Rebus realized that the poor bastards must be left feeling like mice in a maze. The difference being that in laboratories, there were few predators, while out here in the real world, they were everywhere.

The passage most strongly suggests that the victim's killer:

- A. Will be easy to find because they left a lot of evidence.
- B. Will be difficult to find because they chose the right type of victim – someone few people would miss.
- C. Will be eager to play games with the police.
- D. Will be furious at the detectives for trying to catch him or her.



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

"Let's hope someone will know who he is," sets up the paragraph where Rebus talks about the victim being a statistic – the type of "People nobody really wanted to think about or have to deal with."

QUESTION 456

Why Has Single Motherhood Increased?

- (1) Changes in children's living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very highlevels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
- (2) These trends exist in all western, industrialized countries. Divorce rates more than doubled in most countries between 1960 and 1990; in some they increased fourfold. Single parenthood also increased in nearly all western countriesbetween 1970 and the late 1980s. Yet the U.S. has the highest prevalence of single-parent families, and it has experienced the largest increase between 1970 and 1990.
- (3) In the view of conservatives, welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying. In some parts of the country, welfare may provide poor women withmore economic security than marriage does. However, for three reasons, the argument that welfare caused the growth in single-parent families does not withstand scrutiny.
- (4) The trend in welfare benefits between 1960 and 1990 does not match the trend in single motherhood. Welfare and single motherhood both increased dramatically during the 1960s and early 1970s. After 1974, however, welfare benefitsdeclined, but single motherhood continued to rise. The real value of the welfare benefit package (cash assistance plus food stamps) for a family of four with no other income fell from \$10,133 in 1972 to \$8,374 in 1980 and to \$7,657 in 1992, a loss of 26 percent between 1972 and 1992 (in 1992 dollars).

- (5) Increases in welfare cannot explain why single motherhood grew among more advantaged women. Since 1960, divorce and single parenthood have grown among women with a college education, who are not likely to be motivated by the promise of a welfare check.
- (6) Welfare payments cannot explain why single motherhood is more common in the United States than in other industrialized countries. Nearly all the Western European countries have much more generous payments for single mother than the U.S., yet the prevalence of single motherhood is lower in these countries. One way to compare the “costs” of single motherhood in different countries is to compare the poverty rates of single mothers with those of married mothers. While single mothers have higher poverty rates than married mothers in all industrialized countries, they are worst off in the United States.
- (7) If welfare is not to blame, what is? Three factors seem to be primarily responsible.
- (8) The first is the growing economic independence of women. Women who can support themselves outside marriage can be picky about when and whom they marry. They can leave bad marriages and they can afford to bear and raise children on their own. Thus, single mothers will be more common in a society where women are more economically independent, all else being equal.
- (9) American women have moved steadily toward economic independence throughout this century thanks to increased hourly wages, greater control over child-bearing, and technological advances that reduce time required for housework.
- Since the turn of the century, each new generation of young women has entered the labor force in greater proportions and stayed at work longer. By 1970, over half of all American women were employed or looking for work; by 1990, nearly three quarters were doing so. The rise in welfare benefits during the 1950s and 1960s may have made poor women less dependent on men by providing them with an alternative source of economic support. However, welfare was only a small part of a much larger change that was enabling all women, rich and poor alike, to live more easily without a husband.
- (10) A second factor in the growth of single motherhood is the decline in men’s earning power relative to women’s. After World War II and up through the early 1970s, both men and women benefitted from a strong economy. While women were becoming more self-sufficient during the 1950s and 1960s, men’s wages and employment opportunities were increasing as well. Consequently, while more women could afford to live alone, the economic payoff from marriage continued to rise. After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow. In 1970, female workers earned 59 percent as much as male workers; by 1980, they earned 65 percent as much and by 1990 74 percent. (These numbers, which come from a study by Suzanne Bianchi to be published by the Russell Sage Foundation, are based on full-time workers between the ages of 25 and 34.) In just two short decades, the economic payoff from marriage had declined by 15 percentage points. Such reductions are likely to increase single motherhood.
- (11) The narrowing of the wage gap occurred among adults from all social strata, but the source of the narrowing varied. Among those with a college education, men were doing well, but women were doing even better. Between 1980 and 1990, the earnings of college-educated women grew by 17 percent, while the earnings of college-educated men grew by only 5 percent. (Again, I am referring to full-time workers, aged 25 to 34). Thus, even though the benefits of marriage were declining, women still had much to gain from pooling resources with a man.

According to the passage, what do U.S. conservatives blame for the rise in single motherhood?

- A. Increasing ages among women at the time of their first marriages.
- B. Increasing out-of-wedlock birth rates.
- C. Increasing divorce rates.
- D. Welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

First sentence of the third paragraph (3) gives the answer.

QUESTION 457

Why Has Single Motherhood Increased?

- (1) Changes in children’s living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very high levels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
- (2) These trends exist in all western, industrialized countries. Divorce rates more than doubled in most countries between 1960 and 1990; in some they increased fourfold. Single parenthood also increased in nearly all western countries between 1970 and the late 1980s. Yet the U.S. has the highest prevalence of single-parent families, and it has experienced the largest increase between 1970 and 1990.
- (3) In the view of conservatives, welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying. In some parts of the country, welfare may provide poor women with more economic security than marriage does. However, for three reasons, the argument that welfare caused the growth in single-parent families does not withstand scrutiny.
- (4) The trend in welfare benefits between 1960 and 1990 does not match the trend in single motherhood. Welfare and single motherhood both increased dramatically during the 1960s and early 1970s. After 1974, however, welfare benefits declined, but single motherhood continued to rise. The real value of the welfare benefit package (cash assistance plus food stamps) for a family of four with no other income fell from \$10,133 in 1972 to \$8,374 in 1980 and to \$7,657 in 1992, a loss of 26 percent between 1972 and 1992 (in 1992 dollars).

- (5) Increases in welfare cannot explain why single motherhood grew among more advantaged women. Since 1960, divorce and single parenthood have grown among women with a college education, who are not likely to be motivated by the promise of a welfare check.
- (6) Welfare payments cannot explain why single motherhood is more common in the United States than in other industrialized countries. Nearly all the Western European countries have much more generous payments for single mothers than the U.S., yet the prevalence of single motherhood is lower in these countries. One way to compare the “costs” of single motherhood in different countries is to compare the poverty rates of single mothers with those of married mothers. While single mothers have higher poverty rates than married mothers in all industrialized countries, they are worst off in the United States.
- (7) If welfare is not to blame, what is? Three factors seem to be primarily responsible.
- (8) The first is the growing economic independence of women. Women who can support themselves outside marriage can be picky about when and whom they marry. They can leave bad marriages and they can afford to bear and raise children on their own. Thus, single mothers will be more common in a society where women are more economically independent, all else being equal.
- (9) American women have moved steadily toward economic independence throughout this century thanks to increased hourly wages, greater control over child-bearing, and technological advances that reduce time required for housework. Since the turn of the century, each new generation of young women has entered the labor force in greater proportions and stayed at work longer. By 1970, over half of all American women were employed or looking for work; by 1990, nearly three quarters were doing so. The rise in welfare benefits during the 1950s and 1960s may have made poor women less dependent on men by providing them with an alternative source of economic support. However, welfare was only a small part of a much larger change that was enabling all women, rich and poor alike, to live more easily without a husband.
- (10) A second factor in the growth of single motherhood is the decline in men’s earning power relative to women’s. After World War II and up through the early 1970s, both men and women benefitted from a strong economy. While women were becoming more self-sufficient during the 1950s and 1960s, men’s wages and employment opportunities were increasing as well. Consequently, while more women could afford to live alone, the economic payoff from marriage continued to rise. After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow. In 1970, female workers earned 59 percent as much as male workers; by 1980, they earned 65 percent as much and by 1990 74 percent. (These numbers, which come from a study by Suzanne Bianchi to be published by the Russell Sage Foundation, are based on full-time workers between the ages of 25 and 34.) In just two short decades, the economic payoff from marriage had declined by 15 percentage points. Such reductions are likely to increase single motherhood.
- (11) The narrowing of the wage gap occurred among adults from all social strata, but the source of the narrowing varied. Among those with a college education, men were doing well, but women were doing even better. Between 1980 and 1990, the earnings of college-educated women grew by 17 percent, while the earnings of college-educated men grew by only 5 percent. (Again, I am referring to full-time workers, aged 25 to 34). Thus, even though the benefits of marriage were declining, women still had much to gain from pooling resources with a man.

The statements offered by the author in the second paragraph (2) are used to denote:

- A. That single motherhood is not just a U.S. problem.
- B. That single motherhood is a global crisis.
- C. That single motherhood is a western, industrialized problem, but the U.S. has a more extreme problem than most.
- D. That single motherhood is an increasingly attractive option for raising children.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The first two sentences of the paragraph explicitly state that it’s a problem of western, industrialized nations, but the final sentence contrasts the U.S.’s problem as worse than most.

QUESTION 458

Why Has Single Motherhood Increased?

- (1) Changes in children’s living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very high levels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
- (2) These trends exist in all western, industrialized countries. Divorce rates more than doubled in most countries between 1960 and 1990; in some they increased fourfold. Single parenthood also increased in nearly all western countries between 1970 and the late 1980s. Yet the U.S. has the highest prevalence of single-parent families, and it has experienced the largest increase between 1970 and 1990.
- (3) In the view of conservatives, welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying. In some parts of the country, welfare may provide poor women with more economic security than marriage does. However, for three reasons, the argument that welfare caused the growth in single-parent families does not withstand scrutiny.
- (4) The trend in welfare benefits between 1960 and 1990 does not match the trend in single motherhood. Welfare and single motherhood both increased dramatically during the 1960s and early 1970s. After 1974, however, welfare benefits declined, but single motherhood continued to rise. The real value of the welfare benefit package (cash assistance plus food stamps) for a family of four with no other income fell from \$10,133 in 1972 to \$8,374 in 1980 and to \$7,657 in 1992, a loss of 26 percent between 1972 and 1992 (in 1992 dollars).

- (5) Increases in welfare cannot explain why single motherhood grew among more advantaged women. Since 1960, divorce and single parenthood have grown among women with a college education, who are not likely to be motivated by the promise of a welfare check.
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- (7) If welfare is not to blame, what is? Three factors seem to be primarily responsible.
- (8) The first is the growing economic independence of women. Women who can support themselves outside marriage can be picky about when and whom they marry. They can leave bad marriages and they can afford to bear and raise children on their own. Thus, single mothers will be more common in a society where women are more economically independent, all else being equal.
- (9) American women have moved steadily toward economic independence throughout this century thanks to increased hourly wages, greater control over child-bearing, and technological advances that reduce time required for housework. Since the turn of the century, each new generation of young women has entered the labor force in greater proportions and stayed at work longer. By 1970, over half of all American women were employed or looking for work; by 1990, nearly three quarters were doing so. The rise in welfare benefits during the 1950s and 1960s may have made poor women less dependent on men by providing them with an alternative source of economic support. However, welfare was only a small part of a much larger change that was enabling all women, rich and poor alike, to live more easily without a husband.
- (10) A second factor in the growth of single motherhood is the decline in men’s earning power relative to women’s. After World War II and up through the early 1970s, both men and women benefitted from a strong economy. While women were becoming more self-sufficient during the 1950s and 1960s, men’s wages and employment opportunities were increasing as well. Consequently, while more women could afford to live alone, the economic payoff from marriage continued to rise. After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow. In 1970, female workers earned 59 percent as much as male workers; by 1980, they earned 65 percent as much and by 1990 74 percent. (These numbers, which come from a study by Suzanne Bianchi to be published by the Russell Sage Foundation, are based on full-time workers between the ages of 25 and 34.) In just two short decades, the economic payoff from marriage had declined by 15 percentage points. Such reductions are likely to increase single motherhood.
- (11) The narrowing of the wage gap occurred among adults from all social strata, but the source of the narrowing varied. Among those with a college education, men were doing well, but women were doing even better. Between 1980 and 1990, the earnings of college-educated women grew by 17 percent, while the earnings of college-educated men grew by only 5 percent. (Again, I am referring to full-time workers, aged 25 to 34). Thus, even though the benefits of marriage were declining, women still had much to gain from pooling resources with a man.

In the passage, the author answers all of the following questions **EXCEPT**:

- A. How do we know welfare benefits are not the answer for the rise in single motherhood?
- B. How do we know the U.S. has a bigger issue with single motherhood than other industrialized nations?
- C. Does the trend in welfare benefits between 1960 and 1990 match the trend in single motherhood?
- D. Which data illustrate that single mothers are becoming more economically dependent on government?

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It is the view of the passage that women are becoming more economically independent, NOT dependent.

QUESTION 459

Why Has Single Motherhood Increased?

- (1) Changes in children’s living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very high levels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
- (2) These trends exist in all western, industrialized countries. Divorce rates more than doubled in most countries between 1960 and 1990; in some they increased fourfold. Single parenthood also increased in nearly all western countries between 1970 and the late 1980s. Yet the U.S. has the highest prevalence of single-parent families, and it has experienced the largest increase between 1970 and 1990.
- (3) In the view of conservatives, welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying. In some parts of the country, welfare may provide poor women with more economic security than marriage does. However, for three reasons, the argument that welfare caused the growth in single-parent families does not withstand scrutiny.
- (4) The trend in welfare benefits between 1960 and 1990 does not match the trend in single motherhood. Welfare and single motherhood both increased dramatically during the 1960s and early 1970s. After 1974, however, welfare benefits declined, but single motherhood continued to rise. The real value of the welfare benefit package (cash assistance plus food stamps) for a family of four with no other income fell from \$10,133 in 1972 to \$8,374 in 1980 and to \$7,657 in 1992, a loss of 26 percent between 1972 and 1992 (in 1992 dollars).

- (5) Increases in welfare cannot explain why single motherhood grew among more advantaged women. Since 1960, divorce and single parenthood have grown among women with a college education, who are not likely to be motivated by the promise of a welfare check.
- (6) Welfare payments cannot explain why single motherhood is more common in the United States than in other industrialized countries. Nearly all the Western European countries have much more generous payments for single mothers than the U.S., yet the prevalence of single motherhood is lower in these countries. One way to compare the “costs” of single motherhood in different countries is to compare the poverty rates of single mothers with those of married mothers. While single mothers have higher poverty rates than married mothers in all industrialized countries, they are worst off in the United States.
- (7) If welfare is not to blame, what is? Three factors seem to be primarily responsible.
- (8) The first is the growing economic independence of women. Women who can support themselves outside marriage can be picky about when and whom they marry. They can leave bad marriages and they can afford to bear and raise children on their own. Thus, single mothers will be more common in a society where women are more economically independent, all else being equal.
- (9) American women have moved steadily toward economic independence throughout this century thanks to increased hourly wages, greater control over child-bearing, and technological advances that reduce time required for housework. Since the turn of the century, each new generation of young women has entered the labor force in greater proportions and stayed at work longer. By 1970, over half of all American women were employed or looking for work; by 1990, nearly three quarters were doing so. The rise in welfare benefits during the 1950s and 1960s may have made poor women less dependent on men by providing them with an alternative source of economic support. However, welfare was only a small part of a much larger change that was enabling all women, rich and poor alike, to live more easily without a husband.
- (10) A second factor in the growth of single motherhood is the decline in men’s earning power relative to women’s. After World War II and up through the early 1970s, both men and women benefitted from a strong economy. While women were becoming more self-sufficient during the 1950s and 1960s, men’s wages and employment opportunities were increasing as well. Consequently, while more women could afford to live alone, the economic payoff from marriage continued to rise. After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow. In 1970, female workers earned 59 percent as much as male workers; by 1980, they earned 65 percent as much and by 1990 74 percent. (These numbers, which come from a study by Suzanne Bianchi to be published by the Russell Sage Foundation, are based on full-time workers between the ages of 25 and 34.) In just two short decades, the economic payoff from marriage had declined by 15 percentage points. Such reductions are likely to increase single motherhood.
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The principal tone of the passage can best be described as:

- A. nostalgic
- B. critical
- C. sympathetic
- D. frightened



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage does not invoke feelings of nostalgia as it deals only in data and conclusions that can be drawn from it. This reality also rules out the emotionally-driven answers of options C and D, leaving option B.

QUESTION 460

Why Has Single Motherhood Increased?

- (1) Changes in children’s living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very high levels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
- (2) These trends exist in all western, industrialized countries. Divorce rates more than doubled in most countries between 1960 and 1990; in some they increased fourfold. Single parenthood also increased in nearly all western countries between 1970 and the late 1980s. Yet the U.S. has the highest prevalence of single-parent families, and it has experienced the largest increase between 1970 and 1990.
- (3) In the view of conservatives, welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying. In some parts of the country, welfare may provide poor women with more economic security than marriage does. However, for three reasons, the argument that welfare caused the growth in single-parent families does not withstand **scrutiny**.
- (4) The trend in welfare benefits between 1960 and 1990 does not match the trend in single motherhood. Welfare and single motherhood both increased dramatically during the 1960s and early 1970s. After 1974, however, welfare benefits declined, but single motherhood continued to rise. The real value of the welfare benefit package (cash assistance plus food stamps) for a family of four with no other income fell from \$10,133 in 1972 to \$8,374 in 1980 and to \$7,657 in 1992, a loss of 26 percent between 1972 and 1992 (in 1992 dollars).

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As it is used at the end of paragraph 3, the word “scrutiny” most nearly means:

- A. ignorance
- B. investigation
- C. conformity
- D. contrast



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

When you scrutinize something, you inspect it for flaws and strengths. As a result, answers A and C make little sense, and D only goes so far in describing the concept of the word.

QUESTION 461

Why Has Single Motherhood Increased?

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The author uses the statement, “Nearly all the Western European countries have much more generous payments for single mothers than the U.S., yet the prevalence of single motherhood is lower in these countries,” to mean that:

- A. Welfare benefits have little to do with the rise of single motherhood.
- B. Welfare benefits are the reason women are single mothers.
- C. Welfare benefits are only common in Western European countries.
- D. Characterize welfare benefits as an important stepping stone for single mothers.



Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The author is demonstrating that in countries where there is more welfare available to single mothers, there are less cases of single motherhood, thus contradicting the conservative claim that more welfare equals more single motherhood.

QUESTION 462

Why Has Single Motherhood Increased?

- (1) Changes in children’s living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very high levels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
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- While single mothers have higher poverty rates than married mothers in all industrialized countries, they are worst off in the United States.
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How does the author determine “the gender gap” between women’s and men’s earnings?

- A. By subtracting women’s earnings from men’s earnings.
- B. By multiplying women’s earnings times men’s earnings.
- C. By dividing men’s earnings by women’s earnings.
- D. By dividing women’s earnings by men’s earnings.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

This sentence – “After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow.”

QUESTION 463

Why Has Single Motherhood Increased?

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One factor the author does not endorse as contributing to the rise of single motherhood is:

- A. The growing economic independence of women.
- B. A decline in men’s earning power relative to women’s.
- C. Unchanging attitudes toward individual freedom during the 1960s.
- D. A shift in social norms and values during the 1960s that reduced the stigma associated with divorce and nonmarital childbearing.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer C is correct. Answers A, B, and D, are the three factors the author postulates as being behind the rise. The author also notes, “Attitudes toward individual freedom also changed during the 1960s,” which answer C opposes.

QUESTION 464

Why Has Single Motherhood Increased?

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- (7) If welfare is not to blame, what is? Three factors seem to be primarily responsible.
- (8) The first is the growing economic independence of women. Women who can support themselves outside marriage can be picky about when and whom they marry. They can leave bad marriages and they can afford to bear and raise children on their own. Thus, single mothers will be more common in a society where women are more economically independent, all else being equal.
- (9) American women have moved steadily toward economic independence throughout this century thanks to increased hourly wages, greater control over child-bearing, and technological advances that reduce time required for housework. Since the turn of the century, each new generation of young women has entered the labor force in greater proportions and stayed at work longer. By 1970, over half of all American women were employed or looking for work; by 1990, nearly three quarters were doing so. The rise in welfare benefits during the 1950s and 1960s may have made poor women less dependent on men by providing them with an alternative source of economic support. However, welfare was only a small part of a much larger change that was enabling all women, rich and poor alike, to live more easily without a husband.
- (10) A second factor in the growth of single motherhood is the decline in men’s earning power relative to women’s. After World War II and up through the early 1970s, both men and women benefitted from a strong economy. While women were becoming more self-sufficient during the 1950s and 1960s, men’s wages and employment opportunities were increasing as well. Consequently, while more women could afford to live alone, the economic payoff from marriage continued to rise. After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow. In 1970, female workers earned 59 percent as much as male workers; by 1980, they earned 65 percent as much and by 1990 74 percent. (These numbers, which come from a study by Suzanne Bianchi to be published by the Russell Sage Foundation, are based on full-time workers between the ages of 25 and 34.) In just two short decades, the economic payoff from marriage had declined by 15 percentage points. Such reductions are likely to increase single motherhood.
- (11) The narrowing of the wage gap occurred among adults from all social strata, but the source of the narrowing varied. Among those with a college education, men were doing well, but women were doing even better. Between 1980 and 1990, the earnings of college-educated women grew by 17 percent, while the earnings of college-educated men grew by only 5 percent. (Again, I am referring to full-time workers, aged 25 to 34). Thus, even though the benefits of marriage were declining, women still had much to gain from pooling resources with a man.

Among the following quotations from the passage, the one that best summarizes what the author sees as proof against the “welfare causes single motherhood” argument is the following:

- A. “When the economic gains from marriage declined in the 1970s, it’s not surprising that declines in marriage rates soon followed.”
- B. “Many of the young people who are now having trouble finding and keeping a mate were born during the 1960s when divorce rates were rising.”
- C. “Increases in welfare cannot explain why single motherhood grew among more advantaged women.”
- D. “Welfare payments cannot explain why single motherhood is more common in the United States than in other industrialized countries.”

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer C is correct. Answers C and D are viable options, but D doesn’t go far enough. Yes, the U.S. is more privileged than other countries, but that is not stated in the sentence. Answer C goes into more detail and states that the rise in single motherhood is greater among women who are not on welfare, thus “advantaged.”

QUESTION 465

Why Has Single Motherhood Increased?

- (1) Changes in children’s living arrangements result from long-standing trends in marriage, divorce, and fertility. Divorce rates in the United States have been going up since the turn of the century and have recently stabilized at very high levels. Out-of-wedlock birth rates have been going up gradually since at least the early 1940s. After 1960, the age of women at their first marriages began to rise, increasing the proportion of young women who might become unwed mothers. Together, these forces have fueled the growth of single parenthood during the postwar period.
- (2) These trends exist in all western, industrialized countries. Divorce rates more than doubled in most countries between 1960 and 1990; in some they increased fourfold. Single parenthood also increased in nearly all western countries between 1970 and the late 1980s. Yet the U.S. has the highest prevalence of single-parent families, and it has experienced the largest increase between 1970 and 1990.
- (3) In the view of conservatives, welfare benefits in the United States have reduced the costs of single motherhood and discouraged young men and women from marrying. In some parts of the country, welfare may provide poor women with more economic security than marriage does. However, for three reasons, the argument that welfare caused the growth in single-parent families does not withstand scrutiny.
- (4) The trend in welfare benefits between 1960 and 1990 does not match the trend in single motherhood. Welfare and single motherhood both increased dramatically during the 1960s and early 1970s. After 1974, however, welfare benefits declined, but single motherhood continued to rise. The real value of the welfare benefit package (cash assistance plus food stamps) for a family of four with no other income fell from \$10,133 in 1972 to \$8,374 in 1980 and to \$7,657 in 1992, a loss of 26 percent between 1972 and 1992 (in 1992 dollars).
- (5) Increases in welfare cannot explain why single motherhood grew among more advantaged women. Since 1960, divorce and single parenthood have grown among women with a college education, who are not likely to be motivated by the promise of a welfare check.

- (6) Welfare payments cannot explain why single motherhood is more common in the United States than in other industrialized countries. Nearly all the Western European countries have much more generous payments for single mother than the U.S., yet the prevalence of single motherhood is lower in these countries. One way to compare the “costs” of single motherhood in different countries is to compare the poverty rates of single mothers with those of married mothers. While single mothers have higher poverty rates than married mothers in all industrialized countries, they are worst off in the United States.
- (7) If welfare is not to blame, what is? Three factors seem to be primarily responsible.
- (8) The first is the growing economic independence of women. Women who can support themselves outside marriage can be picky about when and whom they marry. They can leave bad marriages and they can afford to bear and raise children on their own. Thus, single mothers will be more common in a society where women are more economically independent, all else being equal.
- (9) American women have moved steadily toward economic independence throughout this century thanks to increased hourly wages, greater control over child-bearing, and technological advances that reduce time required for housework. Since the turn of the century, each new generation of young women has entered the labor force in greater proportions and stayed at work longer. By 1970, over half of all American women were employed or looking for work; by 1990, nearly three quarters were doing so. The rise in welfare benefits during the 1950s and 1960s may have made poor women less dependent on men by providing them with an alternative source of economic support. However, welfare was only a small part of a much larger change that was enabling all women, rich and poor alike, to live more easily without a husband.
- (10) A second factor in the growth of single motherhood is the decline in men’s earning power relative to women’s. After World War II and up through the early 1970s, both men and women benefitted from a strong economy. While women were becoming more self-sufficient during the 1950s and 1960s, men’s wages and employment opportunities were increasing as well. Consequently, while more women could afford to live alone, the economic payoff from marriage continued to rise. After 1970, however, the gender gap in earnings (women’s earnings divided by men’s earnings) began to narrow. In 1970, female workers earned 59 percent as much as male workers; by 1980, they earned 65 percent as much and by 1990 74 percent. (These numbers, which come from a study by Suzanne Bianchi to be published by the Russell Sage Foundation, are based on full-time workers between the ages of 25 and 34.) In just two short decades, the economic payoff from marriage had declined by 15 percentage points. Such reductions are likely to increase single motherhood.
- (11) The narrowing of the wage gap occurred among adults from all social strata, but the source of the narrowing varied. Among those with a college education, men were doing well, but women were doing even better. Between 1980 and 1990, the earnings of college-educated women grew by 17 percent, while the earnings of college-educated men grew by only 5 percent. (Again, I am referring to full-time workers, aged 25 to 34). Thus, even though the benefits of marriage were declining, women still had much to gain from pooling resources with a man.

The last paragraph differs from the first paragraph in that in the last paragraph the author:

- A. Hones in on a specific set of data rather than offering a bird's-eye view.
- B. Describes the problem of single motherhood as a whole.
- C. Indicates women still have something to gain from traditional marriage.
- D. Decries the continuing wage gap in America.



Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It draws an accurate contrast between what the two paragraphs are trying to accomplish.

QUESTION 466

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

- (1) **Exempting churches from taxation upholds the separation of church and state embodied by the Establishment Clause of the First Amendment of the US Constitution.** The US Supreme Court, in a majority opinion written by Chief Justice Warren E. Burger in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: “The exemption creates only a minimal and remote involvement between church and state, and far less than taxation of churches. It restricts the fiscal relationship between church and state, and tends to complement and reinforce the desired separation insulating each from the other.”
- (2) **Requiring churches to pay taxes would endanger the free expression of religion and violate the Free Exercise Clause of the First Amendment of the US Constitution.** By taxing churches, the government would be empowered to penalize or shut them down if they default on their payments. The US Supreme Court confirmed this in *McCulloch v. Maryland* (1819) when it stated: “the power to tax involves the power to destroy.”
- (3) **Churches earn their tax exemption by contributing to the public good.** Churches offer numerous social services to people in need, including soup kitchens, homeless shelters, afterschool programs for poor families, assistance to victims of domestic violence, etc. These efforts relieve government of doing work it would otherwise be obliged to undertake.
- (4) **Taxing churches would place government above religion.** The Biblical book of Judges says that those who rule society are appointed directly by God. Evangelist and former *USA Today* columnist Don Boys, PhD, asked “will any Bible believer maintain that government is over the Church of the Living God? I thought Christ was preeminent over all.”
- (5) **A tax exemption for churches is not a subsidy to religion, and is therefore constitutional.** As stated by US Supreme Court Chief Justice Warren E. Burger in his majority opinion in *Walz v. Tax Commission of the City of New York* (1970), “The grant of a tax exemption is not sponsorship, since the government does not transfer part of its revenue to churches, but simply abstains from demanding that the church supports the state. No one has ever suggested that tax exemption has converted libraries, art galleries, or hospitals into arms of the state or put employees ‘on the public payroll.’ There is no genuine nexus between tax exemption and establishment of religion.”

- (6) **Poor and disadvantaged people relying on assistance from their local churches would suffer if churches were to lose their tax-exempt status.** According to Vincent Becker, Monsignor of the Immaculate Conception Church in Wellsville, NY, the food and clothing programs his church offers would be threatened by a tax burden: "All of a sudden, we would be hit with something we haven't had to face in the past... We base all the things that we do on the fact that we do not have to pay taxes on the buildings." Crucial services would either be eliminated or relegated to cash-strapped local governments if churches were to lose their tax exemptions.

'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional."
- (8) **A tax exemption is a privilege, not a right.** Governments have traditionally granted this privilege to churches because of the positive contribution they are presumed to make to the community, but there is no such provision in the US Constitution.
- (9) **Churches receive special treatment from the IRS beyond what other nonprofits receive, and such favoritism is unconstitutional.** While secular charities are compelled to report their income and financial structure to the IRS using Form 990 (Return of Organization Exempt From Income Tax), churches are granted automatic exemption from federal income tax without having to file a tax return.
- (10) **A tax break for churches forces all American taxpayers to support religion, even if they oppose some or all religious doctrines.** As Mark Twain argued: "no church property is taxed and so the infidel and the atheist and the man without religion are taxed to make up the deficit in the public income thus caused."
- (11) **A tax exemption is a form of subsidy, and the Constitution bars government from subsidizing religion.** William H. Rehnquist, then-Chief Justice of the US Supreme Court, declared on behalf of a unanimous court in *Regan v. Taxation with Representation* (1983): "Both tax exemptions and tax deductibility are a form of subsidy that is administered through the tax system. A tax exemption has much the same effect as a cash grant to the organization of the amount of tax it would have to pay on its income."
- (12) **The tax code makes no distinction between authentic religions and fraudulent startup "faiths," which benefit at taxpayers' expense.** In spring 2010, Oklahoma awarded tax exempt status to Satanist group The Church of the IV Majesties. In Mar. 2004, the IRS warned of an increase in schemes that "exploit legitimate laws to establish sham one-person, nonprofit religious corporations" charging \$1,000 or more per person to attend "seminars." The Church of Scientology, which *TIME* Magazine described in May 1991 as a "thriving cult of greed and power" and "a hugely profitable global racket," was granted federal income tax exemption in Oct. 1993. The *New York Times* reported that this "saved the church tens of millions of dollars in taxes."

This question pertains to the "PRO" portion of the passage. Choose the answer that best completes the following question.

According to information in the first paragraph (1), tax exemption for churches was decided by the:

- A. U.S. Supreme Court's dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970.
- B. U.S. Supreme Court's majority opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970.
- C. Establishment Clause of the First Amendment of the US Constitution.
- D. None of the above.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer B is correct. It cannot be answer A because dissenting opinions do not affirm law. It cannot be answer C because while the Establishment Clause of the Constitution was used in rendering majority opinion, it did not decide the issue. Only a court can do that at the judicial level. And since the majority opinion decided the matter, answer D is also false.

QUESTION 467

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

- (1) **Exempting churches from taxation upholds the separation of church and state embodied by the Establishment Clause of the First Amendment of the US Constitution.** The US Supreme Court, in a majority opinion written by Chief Justice Warren E. Burger in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "The exemption creates only a minimal and remote involvement between church and state, and far less than taxation of churches. It restricts the fiscal relationship between church and state, and tends to complement and reinforce the desired separation insulating each from the other."
- (2) **Requiring churches to pay taxes would endanger the free expression of religion and violate the Free Exercise Clause of the First Amendment of the US Constitution.** By taxing churches, the government would be empowered to penalize or shut them down if they default on their payments. The US Supreme Court confirmed this in *McCulloch v. Maryland* (1819) when it stated: "the power to tax involves the power to destroy."
- (3) **Churches earn their tax exemption by contributing to the public good.** Churches offer numerous social services to people in need, including soup kitchens, homeless shelters, afterschool programs for poor families, assistance to victims of domestic violence, etc. These efforts relieve government of doing work it would otherwise be obliged to undertake.

(4) **Taxing churches would place government above religion.** The Biblical book of Judges says that those who rule society are appointed directly by God. Evangelist and former *USA Today* columnist Don Boys, PhD, asked “will any Bible believer maintain that government is over the Church of the Living God? I thought Christ was preeminent over all.”

(5) **A tax exemption for churches is not a subsidy to religion, and is therefore constitutional.** As stated by US Supreme Court Chief Justice Warren E. Burger in his majority opinion in *Walz v. Tax Commission of the City of New York* (1970), “The grant of a tax exemption is not sponsorship, since the government does not transfer part of its revenue to churches, but simply abstains from demanding that the church supports the state. No one has ever suggested that tax exemption has converted libraries, art galleries, or hospitals into arms of the state or put employees ‘on the public payroll.’ There is no genuine nexus between tax exemption and establishment of religion.”

(6) **Poor and disadvantaged people relying on assistance from their local churches would suffer if churches were to lose their tax-exempt status.** According to Vincent Becker, Monsignor of the Immaculate Conception Church in Wellsville, NY, the food and clothing programs his church offers would be threatened by a tax burden: “All of a sudden, we would be hit with something we haven’t had to face in the past... We base all the things that we do on the fact that we do not have to pay taxes on the buildings.” Crucial services would either be eliminated or relegated to cash-strapped local governments if churches were to lose their tax exemptions.

'CON' PASSAGE

(7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: “If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional.”

(8) **A tax exemption is a privilege, not a right.** Governments have traditionally granted this privilege to churches because of the positive contribution they are presumed to make to the community, but there is no such provision in the US Constitution.

(9) **Churches receive special treatment from the IRS beyond what other nonprofits receive, and such favoritism is unconstitutional.** While secular charities are compelled to report their income and financial structure to the IRS using Form 990 (Return of Organization Exempt From Income Tax), churches are granted automatic exemption from federal income tax without having to file a tax return.

(10) **A tax break for churches forces all American taxpayers to support religion, even if they oppose some or all religious doctrines.** As Mark Twain argued: “no church property is taxed and so the infidel and the atheist and the man without religion are taxed to make up the deficit in the public income thus caused.”

(11) **A tax exemption is a form of subsidy, and the Constitution bars government from subsidizing religion.** William H. Rehnquist, then-Chief Justice of the US Supreme Court, declared on behalf of a unanimous court in *Regan v. Taxation with Representation* (1983): “Both tax exemptions and tax deductibility are a form of subsidy that is administered through the tax system. A tax exemption has much the same effect as a cash grant to the organization of the amount of tax it would have to pay on its income.”

(12) **The tax code makes no distinction between authentic religions and fraudulent startup “faiths,” which benefit at taxpayers’ expense.** In spring 2010, Oklahoma awarded tax exempt status to Satanist group The Church of the IV Majesties. In Mar. 2004, the IRS warned of an increase in schemes that “exploit legitimate laws to establish sham one-person, nonprofit religious corporations” charging \$1,000 or more per person to attend “seminars.” The Church of Scientology, which *TIME* Magazine described in May 1991 as a “thriving cult of greed and power” and “a hugely profitable global racket,” was granted federal income tax exemption in Oct. 1993. The *New York Times* reported that this “saved the church tens of millions of dollars in taxes.”

This question pertains to the “PRO” portion of the passage. Choose the answer that best completes the following question.

According to the author, requiring churches to pay taxes would:

- A. Endanger the free expression of religion and violate the Free Exercise Clause of the First Amendment of the U.S. Constitution.
- B. Be a privilege, not a right.
- C. Constitute special treatment from the IRS beyond what other nonprofits receive.
- D. Violate the separation of church and state.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

You can find evidence at the start of paragraph 2.

QUESTION 468

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

(1) **Exempting churches from taxation upholds the separation of church and state embodied by the Establishment Clause of the First Amendment of the US Constitution.** The US Supreme Court, in a majority opinion written by Chief Justice Warren E. Burger in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: “The exemption creates only a minimal and remote involvement between church and state, and far less than taxation of churches. It restricts the fiscal relationship between church and state, and tends to complement and reinforce the desired separation insulating each from the other.”

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- (3) **Churches earn their tax exemption by contributing to the public good.** Churches offer numerous social services to people in need, including soup kitchens, homeless shelters, afterschool programs for poor families, assistance to victims of domestic violence, etc. These efforts relieve government of doing work it would otherwise be obliged to undertake.
- (4) **Taxing churches would place government above religion.** The Biblical book of Judges says that those who rule society are appointed directly by God. Evangelist and former *USA Today* columnist Don Boys, PhD, asked “will any Bible believer maintain that government is over the Church of the Living God? I thought Christ was preeminent over all.”
- (5) **A tax exemption for churches is not a subsidy to religion, and is therefore constitutional.** As stated by US Supreme Court Chief Justice Warren E. Burger in his majority opinion in *Walz v. Tax Commission of the City of New York* (1970), “The grant of a tax exemption is not sponsorship, since the government does not transfer part of its revenue to churches, but simply abstains from demanding that the church supports the state. No one has ever suggested that tax exemption has converted libraries, art galleries, or hospitals into arms of the state or put employees ‘on the public payroll.’ There is no genuine **nexus** between tax exemption and establishment of religion.”
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- 'CON' PASSAGE**
- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: “If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional.”
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- (10) **A tax break for churches forces all American taxpayers to support religion, even if they oppose some or all religious doctrines.** As Mark Twain argued: “no church property is taxed and so the infidel and the atheist and the man without religion are taxed to make up the deficit in the public income thus caused.”
- (11) **A tax exemption is a form of subsidy, and the Constitution bars government from subsidizing religion.** William H. Rehnquist, then-Chief Justice of the US Supreme Court, declared on behalf of a unanimous court in *Regan v. Taxation with Representation* (1983): “Both tax exemptions and tax deductibility are a form of subsidy that is administered through the tax system. A tax exemption has much the same effect as a cash grant to the organization of the amount of tax it would have to pay on its income.”
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This question pertains to the “PRO” portion of the passage. Choose the answer that best completes the following question.

The word “nexus” at the end of paragraph 5 likely means:

- A. Disconnection.
- B. Collusion.
- C. Connection.
- D. Rebuttal.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Having tax exemption is not symbolic that you are part of/owned/run by the state no matter what your institution.

QUESTION 469

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

- (1) **Exempting churches from taxation upholds the separation of church and state embodied by the Establishment Clause of the First Amendment of the US Constitution.** The US Supreme Court, in a majority opinion written by Chief Justice Warren E. Burger in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "The exemption creates only a minimal and remote involvement between church and state, and far less than taxation of churches. It restricts the fiscal relationship between church and state, and tends to complement and reinforce the desired separation insulating each from the other."
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'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional."
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This question pertains to the "PRO" portion of the passage. Choose the answer that best completes the following question.

According to the author, why would poor and disadvantaged people suffer as a result of the state taxing churches?

- A. The poor would no longer receive a subsidy from the government.
- B. The poor would have less resources available to them.
- C. Taxing churches when their members receive no monetary gain would amount to double taxation.
- D. Already cash-strapped governments would be left to pick up the slack left by tax-burdened churches that would either have to eliminate or reduce key programs.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer D is correct. Answer A is false in that the author mentions nothing about the poor receiving subsidies from the government. Answer B, while true, does not adequately explain the reasoning to the extent the author explicitly does.

Answer C could be true, but it's not mentioned in the excerpt.

QUESTION 470

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

- (1) **Exempting churches from taxation upholds the separation of church and state embodied by the Establishment Clause of the First Amendment of the US Constitution.** The US Supreme Court, in a majority opinion written by Chief Justice Warren E. Burger in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "The exemption creates only a minimal and remote involvement between church and state, and far less than taxation of churches. It restricts the fiscal relationship between church and state, and tends to complement and reinforce the desired separation insulating each from the other."
- (2) **Requiring churches to pay taxes would endanger the free expression of religion and violate the Free Exercise Clause of the First Amendment of the US Constitution.** By taxing churches, the government would be empowered to penalize or shut them down if they default on their payments. The US Supreme Court confirmed this in *McCulloch v. Maryland* (1819) when it stated: "the power to tax involves the power to destroy."
- (3) **Churches earn their tax exemption by contributing to the public good.** Churches offer numerous social services to people in need, including soup kitchens, homeless shelters, afterschool programs for poor families, assistance to victims of domestic violence, etc. These efforts relieve government of doing work it would otherwise be obliged to undertake.
- (4) **Taxing churches would place government above religion.** The Biblical book of Judges says that those who rule society are appointed directly by God. Evangelist and former *USA Today* columnist Don Boys, PhD, asked "will any Bible believer maintain that government is over the Church of the Living God? I thought Christ was preeminent over all."
- (5) **A tax exemption for churches is not a subsidy to religion, and is therefore constitutional.** As stated by US Supreme Court Chief Justice Warren E. Burger in his majority opinion in *Walz v. Tax Commission of the City of New York* (1970), "The grant of a tax exemption is not sponsorship, since the government does not transfer part of its revenue to churches, but simply abstains from demanding that the church supports the state. No one has ever suggested that tax exemption has converted libraries, art galleries, or hospitals into arms of the state or put employees 'on the public payroll.' There is no genuine nexus between tax exemption and establishment of religion."
- (6) **Poor and disadvantaged people relying on assistance from their local churches would suffer if churches were to lose their tax-exempt status.** According to Vincent Becker, Monsignor of the Immaculate Conception Church in Wellsville, NY, the food and clothing programs his church offers would be threatened by a tax burden: "All of a sudden, we would be hit with something we haven't had to face in the past... We base all the things that we do on the fact that we do not have to pay taxes on the buildings." Crucial services would either be eliminated or relegated to cash-strapped local governments if churches were to lose their tax exemptions.

'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional."
- (8) **A tax exemption is a privilege, not a right.** Governments have traditionally granted this privilege to churches because of the positive contribution they are presumed to make to the community, but there is no such provision in the US Constitution.
- (9) **Churches receive special treatment from the IRS beyond what other nonprofits receive, and such favoritism is unconstitutional.** While secular charities are compelled to report their income and financial structure to the IRS using Form 990 (Return of Organization Exempt From Income Tax), churches are granted automatic exemption from federal income tax without having to file a tax return.
- (10) **A tax break for churches forces all American taxpayers to support religion, even if they oppose some or all religious doctrines.** As Mark Twain argued: "no church property is taxed and so the infidel and the atheist and the man without religion are taxed to make up the deficit in the public income thus caused."
- (11) **A tax exemption is a form of subsidy, and the Constitution bars government from subsidizing religion.** William H. Rehnquist, then-Chief Justice of the US Supreme Court, declared on behalf of a unanimous court in *Regan v. Taxation with Representation* (1983): "Both tax exemptions and tax deductibility are a form of subsidy that is administered through the tax system. A tax exemption has much the same effect as a cash grant to the organization of the amount of tax it would have to pay on its income."
- (12) **The tax code makes no distinction between authentic religions and fraudulent startup "faiths," which benefit at taxpayers' expense.** In spring 2010, Oklahoma awarded tax exempt status to Satanist group The Church of the IV Majesties. In Mar. 2004, the IRS warned of an increase in schemes that "exploit legitimate laws to establish sham one-person, nonprofit religious corporations" charging \$1,000 or more per person to attend "seminars." The Church of Scientology, which *TIME* Magazine described in May 1991 as a "thriving cult of greed and power" and "a hugely profitable global racket," was granted federal income tax exemption in Oct. 1993. The *New York Times* reported that this "saved the church tens of millions of dollars in taxes."

This question pertains to the "CON" portion of the passage. Choose the answer that best completes the following question.

Associate Justice of the US Supreme court, William O. Douglas, writes in his dissenting opinion about how nonbelievers deserve the same "protection by the articles of their faith" as believers.

What statement most clearly states his meaning?

- A. Nonbelievers are in grave danger when offering churches tax exempt status.
- B. If tax exemption signifies protection based on belief, then nonbelief is also a form of belief, and thus deserves the same protections. By offering tax exemption to one group and not the other, the state is discriminating.
- C. Tax exempt status separates real charities from those just trying to evade their taxes.
- D. None of the above.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer B is correct in that it most clearly encapsulates Douglas' meaning with what he writes in paragraph 7.

QUESTION 471

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

- (1) **Exempting churches from taxation upholds the separation of church and state embodied by the Establishment Clause of the First Amendment of the US Constitution.** The US Supreme Court, in a majority opinion written by Chief Justice Warren E. Burger in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "The exemption creates only a minimal and remote involvement between church and state, and far less than taxation of churches. It restricts the fiscal relationship between church and state, and tends to complement and reinforce the desired separation insulating each from the other."
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- (3) **Churches earn their tax exemption by contributing to the public good.** Churches offer numerous social services to people in need, including soup kitchens, homeless shelters, afterschool programs for poor families, assistance to victims of domestic violence, etc. These efforts relieve government of doing work it would otherwise be obliged to undertake.
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- (5) **A tax exemption for churches is not a subsidy to religion, and is therefore constitutional.** As stated by US Supreme Court Chief Justice Warren E. Burger in his majority opinion in *Walz v. Tax Commission of the City of New York* (1970), "The grant of a tax exemption is not sponsorship, since the government does not transfer part of its revenue to churches, but simply abstains from demanding that the church supports the state. No one has ever suggested that tax exemption has converted libraries, art galleries, or hospitals into arms of the state or put employees 'on the public payroll.' There is no genuine nexus between tax exemption and establishment of religion."
- (6) **Poor and disadvantaged people relying on assistance from their local churches would suffer if churches were to lose their tax-exempt status.** According to Vincent Becker, Monsignor of the Immaculate Conception Church in Wellsville, NY, the food and clothing programs his church offers would be threatened by a tax burden: "All of a sudden, we would be hit with something we haven't had to face in the past... We base all the things that we do on the fact that we do not have to pay taxes on the buildings." Crucial services would either be eliminated or relegated to cash-strapped local governments if churches were to lose their tax exemptions.

'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional."
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“saved the church tens of millions of dollars in taxes.”

This question pertains to the “CON” portion of the passage. Choose the answer that best completes the following question.

According to the author, why do churches with tax-exempt status receive “special treatment”?

- A. Because they make the world a better place.
- B. Because they do not rock the boat with the political powers-that-be.
- C. Because secular charities are compelled to report their income and financial structure to the IRS, but churches receive automatic exemption from federal income tax without having to file a tax return.
- D. None of the above.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph 9.

QUESTION 472

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

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'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: “If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional.”
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This question pertains to the "CON" portion of the passage. Choose the answer that best completes the following question.

What does the author mean when talking about "startup religions"?

- A. Those with genuine religious belief.
- B. Those that seek to be recognized as a religion to help more people.
- C. Those that seek to be recognized as a religion solely for the tax benefits.
- D. Those that believe in only one god.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

By referring to the "startup" religions in paragraph 12 as "fraudulent," the author seeks to call out a very real weakness in the U.S. tax code.

QUESTION 473

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

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'CON' PASSAGE

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This question pertains to the “CON” portion of the passage. Choose the answer that best completes the following question.

How does the author seek to characterize the Church of Scientology?

- A. As a legitimate offshoot of Christianity.
- B. As a genuinely held belief structure that was first revealed to author L. Ron Hubbard.
- C. As a legitimate charity, but not a religious body.
- D. As a potentially fraudulent “startup” religion that sought to save “tens of millions” of dollars through recognition as a genuine religious body.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Paragraph 12, while not passing judgment on the Church of Scientology, does use it as “evidence” of fraudulent startup religions that are squarely in it for the tax savings.

QUESTION 474

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

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'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional."
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This question pertains to the "CON" portion of the passage. Choose the answer that best completes the following question.

The authors of the "CON" passage would most likely see atheists as:

- A. Just another religious group looking to cash in on tax exemption.
- B. A highly persecuted group deserving of tax exemption.
- C. A group whose nonbelief is just as or more viable than traditional faiths, yet who is discriminated against through the practice of tax exemptions for religious bodies.
- D. Targets of the U.S. Supreme Court.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

See the Douglas quote from paragraph 7.

QUESTION 475

Should Churches Be Taxed? Pros and Cons <http://churchesandtaxes.procon.org>

'PRO' PASSAGE

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(6) **Poor and disadvantaged people relying on assistance from their local churches would suffer if churches were to lose their tax-exempt status.** According to Vincent Becker, Monsignor of the Immaculate Conception Church in Wellsville, NY, the food and clothing programs his church offers would be threatened by a tax burden: "All of a sudden, we would be hit with something we haven't had to face in the past... We base all the things that we do on the fact that we do not have to pay taxes on the buildings." Crucial services would either be eliminated or relegated to cash-strapped local governments if churches were to lose their tax exemptions.

'CON' PASSAGE

- (7) **Tax exemptions for churches violate the separation of church and state enshrined in the Establishment Clause of the First Amendment of the US Constitution.** By providing a financial benefit to religious institutions, government is supporting religion. Associate Justice of the US Supreme court, William O. Douglas, in his dissenting opinion in *Walz v. Tax Commission of the City of New York*, decided May 4, 1970, stated: "If believers are entitled to public financial support, so are nonbelievers. A believer and nonbeliever under the present law are treated differently because of the articles of their faith... I conclude that this tax exemption is unconstitutional."
- (8) **A tax exemption is a privilege, not a right.** Governments have traditionally granted this privilege to churches because of the positive contribution they are presumed to make to the community, but there is no such provision in the US Constitution.
- (9) **Churches receive special treatment from the IRS beyond what other nonprofits receive, and such favoritism is unconstitutional.** While secular charities are compelled to report their income and financial structure to the IRS using Form 990 (Return of Organization Exempt From Income Tax), churches are granted automatic exemption from federal income tax without having to file a tax return.
- (10) **A tax break for churches forces all American taxpayers to support religion, even if they oppose some or all religious doctrines.** As Mark Twain argued: "no church property is taxed and so the infidel and the atheist and the man without religion are taxed to make up the deficit in the public income thus caused."
- (11) **A tax exemption is a form of subsidy, and the Constitution bars government from subsidizing religion.** William H. Rehnquist, then-Chief Justice of the US Supreme Court, declared on behalf of a unanimous court in *Regan v. Taxation with Representation* (1983): "Both tax exemptions and tax deductibility are a form of subsidy that is administered through the tax system. A tax exemption has much the same effect as a cash grant to the organization of the amount of tax it would have to pay on its income."
- (12) **The tax code makes no distinction between authentic religions and fraudulent startup "faiths," which benefit at taxpayers' expense.** In spring 2010, Oklahoma awarded tax exempt status to Satanist group The Church of the IV Majesties. In Mar. 2004, the IRS warned of an increase in schemes that "exploit legitimate laws to establish sham one-person, nonprofit religious corporations" charging \$1,000 or more per person to attend "seminars." The Church of Scientology, which *TIME* Magazine described in May 1991 as a "thriving cult of greed and power" and "a hugely profitable global racket," was granted federal income tax exemption in Oct. 1993. The *New York Times* reported that this "saved the church tens of millions of dollars in taxes."

This question asks about both passages.

The accounts of the "PRO" and "CON" passages are similar in that they:

- A. Refer to the Establishment Clause of the First Amendment of the U.S. Constitution as evidence both for and against tax exempt status for churches.
- B. Refer to the Warren Burger opinion to prove their for and against points.
- C. Refer to fraudulent or phony religions.
- D. Refer to Justice Burger as the father of modern theology.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Check the first paragraph of each excerpt.

QUESTION 476

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
- (2) The current warming trend is of particular significance because most of it is extremely likely (greater than 95 percent probability) to be the result of human activity since the mid-20th century and proceeding at a rate that is unprecedented over decades to millennia.
- (3) Earth-orbiting satellites and other technological advances have enabled scientists to see the big picture, collecting many different types of information about our planet and its climate on a global scale. This body of data, collected over many years, reveals the signals of a changing climate.

- (4) The heat-trapping nature of carbon dioxide and other gases was demonstrated in the mid-19th century. Their ability to affect the transfer of infrared energy through the atmosphere is the scientific basis of many instruments flown by NASA. There is no question that increased levels of greenhouse gases must cause the Earth to warm in response.
- (5) Ice cores drawn from Greenland, Antarctica, and tropical mountain glaciers show that the Earth's climate responds to changes in greenhouse gas levels. Ancient evidence can also be found in tree rings, ocean sediments, coral reefs, and layers of sedimentary rocks. This ancient, or paleoclimate, evidence reveals that current warming is occurring roughly ten times faster than the average rate of ice-age-recovery warming.
- (6) The evidence for rapid climate change is compelling: **Sea Level Rise**
- (7) Global sea level rose about 8 inches in the last century. The rate in the last two decades, however, is nearly double that of the last century.

Global Temperature Rise

- (8) The planet's average surface temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees Celsius) since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past 35 years, with 16 of the 17 warmest years on record occurring since 2001. Not only was 2016 the warmest year on record, but eight of the 12 months that make up the year – from January through September, with the exception of June – were the warmest on record for those respective months.

Warming Oceans

- (9) The oceans have absorbed much of this increased heat, with the top 700 meters (about 2,300 feet) of ocean showing warming of 0.302 degrees Fahrenheit since 1969.

Shrinking Ice Sheets

- (10) The Greenland and Antarctic ice sheets have decreased in mass. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 150 to 250 cubic kilometers (36 to 60 cubic miles) of ice per year between 2002 and 2006, while Antarctica lost about 152 cubic kilometers (36 cubic miles) of ice between 2002 and 2005.

Declining Arctic Sea Ice

- (11) Both the extent and thickness of Arctic sea ice has declined rapidly over the last several decades.

Glacial Retreat

- (12) Glaciers are retreating almost everywhere around the world – including in the Alps, Himalayas, Andes, Rockies, Alaska and Africa.

Extreme Events

- (13) The number of record high temperature events in the United States has been increasing, while the number of record low temperature events has been decreasing, since 1950. The U.S. has also witnessed increasing numbers of intense rainfall events.

Ocean Acidification

- (14) Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

The following statement best describes the intent of the passage:

- A. Climate change is a hoax perpetrated by the political left.
- B. Climate change is the end of civilization as we know it.
- C. There is compelling evidence that climate change exists.
- D. There is 100 percent proof climate change exists and that warming trends are caused by humans.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage takes a clear-eyed view of climate change based on scientific evidence and doesn't draw conclusions about what it will mean for the future of civilization. It also states there is 95 percent proof of warming trends being humancaused, not 100.

QUESTION 477

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
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- (3) Earth-orbiting satellites and other technological advances have enabled scientists to see the big picture, collecting many different types of information about our planet and its climate on a global scale. This body of data, collected over many years, reveals the signals of a changing climate.
- (4) The heat-trapping nature of carbon dioxide and other gases was demonstrated in the mid-19th century. Their ability to affect the transfer of infrared energy through the atmosphere is the scientific basis of many instruments flown by NASA. There is no question that increased levels of greenhouse gases must cause the Earth to warm in response.
- (5) Ice cores drawn from Greenland, Antarctica, and tropical mountain glaciers show that the Earth's climate responds to changes in greenhouse gas levels. Ancient evidence can also be found in tree rings, ocean sediments, coral reefs, and layers of sedimentary rocks. This ancient, or paleoclimate, evidence reveals that current warming is occurring roughly ten times faster than the average rate of ice-age-recovery warming.
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Ocean Acidification

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Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

How long has it been since the last ice age ended?

- A. 650,000 years
- B. 7,000 years
- C. 100 years
- D. Since the mid-19th century

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The last ice age ended 7,000 years ago, according to the second sentence of paragraph one (1).

QUESTION 478

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
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Ocean Acidification

- (14) Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

The human activity that, with 95 percent certainty, is causing current significant warming trends began:

- A. With the Industrial Revolution
- B. With the Renaissance
- C. With the mid-19th Century
- D. With the mid-20th Century

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph two (2).



QUESTION 479

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
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- (4) The heat-trapping nature of carbon dioxide and other gases was demonstrated in the mid-19th century. Their ability to affect the transfer of infrared energy through the atmosphere is the scientific basis of many instruments flown by NASA. There is no question that increased levels of greenhouse gases must cause the Earth to warm in response.
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Ocean Acidification

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Decreased Snow Cover

(15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

Ice cores drawn from Greenland, Antarctica, and tropical mountain glaciers show:

- A. That the Earth's climate responds to changes in greenhouse gas levels.
- B. That the Earth's climate does not respond to changes in greenhouse gas levels.
- C. That the Earth's climate is unrelated to greenhouse gases.
- D. That the Earth's climate can only be saved if traditional manufacturing gets its act together.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained at the start of paragraph five (5).

QUESTION 480

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
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Global Temperature Rise

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- (14) Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

When was the warmest year on record, according to the passage?

- A. 2001
- B. 2002
- C. 2016
- D. 2006

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

See "Global Temperature Rise" section, last sentence.

QUESTION 481

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
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- (6) The evidence for rapid climate change is compelling: **Sea Level Rise**
- (7) Global sea level rose about 8 inches in the last century. The rate in the last two decades, however, is nearly double that of the last century.

Global Temperature Rise

- (8) The planet's average surface temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees Celsius) since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past 35 years, with 16 of the 17 warmest years on record occurring since 2001. Not only was 2016 the warmest year on record, but eight of the 12 months that make up the year – from January through September, with the exception of June – were the warmest on record for those respective months.

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Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

What is causing increased ocean acidification, according to the author?

A. Humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans.

- B. Decreased snow cover.
- C. Extreme events like hurricanes and tornados.
- D. The extent and thickness of Arctic sea ice has declined rapidly over the last several decades.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

See “Ocean Acidification” section.

QUESTION 482

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth’s climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth’s orbit that change the amount of solar energy our planet receives.
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- (11) Both the extent and thickness of Arctic sea ice has declined rapidly over the last several decades.

Glacial Retreat

- (12) Glaciers are retreating almost everywhere around the world – including in the Alps, Himalayas, Andes, Rockies, Alaska and Africa.

Extreme Events

- (13) The number of record high temperature events in the United States has been increasing, while the number of record low temperature events has been decreasing, since 1950. The U.S. has also witnessed increasing numbers of intense rainfall events.

Ocean Acidification

- (14) Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

According to the author, how does NASA know ice sheets are shrinking?

- A. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 36 to 60 cubic kilometers of ice per year between 2002 and 2006.
- B. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 150 to 250 cubic kilometers (36 to 60 cubic miles) of ice per year between 2002 and 2006, while Antarctica lost about 36 cubic kilometers of ice between 2002 and 2005.
- C. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 36 to 60 cubic miles of ice per year between 2002 and 2006, while Antarctica lost about 36 cubic miles of ice between 2002 and 2005.
- D. None of the above.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It does omit the cubic kilometers, but units of measurement are right on.

QUESTION 483

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
- (2) The current warming trend is of particular significance because most of it is extremely likely (greater than 95 percent probability) to be the result of human activity since the mid-20th century and proceeding at a rate that is unprecedented over decades to millennia.
- (3) Earth-orbiting satellites and other technological advances have enabled scientists to see the big picture, collecting many different types of information about our planet and its climate on a global scale. This body of data, collected over many years, reveals the signals of a changing climate.
- (4) The heat-trapping nature of carbon dioxide and other gases was demonstrated in the mid-19th century. Their ability to affect the transfer of infrared energy through the atmosphere is the scientific basis of many instruments flown by NASA. There is no question that increased levels of greenhouse gases must cause the Earth to warm in response.
- (5) Ice cores drawn from Greenland, Antarctica, and tropical mountain glaciers show that the Earth's climate responds to changes in greenhouse gas levels. Ancient evidence can also be found in tree rings, ocean sediments, coral reefs, and layers of sedimentary rocks. This ancient, or paleoclimate, evidence reveals that current warming is occurring roughly ten times faster than the average rate of ice-age-recovery warming.
- (6) The evidence for rapid climate change is compelling: **Sea Level Rise**
- (7) Global sea level rose about 8 inches in the last century. The rate in the last two decades, however, is nearly double that of the last century.

Global Temperature Rise

- (8) The planet's average surface temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees Celsius) since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past 35 years, with 16 of the 17 warmest years on record occurring since 2001. Not only was 2016 the warmest year on record, but eight of the 12 months that make up the year – from January through September, with the exception of June – were the warmest on record for those respective months.

Warming Oceans

- (9) The oceans have absorbed much of this increased heat, with the top 700 meters (about 2,300 feet) of ocean showing warming of 0.302 degrees Fahrenheit since 1969.

Shrinking Ice Sheets

- (10) The Greenland and Antarctic ice sheets have decreased in mass. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 150 to 250 cubic kilometers (36 to 60 cubic miles) of ice per year between 2002 and 2006, while Antarctica lost about 152 cubic kilometers (36 cubic miles) of ice between 2002 and 2005.

Declining Arctic Sea Ice

- (11) Both the extent and thickness of Arctic sea ice has declined rapidly over the last several decades.

Glacial Retreat

- (12) Glaciers are retreating almost everywhere around the world – including in the Alps, Himalayas, Andes, Rockies, Alaska and Africa.

Extreme Events

- (13) The number of record high temperature events in the United States has been increasing, while the number of record low temperature events has been decreasing, since 1950. The U.S. has also witnessed increasing numbers of intense rainfall events.

Ocean Acidification

- (14) Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

Give one indication that weather events are exacerbating climate change.

- A. Record high temperature events in the United States have been decreasing.
- B. Record low temperature events in the United States have been increasing.
- C. Record high and low temperature events have been on the rise.
- D. High temperature events are on the rise; low temperature events on the decline; and there are increasing numbers of intense rainfall events.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It is a restatement of the "Extreme Events" section. The other options are corrupt in their restatements of what that paragraph actually says.

QUESTION 484

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

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(6) The evidence for rapid climate change is compelling: **Sea Level Rise**

(7) Global sea level rose about 8 inches in the last century. The rate in the last two decades, however, is nearly double that of the last century.

Global Temperature Rise

(8) The planet's average surface temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees Celsius) since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past 35 years, with 16 of the 17 warmest years on record occurring since 2001. Not only was 2016 the warmest year on record, but eight of the 12 months that make up the year – from January through September, with the exception of June – were the warmest on record for those respective months.

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Decreased Snow Cover

(15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

The passage cites what as the greatest cause of climate change?

- A. Global temperature increases
- B. Glacial retreat
- C. Warming oceans
- D. None of the above.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The passage does not give a “greatest cause.” It lays out multiple factors that are working together to create the climate change issue.

QUESTION 485

Climate Change: How Do We Know?

<https://climate.nasa.gov/evidence/>

- (1) The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era – and of human civilization. Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.
- (2) The current warming trend is of particular significance because most of it is extremely likely (greater than 95 percent probability) to be the result of human activity since the mid-20th century and proceeding at a rate that is unprecedented over decades to millennia.
- (3) Earth-orbiting satellites and other technological advances have enabled scientists to see the big picture, collecting many different types of information about our planet and its climate on a global scale. This body of data, collected over many years, reveals the signals of a changing climate.
- (4) The heat-trapping nature of carbon dioxide and other gases was demonstrated in the mid-19th century. Their ability to affect the transfer of infrared energy through the atmosphere is the scientific basis of many instruments flown by NASA. There is no question that increased levels of greenhouse gases must cause the Earth to warm in response.
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- (7) Global sea level rose about 8 inches in the last century. The rate in the last two decades, however, is nearly double that of the last century.

Global Temperature Rise

- (8) The planet's average surface temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees Celsius) since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past 35 years, with 16 of the 17 warmest years on record occurring since 2001. Not only was 2016 the warmest year on record, but eight of the 12 months that make up the year – from January through September, with the exception of June – were the warmest on record for those respective months.

Warming Oceans

- (9) The oceans have absorbed much of this increased heat, with the top 700 meters (about 2,300 feet) of ocean showing warming of 0.302 degrees Fahrenheit since 1969.

Shrinking Ice Sheets

- (10) The Greenland and Antarctic ice sheets have decreased in mass. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost 150 to 250 cubic kilometers (36 to 60 cubic miles) of ice per year between 2002 and 2006, while Antarctica lost about 152 cubic kilometers (36 cubic miles) of ice between 2002 and 2005.

Declining Arctic Sea Ice

- (11) Both the extent and thickness of Arctic sea ice has declined rapidly over the last several decades.

Glacial Retreat

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Extreme Events

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Ocean Acidification

- (14) Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

Decreased Snow Cover

- (15) Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

The author points out that much of what is known about modern climate change comes from advances in technology, including Earth-orbiting satellites. If that's the case, how are scientists able to tell current climate change trends are any different from other periods throughout human history?

- A. They can't score a point for climate change skeptics and deniers.
- B. Ancient man was also quite advanced in technology and had other means available to measure their effects on earth.

- C. Ancient evidence can be found in tree rings, ocean sediments, coral reefs, and layers of sedimentary rocks – paleoclimate evidence – which reveal current warming is occurring roughly ten times faster than the average rate of ice-age-recovery warming.
- D. None of the above.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

The answer is directly stated in paragraph five (5).

QUESTION 486

From *How to Break Your Addiction to a Person* by

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. "It's like something takes hold of me," she cried.
- (3) What is it that takes hold of her? Why does this capable and otherwise rational woman remain so intensely involved with a man who is consistently rejecting, who repeatedly causes her pain? Why, when she tries to give up this relationship, does she experience even more acute torment?

ADDICTION TO A PERSON

- (4) Looked at closely, Eileen's attachment to Peter has all the characteristics of an addiction. I am not using the term "addiction" symbolically or metaphorically. Not only is it possible but it is extremely common for one person in a love relationship to become addicted to the other. Stanton Peele, in his book *Love and Addiction*, recognized the addictive nature of some love relationships. Reviewing many studies of drug addiction, he noted a frequent conclusion – that the addicting element is not so much in the substance (such as alcohol or tobacco or a narcotic) but in the person who is addicted. In love relationships, this addictive element takes the form of a compelling need to connect with and to remain connected with a particular person. But is this need always an addiction? Why call it an addiction at all? Why not simply call it love or preference or a sense of commitment?
- (5) Often there is a lot of love and commitment in an addictive relationship, but to be genuinely loving and committed one must freely choose another person, and one of the hallmarks of an addiction is that it is a compulsive drive which, by definition, means that it limits this freedom. The alcoholic or drug addict feels driven toward the addictive substance even when he knows it is bad for him. And when there is a strong addictive element in a relationship, the feeling is "I must have this person, and I must remain attached to this person, even if this relationship is bad for me."
- (6) So, the first indication that we are dealing with an addiction is its compulsive quality. The second is the panic one feels at the possible absence of the substance. Alcoholics often feel panic when they are not sure where the next drink is coming from. Drug addicts experience this fear when their supply of drugs is running out. Nicotine addicts may become very uneasy about being in a place where smoking is not permitted. And people in an addictive relationship may experience overwhelming panic at the thought of breaking the relationship. I have often heard of people sitting at the telephone and beginning to dial the number of their partner in an unhappy love affair, determined to tell him or her that it is all over, but their anxiety becomes so great they have to hang up.
- (7) The third hallmark of an addiction is the withdrawal symptoms. As bad as the panic is in contemplating or moving toward a possible breakup, it cannot compare to the devastation when the breakup actually happens. A person who has just ended an addictive relationship may suffer greater agony than drug addicts, smokers, and alcoholics endure when they go cold turkey, and in many ways the reaction is similar. Often, for example, there is physical pain (the chest, stomach, and abdomen are particularly reactive), weeping, sleep disturbances (some people can't sleep, others may sleep too much), irritability, depression, and the feeling that there is no place to go and no way to end the discomfort except to go back to the old substance (person). The craving can become so intense it often defeats the sufferer's best intentions and drives him right back to the source of his addiction.
- (8) The fourth hallmark of an addiction is that after the mourning period, there is often a sense of liberation, triumph, and accomplishment. This differs from the slow, sad acceptance and healing that follows a non-addictive loss.
- (9) Underlying all these reactions, the essential similarity between addicts, whether their addiction is to a substance or a person, is a sense of incompleteness, emptiness, despair, sadness, and being lost that he believes he can remedy only through his connection to something or someone outside himself. This something or someone becomes the center of his existence, and he is willing to do himself a great deal of damage to keep his connection with it intact.
- (10) If we look back at Eileen's tie to Peter, we can see many of the signs of addiction. She feels compelled to be in contact with him, she panics when she thinks about ending it, and has intense and agonizing withdrawal symptoms, including physical disturbances from which she can only find immediate relief by reestablishing a connection with him. And despite her considerable accomplishments and her many appealing qualities, she has serious doubts about whether she is within herself a complete, adequate, and lovable person if she is without her connection to Peter.

The following statement best summarizes the author's take on addiction in relationships:

- A. Addiction in a relationship is purely psychological and does not have physical manifestations on the sufferer.
- B. Addiction in relationships features many of the same signs and symptoms as addiction to a substance and can have physical effects that are just as real.
- C. People experiencing addiction to a person need to put on their big boy (or girl) pants.
- D. Addiction to a person can kill.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It most completely summarizes the author's points within the whole of the passage.

QUESTION 487

From How to Break Your Addiction to a Person by

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. "It's like something takes hold of me," she cried.
- (3) What is it that takes hold of her? Why does this capable and otherwise rational woman remain so intensely involved with a man who is consistently rejecting, who repeatedly causes her pain? Why, when she tries to give up this relationship, does she experience even more acute torment?

ADDICTION TO A PERSON

- (4) Looked at closely, Eileen's attachment to Peter has all the characteristics of an addiction. I am not using the term "addiction" symbolically or metaphorically. Not only is it possible but it is extremely common for one person in a love relationship to become addicted to the other. Stanton Peele, in his book *Love and Addiction*, recognized the addictive nature of some love relationships. Reviewing many studies of drug addiction, he noted a frequent conclusion – that the addicting element is not so much in the substance (such as alcohol or tobacco or a narcotic) but in the person who is addicted. In love relationships, this addictive element takes the form of a compelling need to connect with and to remain connected with a particular person. But is this need always an addiction? Why call it an addiction at all? Why not simply call it love or preference or a sense of commitment?
- (5) Often there is a lot of love and commitment in an addictive relationship, but to be genuinely loving and committed one must freely choose another person, and one of the hallmarks of an addiction is that it is a compulsive drive which, by definition, means that it limits this freedom. The alcoholic or drug addict feels driven toward the addictive substance even when he knows it is bad for him. And when there is a strong addictive element in a relationship, the feeling is "I must have this person, and I must remain attached to this person, even if this relationship is bad for me."
- (6) So, the first indication that we are dealing with an addiction is its compulsive quality. The second is the panic one feels at the possible absence of the substance. Alcoholics often feel panic when they are not sure where the next drink is coming from. Drug addicts experience this fear when their supply of drugs is running out. Nicotine addicts may become very uneasy about being in a place where smoking is not permitted. And people in an addictive relationship may experience overwhelming panic at the thought of breaking the relationship. I have often heard of people sitting at the telephone and beginning to dial the number of their partner in an unhappy love affair, determined to tell him or her that it is all over, but their anxiety becomes so great they have to hang up.
- (7) The third hallmark of an addiction is the withdrawal symptoms. As bad as the panic is in contemplating or moving toward a possible breakup, it cannot compare to the devastation when the breakup actually happens. A person who has just ended an addictive relationship may suffer greater agony than drug addicts, smokers, and alcoholics endure when they go cold turkey, and in many ways the reaction is similar. Often, for example, there is physical pain (the chest, stomach, and abdomen are particularly reactive), weeping, sleep disturbances (some people can't sleep, others may sleep too much), irritability, depression, and the feeling that there is no place to go and no way to end the discomfort except to go back to the old substance (person). The craving can become so intense it often defeats the sufferer's best intentions and drives him right back to the source of his addiction.
- (8) The fourth hallmark of an addiction is that after the mourning period, there is often a sense of liberation, triumph, and accomplishment. This differs from the slow, sad acceptance and healing that follows a non-addictive loss.
- (9) Underlying all these reactions, the essential similarity between addicts, whether their addiction is to a substance or a person, is a sense of incompleteness, emptiness, despair, sadness, and being lost that he believes he can remedy only through his connection to something or someone outside himself. This something or someone becomes the center of his existence, and he is willing to do himself a great deal of damage to keep his connection with it intact.

- (10) If we look back at Eileen's tie to Peter, we can see many of the signs of addiction. She feels compelled to be in contact with him, she panics when she thinks about ending it, and has intense and agonizing withdrawal symptoms, including physical disturbances from which she can only find immediate relief by reestablishing a connection with him. And despite her considerable accomplishments and her many appealing qualities, she has serious doubts about whether she is within herself a complete, adequate, and lovable person if she is without her connection to Peter.

How does the author know Eileen is addicted to Peter?

- A. She thinks of him and their relationship often.
- B. She writes about it a lot for her magazine.
- C. She exhibits many of the same behaviors and reactions as a person addicted to drugs or alcohol.
- D. She is drawn in by the respect that Peter shows to her.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:

See the last paragraph.

QUESTION 488

From *How to Break Your Addiction to a Person* by

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. "It's like something takes hold of me," she cried.
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- (8) The fourth hallmark of an addiction is that after the mourning period, there is often a sense of liberation, triumph, and accomplishment. This differs from the slow, sad acceptance and healing that follows a non-addictive loss.

- (9) Underlying all these reactions, the essential similarity between addicts, whether their addiction is to a substance or a person, is a sense of incompleteness, emptiness, despair, sadness, and being lost that he believes he can remedy only through his connection to something or someone outside himself. This something or someone becomes the center of his existence, and he is willing to do himself a great deal of damage to keep his connection with it intact.
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What is one example of Peter's "cruelty" within the passage?

- A. He no-shows their dates.
- B. He strikes her.
- C. He cheats on her repeatedly.
- D. He makes her pay for her own meals.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained near the end of paragraph one (1).

QUESTION 489

From How to Break Your Addiction to a Person *by*

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. "It's like something takes hold of me," she cried.
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ADDICTION TO A PERSON

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Why was Eileen later furious about the trip Peter asked her to come away with him on, according to the author?

- A. He hit on other women while he was standing in front of her.
- B. He did not inform her until they left for the trip that she would be spending much of her time alone as he had to attend a conference.
- C. He had forgotten her birthday.
- D. He wanted her to quit her job to accompany him.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained at the start of paragraph two (2).

QUESTION 490

From How to Break Your Addiction to a Person by

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. "It's like something takes hold of me," she cried.
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ADDICTION TO A PERSON

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According to the author, how common is addiction to a person in a love relationship?

- A. It's only "possible," but not proven.
- B. It is exceedingly rare.
- C. It's possible but only symbolically or metaphorically.
- D. It is extremely common.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph four (4), directly under "ADDICTION TO A PERSON" subhead.

QUESTION 491

From How to Break Your Addiction to a Person by

Howard Halpern



- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. "It's like something takes hold of me," she cried.
- (3) What is it that takes hold of her? Why does this capable and otherwise rational woman remain so intensely involved with a man who is consistently rejecting, who repeatedly causes her pain? Why, when she tries to give up this relationship, does she experience even more acute torment?

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- (7) The third hallmark of an addiction is the withdrawal symptoms. As bad as the panic is in contemplating or moving toward a possible breakup, it cannot compare to the devastation when the breakup actually happens. A person who has just ended an addictive relationship may suffer greater agony than drug addicts, smokers, and alcoholics endure when they go cold turkey, and in many ways the reaction is similar. Often, for example, there is physical pain (the chest, stomach, and abdomen are particularly reactive), weeping, sleep disturbances (some people can't sleep, others may sleep too much), irritability, depression, and the feeling that there is no place to go and no way to end the discomfort except to go back to the old substance (person). The craving can become so intense it often defeats the sufferer's best intentions and drives him right back to the source of his addiction.
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What does the author cite as the "essential similarity" between addicts to a person and addicts to a substance?

- A. A sense of incompleteness, sadness, or being lost that can only be remedied by a connection to the other person.
- B. A sense of completeness, emptiness, despair, sadness, and being lost that can only be remedied through his connection to something or someone outside himself.
- C. Heart problems.
- D. None of the above.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

Explanation:

It is a paraphrase of an explanation given in the next-to-last paragraph of the passage.



QUESTION 492

From *How to Break Your Addiction to a Person* by

Howard Halpern

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All of the following are examples of Eileen's addiction to Peter EXCEPT:

- A. She feels compelled to be in contact with him.
- B. She panics when she thinks about ending their relationship.
- C. She has intense and agonizing withdrawal symptoms, including physical disturbances from which she can only find immediate relief by reestablishing a connection with him.
- D. She feels complete, adequate, and lovable when she is with him.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Answer D is correct. Answers A, B, and C, are all examples of her addiction. While Peter may make her think those things about herself in answer D, the fact she doesn't feel that way without him shows a void that he is causing her in the relationship.

QUESTION 493

From How to Break Your Addiction to a Person by

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to "grab a cab and come over." And she would get out of bed, dress, and take a taxi to his apartment.
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Which of the following does the author identify as the “fourth hallmark” of an addiction?

- A. Withdrawal symptoms
- B. Compulsive behaviors
- C. A sense of liberation, triumph, and accomplishment to follow the “mourning” period brought on by the loss of the addictive person or substance.
- D. Panic at the absence of a substance or person.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

Explanation:
Explained in paragraph eight (8).

QUESTION 494

From *How to Break Your Addiction to a Person* by

Howard Halpern

- (1) Eileen is an attractive and talented twenty-eight-year-old editor of a woman's magazine. She had come to see me for psychotherapy because her physician had told her that her skin rashes and difficulty sleeping were emotional in origin. For the past two years she had been involved with Peter, a dynamic and successful architect, and it was during this time that her symptoms had developed. It was easy to see why. At best, Peter treated her badly. Often, he was cruel. And Eileen would put up with his treatment. They would have a date, and he'd fail to show up. Then he might call about 2 a.m., make a weak excuse, and tell her to “grab a cab and come over.” And she would get out of bed, dress, and take a taxi to his apartment.
- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. “It's like something takes hold of me,” she cried.
- (3) What is it that takes hold of her? Why does this capable and otherwise rational woman remain so intensely involved with a man who is consistently rejecting, who repeatedly causes her pain? Why, when she tries to give up this relationship, does she experience even more acute torment?

ADDICTION TO A PERSON

- (4) Looked at closely, Eileen's attachment to Peter has all the characteristics of an addiction. I am not using the term “addiction” symbolically or metaphorically. Not only is it possible but it is extremely common for one person in a love relationship to become addicted to the other. Stanton Peele, in his book *Love and Addiction*, recognized the addictive nature of some love relationships. Reviewing many studies of drug addiction, he noted a frequent conclusion – that

the addicting element is not so much in the substance (such as alcohol or tobacco or a narcotic) but in the person who is addicted. In love relationships, this addictive element takes the form of a compelling need to connect with and to remain connected with a particular person. But is this need always an addiction? Why call it an addiction at all? Why not simply call it love or preference or a sense of commitment?

- (5) Often there is a lot of love and commitment in an addictive relationship, but to be genuinely loving and committed one must freely choose another person, and one of the hallmarks of an addiction is that it is a compulsive drive which, by definition, means that it limits this freedom. The alcoholic or drug addict feels driven toward the addictive substance even when he knows it is bad for him. And when there is a strong addictive element in a relationship, the feeling is “I must have this person, and I must remain attached to this person, even if this relationship is bad for me.”
- (6) So, the first indication that we are dealing with an addiction is its compulsive quality. The second is the panic one feels at the possible absence of the substance. Alcoholics often feel panic when they are not sure where the next drink is coming from. Drug addicts experience this fear when their supply of drugs is running out. Nicotine addicts may become very uneasy about being in a place where smoking is not permitted. And people in an addictive relationship may experience overwhelming panic at the thought of breaking the relationship. I have often heard of people sitting at the telephone and beginning to dial the number of their partner in an unhappy love affair, determined to tell him or her that it is all over, but their anxiety becomes so great they have to hang up.
- (7) The third hallmark of an addiction is the withdrawal symptoms. As bad as the panic is in contemplating or moving toward a possible breakup, it cannot compare to the devastation when the breakup actually happens. A person who has just ended an addictive relationship may suffer greater agony than drug addicts, smokers, and alcoholics endure when they go cold turkey, and in many ways the reaction is similar. Often, for example, there is physical pain (the chest, stomach, and abdomen are particularly reactive), weeping, sleep disturbances (some people can't sleep, others may sleep too much), irritability, depression, and the feeling that there is no place to go and no way to end the discomfort except to go back to the old substance (person). The craving can become so intense it often defeats the sufferer's best intentions and drives him right back to the source of his addiction.
- (8) The fourth hallmark of an addiction is that after the mourning period, there is often a sense of liberation, triumph, and accomplishment. This differs from the slow, sad acceptance and healing that follows a non-addictive loss.
- (9) Underlying all these reactions, the essential similarity between addicts, whether their addiction is to a substance or a person, is a sense of incompleteness, emptiness, despair, sadness, and being lost that he believes he can remedy only through his connection to something or someone outside himself. This something or someone becomes the center of his existence, and he is willing to do himself a great deal of damage to keep his connection with it intact.
- (10) If we look back at Eileen's tie to Peter, we can see many of the signs of addiction. She feels compelled to be in contact with him, she panics when she thinks about ending it, and has intense and agonizing withdrawal symptoms, including physical disturbances from which she can only find immediate relief by reestablishing a connection with him. And despite her considerable accomplishments and her many appealing qualities, she has serious doubts about whether she is within herself a complete, adequate, and lovable person if she is without her connection to Peter.

Where does the addiction come from in an addictive relationship?

- A. From the substance or person to whom one is addicted.
B. From within the addicted person himself.
C. From alcohol.
D. From drugs.



Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph four (4) as author talks about the work of Stanton Peele, author of *Love and Addiction*.

QUESTION 495

From How to Break Your Addiction to a Person by

Howard Halpern

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- (2) In one session Eileen came in glowing because Peter, uncharacteristically, had asked her to go away with him to a resort for the weekend. But at the next session she was depressed and bitter. As they were on their way to what she had believed would be a romantic holiday, Peter informed her that he would be attending a business conference and that she would be alone most of the time. She had been furious, she yelled at him and cried, but, as so often before, he just accused her of being too demanding. When they returned from the weekend, she told him that she couldn't take it anymore and that she didn't want to see him again. He shrugged and left. In less than a week, in five days of agony, sleeplessness, despair, and a blotchy rash, she found herself dialing his number, willing to go back on the most humiliating terms. “It's like something takes hold of me,” she cried.
- (3) What is it that takes hold of her? Why does this capable and otherwise rational woman remain so intensely involved with a man who is consistently rejecting, who repeatedly causes her pain? Why, when she tries to give up this relationship, does she experience even more acute torment?

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- (10) If we look back at Eileen's tie to Peter, we can see many of the signs of addiction. She feels compelled to be in contact with him, she panics when she thinks about ending it, and has intense and agonizing withdrawal symptoms,including physical disturbances from which she can only find immediate relief by reestablishing a connection with him. And despite her considerable accomplishments and her many appealing qualities, she has serious doubts about whether she is within herself a complete, adequate, and lovable person if she is without her connection to Peter.

The author of the passage lists all of the following ailments as capable of afflicting a person, who is experiencing withdrawal from an addictive relationship, EXCEPT:

- A. Chest and abdomen pains.
- B. Weeping.
- C. Murderous rage.
- D. Depression.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

Explanation:

While this may be felt by such a person, it is not listed specifically in the text.

QUESTION 496

LITERARY NARRATIVE: This passage is adapted from the essay "Rough Water" by David McGlynn (©2008 by David McGlynn).

- (1) One of my best races could hardly be called a race at all. I was a senior in high school, gunning to qualify for the USA Junior Nationals. The previous summer I had missed the cut by less than a second in the mile, and just the daybefore, at my high school regional meet, I had come within three-tenths of a second in the 500-yard freestyle. The qualification time was 4:39.69; I swam a 4:39.95. The next day, Sunday, I drove with my mother to the far side of Houston where a time trial was being held – an informal, unadvertised event thrown together at the last minute. The only races swum were those the swimmers requested to swim. Most were short, flapping sprints in which swimmers attempted to shave off a few one-hundredths of a second. I didn't have the courage to face the mile, and since I'd struck out in the 500 the day before, I decided to swim the 1,000-yard freestyle. Forty lengths of the pool. It was a race I'd swum fast enough to believe that given the right confluence of circumstances – cold water, an aggressive heat, an energetic meet – I could make the cut. I had fifteen seconds to drop to qualify.
- (2) By the time I stood up on the blocks, I was not only the only one in the race, I was practically the only one in the natatorium. The horn sounded and I dove in. I was angry and disheartened at having missed the cut the day before and I had little belief that I could go any faster today.
- (3) About six hundred yards in, my coach started to pace. I stayed steady on, not in a hurry, not about to get my hopes up. In my mind, I had already missed the time. Then a boy from a rival high school, whom I hardly knew, unfolded his legs and climbed down from the bleachers and started to cheer. He squatted low to the water and pointed his finger toward the end of the pool, as if to say, *That's where you're going, now hurry up.* I thought, *If he's cheering, maybe I'm close.*

- (4) Sometimes a moment comes along when the world slows down, and though everything else moves around us at the same frenetic speed, we're afforded the opportunity to reflect in real-time rather than in retrospect. It is as though we slip into a worm-hole in the fabric of time and space, travel into the past and then back again to the present in the same instant. That morning, swimming, I remembered a day in late September the year before, the last day my swim team had use of an outdoor pool. All summer long my teammates and I swam under an open sky. After this day we would spend the rest of the season in a dank and moldy indoor pool.
- (5) The triangular backstroke flags were strung across the lanes and the adjacent diving well. My teammates liked to run down the long cement deck, jump out over the diving well, and try to grab hold of the line. Many of them could jump far enough to make it. I could not, though I tried every day. I tried that day, and missed. Since I would not have another shot until May, I decided to try again. I squared up and ran, my feet wet against the pavement, and just as my foot hit the water's edge, one of my teammates called out "Jump!" I bent my knees and pushed off hard and got my hand around the flag line. I pulled the whole thing into the water. Autumn was coming and I wondered if there was a metaphor in what I had just done; a fortune folded inside a cookie: my greatest effort would come when I was down to my last opportunity.
- (6) Now it was March and I was down to my last opportunity, thinking about that day and hearing the word "Jump!" as my eyes followed the finger of the boy pointing me onward. What I understood – not later, but right then, in the water – was how little this swim added up to in the world. I had spent more than a year training for this one swim, and when it was finished the world would be no different than before it began. If no one else cared, then the swim was mine alone. It mattered because it was the task before me *now*, the thing I wanted *now*. Swimming, I had long understood, is a constant choice between the now and the later: exhaustion now for the sake of fitness later, all those Friday nights spent in the pool in pursuit of an end that seemed always one step farther on. I was out of later, this was the end, and I made my choice. I cashed in the energy I set aside for climbing out of the pool and unfolding my towel and tying my shoes. I've never sprinted harder in my life, not before and not since. I hit the wall. I knew by instinct, by the spasm of my tendons and the ache in my bones, before I ever turned toward the clock or heard my coach scream, that I had made it.

The narrator of the passage can best be described as a swimmer who primarily:

- A. recalls the swim of his life and the factors that motivated him during that swim.
- B. remembers the events that inspired him to participate in a time trial at the Junior Nationals.
- C. contrasts the joy of winning competitions early in the season with his later struggles to succeed.
- D. chronicles his swimming career, from childhood through high school.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

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Which of the following events mentioned in the passage happened first chronologically?

- A. The narrator stood on the blocks at the Sunday time trial his senior year.
- B. The narrator leapt out over the diving well in late September.
- C. The narrator swam the 500-yard freestyle in the high school regional meet as a senior.
- D. The narrator heard a boy from a rival school cheering.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

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The narrator describes the natatorium as being nearly empty of spectators the day of his race in order to:

- A. illustrate that the perfect racing conditions the narrator had hoped for weren’t likely to occur.
- B. demonstrate that, contrary to the narrator’s expectations, the meet was energetic.
- C. explain why the narrator’s coach paced at the sound of the horn.
- D. identify why the narrator felt a rush of energy before the race.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

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The narrator indicates that when he swam the 1,000-yard freestyle in the time trials, the world, for a moment, seemed to:

- A. speed up, blurring past and present events.
- B. rush past, forcing him to reflect in retrospect.
- C. move in slow motion, as did everything around him.
- D. slow down, allowing him to reflect in real time.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 500

LITERARY NARRATIVE: This passage is adapted from the essay “Rough Water” by David McGlynn (©2008 by David McGlynn).

- (1) One of my best races could hardly be called a race at all. I was a senior in high school, gunning to qualify for the USA Junior Nationals. The previous summer I had missed the cut by less than a second in the mile, and just the daybefore, at my high school regional meet, I had come within three-tenths of a second in the 500-yard freestyle. The qualification time was 4:39.69; I swam a 4:39.95. The next day, Sunday, I drove with my mother to the far side of Houston where a time trial was being held – an informal, unadvertised event thrown together at the last minute. The only races swum were those the swimmers requested to swim. Most were short, flapping sprints in which swimmers attempted to shave off a few one-hundredths of a second. I didn’t have the courage to face the mile, and since I’d struck out in the 500 the day before, I decided to swim the 1,000-yard freestyle. Forty lengths of the pool. It was a race I’d swum fast enough to believe that given the right confluence of circumstances – cold water, an aggressive heat, an energetic meet – I could make the cut. I had fifteen seconds to drop to qualify.
- (2) By the time I stood up on the blocks, I was not only the only one in the race, I was practically the only one in the natatorium. The horn sounded and I dove in. I was angry and disheartened at having missed the cut the day before and I had little belief that I could go any faster today.
- (3) About six hundred yards in, my coach started to pace. I stayed steady on, not in a hurry, not about to get my hopes up. In my mind, I had already missed the time. Then a boy from a rival high school, whom I hardly knew, unfolded his legs and climbed down from the bleachers and started to cheer. He squatted low to the water and pointed his finger toward the end of the pool, as if to say, *That’s where you’re going, now hurry up.* I thought, *If he’s cheering, maybe I’m close.*

(4) Sometimes a moment comes along when the world slows down, and though everything else moves around us at the same frenetic speed, we're afforded the opportunity to reflect in real-time rather than in retrospect. It is as though we slip into a worm-hole in the fabric of time and space, travel into the past and then back again to the present in the same instant. That morning, swimming, I remembered a day in late September the year before, the last day my swim team had use of an outdoor pool. All summer long my teammates and I swam under an open sky. After this day we would spend the rest of the season in a dank and moldy indoor pool.

(5) The triangular backstroke flags were strung across the lanes and the adjacent diving well. My teammates liked to run down the long cement deck, jump out over the diving well, and try to grab hold of the line. Many of them could jump far enough to make it. I could not, though I tried every day. I tried that day, and missed. Since I would not have another shot until May, I decided to try again. I squared up and ran, my feet wet against the pavement, and just as my foot hit the water's edge, one of my teammates called out "Jump!" I bent my knees and pushed off hard and got my hand around the flag line. I pulled the whole thing into the water. Autumn was coming and I wondered if there was a metaphor in what I had just done; a fortune folded inside a cookie: my greatest effort would come when I was down to my last opportunity.

(6) Now it was March and I was down to my last opportunity, thinking about that day and hearing the word "Jump!" as my eyes followed the finger of the boy pointing me onward. What I understood – not later, but right then, in the water – was how little this swim added up to in the world. I had spent more than a year training for this one swim, and when it was finished the world would be no different than before it began. If no one else cared, then the swim was mine alone. It mattered because it was the task before me *now*, the thing I wanted *now*. Swimming, I had long understood, is a constant choice between the now and the later: exhaustion now for the sake of fitness later, all those Friday nights spent in the pool in pursuit of an end that seemed always one step farther on. I was out of later, this was the end, and I made my choice. I cashed in the energy I set aside for climbing out of the pool and unfolding my towel and tying my shoes. I've never sprinted harder in my life, not before and not since. I hit the wall. I knew by instinct, by the spasm of my tendons and the ache in my bones, before I ever turned toward the clock or heard my coach scream, that I had made it.

The passage indicates that during the narrator's swim at the time trial, he understood for the first time that:

- A. his goals would always be one step farther on.
- B. he had trained for this swim for over a year.
- C. the swim was an event that was important to him alone.
- D. swimming is a choice between the now and the later.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 501

LITERARY NARRATIVE: This passage is adapted from the essay "Rough Water" by David McGlynn (©2008 by David McGlynn).

(1) One of my best races could hardly be called a race at all. I was a senior in high school, gunning to qualify for the USA Junior Nationals. The previous summer I had missed the cut by less than a second in the mile, and just the day before, at my high school regional meet, I had come within three-tenths of a second in the 500-yard freestyle. The qualification time was 4:39.69; I swam a 4:39.95. The next day, Sunday, I drove with my mother to the far side of Houston where a time trial was being held – an informal, unadvertised event thrown together at the last minute. The only races swum were those the swimmers requested to swim. Most were short, flapping sprints in which swimmers attempted to shave off a few one-hundredths of a second. I didn't have the courage to face the mile, and since I'd struck out in the 500 the day before, I decided to swim the 1,000-yard freestyle. Forty lengths of the pool. It was a race I'd swum fast enough to believe that given the right confluence of circumstances – cold water, an aggressive heat, an energetic meet – I could make the cut. I had fifteen seconds to drop to qualify.

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(3) About six hundred yards in, my coach started to pace. I stayed steady on, not in a hurry, not about to get my hopes up. In my mind, I had already missed the time. Then a boy from a rival high school, whom I hardly knew, unfolded his legs and climbed down from the bleachers and started to cheer. He squatted low to the water and pointed his finger toward the end of the pool, as if to say, *That's where you're going, now hurry up.* I thought, *If he's cheering, maybe I'm close.*

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Based on the passage, the “end” the narrator mentions in paragraph 6 most likely refers to his:

- A. final pursuit of fitness.
- B. last chance to qualify for Junior Nationals.
- C. memory of his final Friday night practice.
- D. ultimate realization that he had defeated the other competitors in the race.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

QUESTION 502

LITERARY NARRATIVE: This passage is adapted from the essay “Rough Water” by David McGlynn (©2008 by David McGlynn).

(1) One of my best races could hardly be called a race at all. I was a senior in high school, gunning to qualify for the USA Junior Nationals. The previous summer I had missed the cut by less than a second in the mile, and just the daybefore, at my high school regional meet, I had come within three-tenths of a second in the 500-yard freestyle. The qualification time was 4:39.69; I swam a 4:39.95. The next day, Sunday, I drove with my mother to the far side of Houston where a time trial was being held – an informal, unadvertised event thrown together at the last minute. The only races swum were those the swimmers requested to swim. Most were short, flapping sprints in which swimmers attempted to shave off a few one-hundredths of a second. I didn’t have the courage to face the mile, and since I’d struck out in the 500 the day before, I decided to swim the 1,000-yard freestyle. Forty lengths of the pool. It was a race I’d swum fast enough to believe that given the right confluence of circumstances – cold water, an aggressive heat, an energetic meet – I could make the cut. I had fifteen seconds to drop to qualify.

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The narrator of the passage characterizes the time trial in Houston as:

- A. one long sprint in which swimmers attempted to improve their times
- B. a meet advertised as a way to qualify for the Junior Nationals.
- C. a regional meet that featured only the 50-yard freestyle and 1,000-yard freestyle.
- D. an informal swimming event put together at the last minute.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 503

LITERARY NARRATIVE: This passage is adapted from the essay “Rough Water” by David McGlynn (©2008 by David McGlynn).

- (1) One of my best races could hardly be called a race at all. I was a senior in high school, gunning to qualify for the USA Junior Nationals. The previous summer I had missed the cut by less than a second in the mile, and just the daybefore, at my high school regional meet, I had come within three-tenths of a second in the 500-yard freestyle. The qualification time was 4:39.69; I swam a 4:39.95. The next day, Sunday, I drove with my mother to the far side of Houston where a time trial was being held – an informal, unadvertised event thrown together at the last minute. The only races swum were those the swimmers requested to swim. Most were short, flapping sprints in which swimmers attempted to shave off a few one-hundredths of a second. I didn’t have the courage to face the mile, and since I’d struck out in the 500 the day before, I decided to swim the 1,000-yard freestyle. Forty lengths of the pool. It was a race I’d swum fast enough to believe that given the right confluence of circumstances – cold water, an aggressive heat, an energetic meet – I could make the cut. I had fifteen seconds to drop to qualify.
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The statement “*That’s where you’re going, now hurry up*” (paragraph 3) can most directly be attributed to the:

- A. cheering boy, as he verbally criticizes the narrator’s efforts.
- B. cheering boy, as he shouts encouragement to the narrator.
- C. narrator, as he speculates about what the cheering boy meant when the boy pointed at the pool.
- D. narrator, as he angrily contemplates his response to the cheering boy.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 504

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- (1) One of my best races could hardly be called a race at all. I was a senior in high school, gunning to qualify for the USA Junior Nationals. The previous summer I had missed the cut by less than a second in the mile, and just the daybefore, at my high school regional meet, I had come within three-tenths of a second in the 500-yard freestyle. The qualification time was 4:39.69; I swam a 4:39.95. The next day, Sunday, I drove with my mother to the far side of Houston where a time trial was being held – an informal, unadvertised event thrown together at the last minute. The only races swum were those the swimmers requested to swim. Most were short, flapping sprints in which swimmers attempted to shave off a few one-hundredths of a second. I didn’t have the courage to face the mile, and since I’d struck out in the 500 the day before, I decided to swim the 1,000-yard freestyle. Forty lengths of the pool. It was a race I’d swum fast enough to believe that given the right confluence of circumstances – cold water, an aggressive heat, an energetic meet – I could make the cut. I had fifteen seconds to drop to qualify.
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For the narrator, compared to practicing in the outdoor pool, practicing in the indoor pool is:

- A. more productive.
- B. more liberating.
- C. less appealing.
- D. less competitive.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 505

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When the narrator heard “Jump!” in his mind while swimming (paragraph 6), he was most likely remembering:

- A. his teammate’s command the day the narrator caught the flag line.
- B. his own shout as he leapt off the outdoor pool’s deck that fall.
- C. the cheers of the boy from the rival school.
- D. the abrupt start of his race that Sunday.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 506

SOCIAL SCIENCE: Passage A is adapted from the book *Apple: A Global History* by Erika Janik (©2011 by Erika Janik). Passage B is adapted from the article “The Fatherland of Apples” by Gary Nabhan (©2008 by The Orion Society).

Passage A by Erika Janik

- (1) In early September of 1929, Nikolai Vavilov, famed Russian plant explorer and botanist, arrived in the central Asian crossroads of Alma-Ata, Kazakhstan. Climbing up the Zailiyskei Alatau slopes of the Tian Shan mountains separating Kazakhstan from China, Vavilov found thickets of wild apples stretching in every direction, an extensive forest of fruit coloured russet red, creamy yellow, and vibrant pink. Nowhere else in the world do apples grow thickly as a forest or with such incredible diversity. Amazed by what he saw, Vavilov wrote: ‘I could see with my own eyes that I had stumbled upon the centre of origin for the apple.’
- (2) With extraordinary prescience and few facts, Vavilov suggested that the wild apples he had seen growing in the Tian Shan were in fact the ancestors of the modern apple. He tracked the whole process of domestication to the mountains near Alma-Ata, where the wild apples looked awfully similar to the apples found at the local grocery. Unfortunately, Vavilov’s theory would remain mostly unknown for decades.
- (3) Exactly where the apple came from had long been a matter of contention and discussion among people who study plant origins. Vavilov, imprisoned by Joseph Stalin in 1940 for work in plant genetics that challenged Stalin’s beliefs, died in a Leningrad prison in 1943. Only after the fall of communism in Russia did Vavilov’s theory, made more than half a century earlier, become widely recognized.
- (4) As Vavilov predicted, it’s now believed that all of the apples known today are direct descendents of the wild apples that evolved in Kazakhstan. Apples do not comprise all of Kazakhstan’s plant bounty, however. At least 157 other plant species found in Kazakhstan are either direct precursors or close wild relatives of domesticated crops, including 90 per cent of all cultivated temperate fruits. The name of Kazakhstan’s largest city, Alma-Ata, or Almaty as it is known today, even translates as ‘Father of Apples’ or, according to some, ‘where the apples are’. So this news about the apple’s origins was probably no surprise to residents, particularly in towns where apple seedlings are known to grow up through the cracks in the pavements. The apple has been evolving in Central Asia for upwards of 4.5 million years.

Passage B by Gary Nabhan

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The author’s use of the words and phrases “thickets,” “stretching in every direction,” and “extensive forest” (paragraph 1) in Passage A most nearly serves to emphasize which of the following points?

- A. The Tian Shan mountains are a challenge to navigate.
- B. The apple varieties of Kazakhstan would be difficult for a botanist to catalog.
- C. The diversity of plant species in Kazakhstan is crucially important.
- D. The magnitude of wild apples in Kazakhstan is stunning.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 507

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The author of Passage A most likely states that the wild apples growing in the Tian Shan looked like apples found at the local grocery store to support the point that:

- A. many of the apples stocked in grocery stores are harvested in the Tian Shan.
- B. in the Tian Shan, Vavilov had likely found the wild ancestors of the domesticated apple.
- C. the wild apples growing in the Tian Shan are among the most popular varieties with consumers.
- D. in the Tian Shan, Vavilov had found new apple varieties to introduce to food producers.

Correct Answer: B

Section: Reading

Explanation

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Passage A makes which of the following claims about plant species that are found in Kazakhstan?

- A. Approximately 157 species of cultivated temperate fruits originated in Kazakhstan.
- B. Ninety percent of all domesticated crops are either direct precursors or close wild relatives of plant species found in Kazakhstan.
- C. Of the plant species found in Kazakhstan, ninety percent are species of apples.
- D. Aside from apples, at least 157 plant species found in Kazakhstan are either direct precursors or close wild relatives of domesticated crops.

Correct Answer: D

Section: Reading

Explanation

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Passage B most strongly suggests that Vavilov was motivated to become an agricultural scientist primarily because he:

- A. wanted to have one of his findings published.
- B. aimed to work with a famous botanist.
- C. wished to remedy a personal financial crisis.
- D. hoped to help feed others.

Correct Answer: D

Section: Reading

Explanation

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The author of Passage B uses the phrase "whittle away" (paragraph 8) to refer to the way that apple varieties have been:

- A. gradually lost from nursery catalogs, farmers' markets, and the American table.
- B. modified by plant breeders, entomologists, and pathologists to meet specialized needs.
- C. weeded out by scientists until only the few thousand most resilient varieties remained.
- D. pared down in 1904 to the few varieties that nursery catalogs wanted to feature.



Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

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As it is used in paragraph 8, the phrase *named and nurtured* most nearly means:

- A. nominated and encouraged.
- B. identified and cultivated.
- C. pointed to and groomed.
- D. cited and fed.

Correct Answer: B

Section: Reading

Explanation

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- (8) And whittle away we have done. Here in North America, according to apple historian Dan Bussey, some 16,000 apple varieties have been named and nurtured over the last four centuries. By 1904, however, the identities and sources of only 7,098 of those varieties could be discerned by USDA scientist W. H. Ragan. Since then, some 6,121 apple varieties – 86.2 percent of Ragan’s 1904 inventory – have been lost from nursery catalogs, farmers’ markets, *and* from the American table.

In Passage B, it can most reasonably be inferred from the seventh paragraph (7) that “centers of crop diversity” become crucially important when:

- A. plant breeders would like to learn more about the plant species of central Asia.
- B. problems with a cultivated crop require experts to research a new variety of the crop.
- C. consumers would like more variety in grocery produce departments.
- D. disputes among plant breeders, pathologists, and entomologists lead to a reduction in crop variety.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

QUESTION 513

SOCIAL SCIENCE: Passage A is adapted from the book *Apple: A Global History* by Erika Janik (©2011 by Erika Janik). Passage B is adapted from the article “The Fatherland of Apples” by Gary Nabhan (©2008 by The Orion Society).

Passage A by Erika Janik

- (1) In early September of 1929, Nikolai Vavilov, famed Russian plant explorer and botanist, arrived in the central Asian crossroads of Alma-Ata, Kazakhstan. Climbing up the Zailiyskei Alatau slopes of the Tian Shan mountains separating Kazakhstan from China, Vavilov found thickets of wild apples stretching in every direction, an extensive forest of fruit coloured russet red, creamy yellow, and vibrant pink. Nowhere else in the world do apples grow thickly as a forest or with such incredible diversity. Amazed by what he saw, Vavilov wrote: ‘I could see with my own eyes that I had stumbled upon the centre of origin for the apple.’
- (2) With extraordinary prescience and few facts, Vavilov suggested that the wild apples he had seen growing in the Tian Shan were in fact the ancestors of the modern apple. He tracked the whole process of domestication to the mountains near Alma-Ata, where the wild apples looked awfully similar to the apples found at the local grocery. Unfortunately, Vavilov’s theory would remain mostly unknown for decades.
- (3) Exactly where the apple came from had long been a matter of contention and discussion among people who study plant origins. Vavilov, imprisoned by Joseph Stalin in 1940 for work in plant genetics that challenged Stalin’s beliefs, died in a Leningrad prison in 1943. Only after the fall of communism in Russia did Vavilov’s theory, made more than half a century earlier, become widely recognized.
- (4) As Vavilov predicted, it’s now believed that all of the apples known today are direct descendents of the wild apples that evolved in Kazakhstan. Apples do not comprise all of Kazakhstan’s plant bounty, however. At least 157 other plant species found in Kazakhstan are either direct precursors or close wild relatives of domesticated crops, including 90 per cent of all cultivated temperate fruits. The name of Kazakhstan’s largest city, Alma-Ata, or Almaty as it is known today, even translates as ‘Father of Apples’ or, according to some, ‘where the apples are’. So this news about the apple’s origins was probably no surprise to residents, particularly in towns where apple seedlings are known to grow up through the cracks in the pavements. The apple has been evolving in Central Asia for upwards of 4.5 million years.

Passage B by Gary Nabhan

- (5) Nikolai Vavilov is widely regarded as the world’s greatest plant explorer, for he made over 250,000 seed, fruit, and tuber collections on five continents. Kazakh conservationist Tatiana Salova credits him with first recognizing that Kazakhstan was the center of origin and diversity for apples. “It is not surprising,” she concedes, “that when Vavilov first came to Kazakhstan to look at plants he was so amazed. Nowhere else in the world do apples grow as a forest. That is one reason why he stated that this is probably where the apple was born, this was its birthing grounds.”
- (6) Discerning where a crop originated and where the greatest portion of its genetic diversity remains extant may seem esoteric to the uninitiated. But knowing where exactly our food comes from – geographically, culturally, and genetically – is of paramount importance to the rather small portion of our own species that regularly concerns itself with the issue of food security. The variety of foods that we keep in our fields, orchards, and, secondarily, in our seed banks is critically

important in protecting our food supply from plagues, crop diseases, catastrophic weather, and political upheavals. Vavilov himself was personally motivated to become an agricultural scientist by witnessing several famines during the czarist era of Russia. He hoped that by combining a more diverse seed portfolio with knowledge from both traditional farmers and collaborating scientists, the number of Russian families suffering from hunger might be reduced.

- (7) In a very real sense, the forests of wild foragers and the orchards of traditional farmers in such centers of crop diversity are the wellsprings of diversity that plant breeders, pathologists, and entomologists return to every time our society whittles the resilience in our fields and orchards down to its breaking point.
- (8) And whittle away we have done. Here in North America, according to apple historian Dan Bussey, some 16,000 apple varieties have been named and nurtured over the last four centuries. By 1904, however, the identities and sources of only 7,098 of those varieties could be discerned by USDA scientist W. H. Ragan. Since then, some 6,121 apple varieties – 86.2 percent of Ragan’s 1904 inventory – have been lost from nursery catalogs, farmers’ markets, *and* from the American table.

Which of the following statements best describes the difference in the tone of the two passages?

- A. Passage A is defensive, whereas Passage B is dispassionate.
- B. Passage A is solemn, whereas Passage B is optimistic.
- C. Passage A is celebratory, whereas Passage B is cautionary.
- D. Passage A is accusatory, whereas Passage B is sentimental.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 514

SOCIAL SCIENCE: Passage A is adapted from the book *Apple: A Global History* by Erika Janik (©2011 by Erika Janik). Passage B is adapted from the article “The Fatherland of Apples” by Gary Nabhan (©2008 by The Orion Society).

Passage A by Erika Janik

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Compared to the author of Passage A, the author of Passage B provides more information about the:

- A. reduction in the number of apple varieties in North America over the past four centuries.
- B. methods Vavilov used to prove to other scientists that the apples growing in the Tian Shan are the ancestors of the modern apple.
- C. number of apple varieties that are thriving in Kazakhstan today.
- D. techniques used by researchers to determine the regions with the greatest genetic diversity in plants.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 515

SOCIAL SCIENCE: Passage A is adapted from the book *Apple: A Global History* by Erika Janik (©2011 by Erika Janik). Passage B is adapted from the article “The Fatherland of Apples” by Gary Nabhan (©2008 by The Orion Society).

Passage A by Erika Janik

- (1) In early September of 1929, Nikolai Vavilov, famed Russian plant explorer and botanist, arrived in the central Asian crossroads of Alma-Ata, Kazakhstan. Climbing up the Zailiyskei Alatau slopes of the Tian Shan mountains separating Kazakhstan from China, Vavilov found thickets of wild apples stretching in every direction, an extensive forest of fruit coloured russet red, creamy yellow, and vibrant pink. Nowhere else in the world do apples grow thickly as a forest or with such incredible diversity. Amazed by what he saw, Vavilov wrote: ‘I could see with my own eyes that I had stumbled upon the centre of origin for the apple.’
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Passage A quotes Vavilov as saying “I could see with my own eyes that I had stumbled upon the centre of origin for the apple” (paragraph 1). In Passage B this quote is directly:

- A. invoked by the passage author as he imagines what Kazakhstan looked like centuries ago.
- B. used to support an argument by USDA scientists.
- C. paraphrased by Salova.
- D. refuted by Bussey.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 516

HUMANITIES: This passage is adapted from the article “The Quiet Sideman” by Colin Fleming (©2008 by The American Scholar)

- (1) Near the end of his eight years as a recording-session musician, tenor saxophonist Leon “Chu” Berry landed a short-lived spot with Count Basie’s orchestra. Standing in for one of the Basie band’s two tenor giants, Berry took a lead soloon “Oh, Lady Be Good,” the 1924 Gershwin song that Basie had played for years. In the 28 seconds that the solo lasted on February 4, 1939, we are treated to no less than the musical personification of mind and body working together in divine tandem. When you hear the recording for the first time, you’re likely to wonder why you’ve never heard of Chu Berry before.
- (2) Why you’ve never heard of him is pretty simple: a lot of hard-core jazz buffs don’t know much about him. Berry was a solid session player who turns up on recordings with Basie, Bessie Smith, Fletcher Henderson, and Billie Holiday. Buthe did not cut many sessions himself as a leader, and when he soloed, he worked within the recording constraints of the era and the swing genre – fast-moving 78s with solos often lasting for a mere 32 beats.
- (3) The people who loved Berry were, not surprisingly, other tenor players, a situation leading to the dreaded “musician’s musician” tag. But that’s not nearly praise enough to describe Chu Berry, who, when given opportunity, displayed amusical dexterity that would be envied by future generations of horn men.
- (4) Berry faced the lot of other horn players: having to grind it out long and hard until something memorable burst through; the prejudices and expectations of the listening public; and the accepted wisdom of what is and isn’t art in a givenmedium. In this case, swing was fodder for dance parties, not music worthy of study.
- (5) Oddly enough, Berry’s geniality might help explain his failure to court history’s favor: it wasn’t in his nature to call attention to himself or his playing. Born in 1908 into the black middle class in Wheeling, West Virginia, the laid-back,affable Berry attended West Virginia State in Charleston, where he switched from alto sax to tenor and exhibited the willingness to fit in that characterized his presence in so many dance bands. He was the rare artist who refused to put his interests above those of the band, even if that meant playing ensemble passages rather than taking a healthy allotment of solo breaks.
- (6) College proved a training ground for Berry the bandsman, as he teamed up with a number of amateur outfits. He never played simply to show off. Instead, he tried to bring out the positive attributes in any given situation or setting. Later,when Berry is performing with the Calloway ensemble, we hear some ragged, out-of-tune playing until Berry’s first few solo notes emerge. The other players, no longer languidly blowing through their charts, immediately surge up behind him, all fighting-fit. Once Berry finishes his solo, the shenanigans resume.
- (7) After making his way to New York, Berry immediately became a presence and soon was in demand. The great jazz orchestras of the swing era were fronted by musical directors/arrangers – Duke Ellington was preeminent – who drew theacclaim. The sidemen were musical traveling salesmen who sold someone else’s wares in the best style they could manage. It was with Fletcher Henderson that Berry began to ditch some of the sideman’s subservient trappings. For starters, Henderson wrote in keys that were rare for the jazz orchestras of the day, and his somber, indigo-inflected voicings were ideal for a player of Berry’s introspective approach to his instrument: Berry sounds as if he’s being swallowed by his sax. “Blues in C Sharp Minor,” for instance, is odd, haunting, and ultimately relaxing. A Berry solo in it is slightly off mike, making the listener feel as though he’s been playing for some time before we finally hear him. The effect is unnerving, as if we weren’t paying close attention.
- (8) In June 1940, Cab Calloway granted Berry a showcase piece, “A Ghost of a Chance,” the sole recording in Berry’s career to feature him from start to finish. It was his “Body and Soul,” a response to Coleman Hawkins’s famous recording,intended not as a riposte to a rival, but as the other half of a dialogue. Its rubato lines are disembodied from the music meant to accompany it, which is spartan to begin with. This may be Berry’s one and only instance of indulgence on a record, a cathedral of a solo in its flourishes, angles, ornamentations, reflexivity. If sunlight could pass through music, “A Ghost of a Chance” would funnel it out in the broadest spectrum of colors.

Based on the passage, how did Berry’s personality affect his career?

- A. His ambitious, competitive personality was off-putting to other musicians, who were reluctant to play with him.
- B. His genial personality endeared him to other musicians, but his career suffered when he spent more time socializing than practicing.
- C. His modest and easygoing personality kept him out of the spotlight and, consequently, he received less attention as a performer.
- D. His shy, introspective personality was misunderstood as snobbish arrogance, so he was offered few recording-session jobs.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

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The author mentions Berry’s solo in “Oh, Lady Be Good” primarily in order to:

- A. illustrate why most people haven’t heard of Berry.
- B. provide an example of Berry’s musical excellence.
- C. contrast Berry’s later work with Berry’s early work.
- D. establish that Berry’s solo was better than Count Basie’s.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

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The author points out that many serious jazz enthusiasts know little about Berry primarily in order to:

- A. criticize scholarship that has provided an unbalanced history of jazz.
- B. demonstrate that the author is more knowledgeable than most jazz scholars.
- C. illustrate the secrecy Berry demanded in order to preserve his family's privacy
- D. explain why it's likely that readers would be unfamiliar with Berry.

Correct Answer: D

Section: Reading

Explanation

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QUESTION 519

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(7) After making his way to New York, Berry immediately became a presence and soon was in demand. The great jazz orchestras of the swing era were fronted by musical directors/arrangers – Duke Ellington was preeminent – who drew the acclaim. The sidemen were musical traveling salesmen who sold someone else's wares in the best style they could manage. It was with Fletcher Henderson that Berry began to ditch some of the sideman's subservient trappings. For starters, Henderson wrote in keys that were rare for the jazz orchestras of the day, and his somber, indigo-inflected voicings were ideal for a player of Berry's introspective approach to his instrument: Berry sounds as if he's being swallowed by his sax. "Blues in C Sharp Minor," for instance, is odd, haunting, and ultimately relaxing. A Berry solo in it is slightly off mike, making the listener feel as though he's been playing for some time before we finally hear him. The effect is unnerving, as if we weren't paying close attention.

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According to the author, Berry's solos as a recording-session musician were often very short because he:

- A. wasn't a very good saxophone player until late in his career.
- B. drew more attention playing ensemble passages.
- C. worked within the recording constraints of the era.
- D. preferred playing many short solos to playing a few long ones

Correct Answer: C

Section: Reading

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The author indicates that during Berry's time as a musician, swing music was primarily regarded as:

- A. an opportunity for soloists to show off their skills.
- B. a genre to be most appreciated by young people.
- C. musician's music that lacked a popular audience.
- D. music for dance parties but not music for study.

Correct Answer: D

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As it is used in paragraph 5, the word *court* most nearly means to:

- A. seek to attract.
- B. romantically pursue.
- C. dangerously provoke.
- D. pass judgment upon.

Correct Answer: A

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In the seventh paragraph (7), the author compares sidemen to traveling salesmen in order to:

- A. make clear how often musicians had to travel.
- B. indicate that musicians often had side jobs.
- C. illustrate sidemen’s supportive role in a band.
- D. show how hard sidemen worked to get hired.

Correct Answer: C

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The author describes Henderson's "Blues in C Sharp Minor" as:

- A. innovative, indulgent, and colorful.
- B. fast-moving, memorable, and eerie.
- C. artful, sublime, and unexpectedly upbeat.
- D. odd, haunting, and relaxing.

Correct Answer: D

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According to the author, what is unique about the June 1940 rendition of the song "A Ghost of a Chance"?

- A. It's the only recorded piece that features Berry from beginning to end.
- B. Berry plays an alto saxophone instead of his usual tenor saxophone.
- C. It was the only public performance Berry gave in 1940.
- D. Berry showcases his unrivaled ability to play a solo that blends into the background.

Correct Answer: A

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(8) In June 1940, Cab Calloway granted Berry a showcase piece, "A Ghost of a Chance," the sole recording in Berry's career to feature him from start to finish. It was his "Body and Soul," a response to Coleman Hawkins's famous recording, intended not as a riposte to a rival, but as the other half of a dialogue. Its rubato lines are disembodied from the music meant to accompany it, which is spartan to begin with. This may be Berry's one and only instance of indulgence on a record, a cathedral of a solo in its flourishes, angles, ornamentations, reflexivity. If sunlight could pass through music, "A Ghost of a Chance" would funnel it out in the broadest spectrum of colors.

The author uses the phrase "a cathedral of a solo" (paragraph 8) most likely to create a sense that Berry's solo was:

- A. an intricate, awe-inspiring masterpiece.
- B. a somber, mournful hymn.
- C. a crumbling remnant of Berry's once-great skill.
- D. a testament to Calloway's band leadership.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 526

NATURAL SCIENCE: This passage is adapted from the article "Warp Factor" by Charles Liu (62003 by Natural History Magazine, Inc.)

- (1) Astronomers sometimes describe the shape of our home galaxy, the Milky Way, as a thin-crust pizza with a plum stuck in the middle. The plum is the slightly oblong central bulge, protruding about 3,000 light-years above and below the galactic plane, comprised mostly of older stars; it makes up the core of the Milky Way, and includes a black hole two and a half million times the mass of the Sun. The crust of the pizza is the galactic disk – the source of most of our galaxy's light. Thin and flat, the disk is 100,000 light-years across, about 1,000 light-years thick, on average, and includes more than 80 percent of the galaxy's hundred billion or so stars.
- (2) The plum-and-pizza picture works well enough, but like most simple metaphors, it breaks down if you push it. For one thing, the galactic disk isn't a rigid body, but a loose agglomeration of matter streaming around a common center of gravity. (The swirling pattern of a hurricane far better resembles our spinning galaxy.) For another thing, our galaxy's disk isn't flat; it's warped. Picture a disk of pizza dough spun into the air by a skilled chef: our galaxy goes through the same kind of floppy, wobbly gyrations, though at a rate best measured in revolutions per hundreds of millions of years.
- (3) Why does the Milky Way have such an odd-looking warp? No definitive answer has emerged. One thing we do know: when it comes to warps, our galaxy is hardly unique. About half of all spiral galaxies are warped to some degree. Theoretical and computational models have shown that a number of physical processes can warp a galaxy, so it's a matter of figuring out which scenario applies. An innovative analysis of the problem by Jeremy Bailin, an astronomy graduate student at the University of Arizona in Tucson, has implicated a small satellite galaxy, currently being ripped to shreds by the gravity of the Milky Way.
- (4) The Sagittarius Dwarf Spheroidal Galaxy was discovered in 1994. It appears to be in a roughly polar orbit around the Milky Way – that is, above and below the galactic disk – about 50,000 light-years from the galactic center. That orbit brings the dwarf galaxy far too close to the huge gravitational tidal forces of the Milky Way for the dwarf to remain intact. As a result, the Sagittarius Dwarf now looks something like strands of spaghetti spilling from the front of a pastamaking machine, the galaxy's matter being drawn out over hundreds of millions of years by intergalactic tides.
- (5) Gravitational collisions between small satellite galaxies and big spiral galaxies have long been regarded as possible culprits in the warping of a larger galaxy's disk. The best known satellite galaxies orbiting the Milky Way – the Large and Small Magellanic Clouds – are too far away, and have the wrong orbital characteristics, to have warped our galactic home. The Sagittarius Dwarf seems a much more likely candidate, simply because it is only a third as far from the center of the Milky Way as the Magellanic Clouds. But in astronomy – unlike in real estate – location isn't everything; to show a direct connection between warp and dwarf, the orbital motion of the Sagittarius Dwarf must be linked to the rotation of the Milky Way's disk.
- (6) Bailin's study is the first to find such a link. His analysis of the galactic warp is based on angular momentum – a measure of how much a system is spinning or rotating. Just as objects moving in a straight line have momentum, objects spinning or orbiting around an axis have angular momentum; and just as the momenta of two objects combine when they collide, so two do their angular momenta. Imagine two figure skaters coming together for a combination spin. When they make physical contact, their individual spiraling motions combine to produce a single, unified whirl.
- (7) Starting with the latest measurements of the structure and spin of the Milky Way, Bailin deduced the angular momentum of the warped portion of the Milky Way's disk. He then compared that measure with the angular momentum of the Sagittarius Dwarf – and found for the first time, within the margins of measurement error, that the two angular momenta are identical in both quantity and direction. Such a coupling of the angular momenta of two bodies almost never happens by chance; usually, it takes place only when two spinning systems, like the skaters, come into contact. The coupling isn't enough to prove cause and effect by itself, but it's solid circumstantial evidence that the interaction of the Sagittarius Dwarf with the Milky Way disk created the warp in our galaxy.

Which of the following statements best expresses the main idea of the passage?

- A. Bailin began studying the Sagittarius Dwarf when he was a graduate student in astronomy.
- B. The gravitational tidal forces of the Milky Way are destroying the Sagittarius Dwarf.
- C. Most astronomers have come to an agreement that evidence about how galaxies have formed is, at best, circumstantial.
- D. Evidence suggests that the warp in the Milky Way's disk results from the Milky Way's interaction with a small satellite galaxy.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 527

NATURAL SCIENCE: This passage is adapted from the article "Warp Factor" by Charles Liu (62003 by Natural History Magazine, Inc.)

- (1) Astronomers sometimes describe the shape of our home galaxy, the Milky Way, as a thin-crust pizza with a plum stuck in the middle. The plum is the slightly oblong central bulge, protruding about 3,000 light-years above and below the galactic plane, comprised mostly of older stars; it makes up the core of the Milky Way, and includes a black hole two and a half million times the mass of the Sun. The crust of the pizza is the galactic disk – the source of most of our galaxy's light. Thin and flat, the disk is 100,000 light-years across, about 1,000 light-years thick, on average, and includes more than 80 percent of the galaxy's hundred billion or so stars.
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It can reasonably be inferred that the problem the author mentions in paragraph 3 refers to:

- A. a particular aspect of Bailin's theory for which there is little evidence.
- B. a mathematical computation that led Bailin to focus on the Sagittarius Dwarf.
- C. the question of which physical processes caused the warp in the Milky Way.
- D. the potential impact of wobbly gyrations on the Milky Way's rotation.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 528

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- (1) Astronomers sometimes describe the shape of our home galaxy, the Milky Way, as a thin-crust pizza with a plum stuck in the middle. The plum is the slightly oblong central bulge, protruding about 3,000 light-years above and below the galactic plane, comprised mostly of older stars; it makes up the core of the Milky Way, and includes a black hole two and a half million times the mass of the Sun. The crust of the pizza is the galactic disk – the source of most of our galaxy's light. Thin and flat, the disk is 100,000 light-years across, about 1,000 light-years thick, on average, and includes more than 80 percent of the galaxy's hundred billion or so stars.
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- (4) The Sagittarius Dwarf Spheroidal Galaxy was discovered in 1994. It appears to be in a roughly polar orbit around the Milky Way – that is, above and below the galactic disk – about 50,000 light-years from the galactic center. That orbit brings the dwarf galaxy far too close to the huge gravitational tidal forces of the Milky Way for the dwarf to remain intact. As a result, the Sagittarius Dwarf now looks something like strands of spaghetti spilling from the front of a pastamaking machine, the galaxy's matter being drawn out over hundreds of millions of years by intergalactic tides.
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It can reasonably be inferred from the passage that the small satellite galaxy referred to in paragraph 3 is:

- A. the Small Magellanic Cloud.
- B. the Sagittarius Dwarf.
- C. a known but as yet unnamed galaxy.
- D. a hypothetical galaxy that is believed to exist but has not yet been found.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:



QUESTION 529

NATURAL SCIENCE: This passage is adapted from the article "Warp Factor" by Charles Liu (62003 by Natural History Magazine, Inc.)

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Based on the passage, which of the following statements best describes Bailin's study as it relates to the field of astronomy?

- A. It led astronomers to the discovery of a warp in the Milky Way's disk.
- B. It convinced more astronomers to focus their attention on the center of the Milky Way.
- C. It revealed problems with the basic assumptions held by most astronomers.
- D. It provided evidence for an idea that scientists had long considered a possibility but had not yet proved.

Correct Answer: D

Section: Reading

Explanation

Explanation/Reference:

QUESTION 530

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According to the passage, Bailin discovered that the angular momentum of the warped portion of the Milky Way and the angular momentum of the Sagittarius Dwarf are: A.

identical in quantity but different in direction.

B. identical in direction but different in quantity.

- C. identical in both quantity and direction.
- D. different in both quantity and direction.

Correct Answer: C

Section: Reading

Explanation

Explanation/Reference:

QUESTION 531

NATURAL SCIENCE: This passage is adapted from the article “Warp Factor” by Charles Liu (62003 by Natural History Magazine, Inc.)

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According to the passage, the central bulge of the Milky Way is comprised of:

- A. 80 percent of the galaxy’s stars.
- B. older stars and a black hole.
- C. a galactic plane and several dwarf planets.
- D. a loose agglomeration of unidentified matter.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:

QUESTION 532

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- (4) The Sagittarius Dwarf Spheroidal Galaxy was discovered in 1994. It appears to be in a roughly polar orbit around the Milky Way – that is, above and below the galactic disk – about 50,000 light-years from the galactic center. That orbit brings the dwarf galaxy far too close to the huge gravitational tidal forces of the Milky Way for the dwarf to remain intact. As a result, the Sagittarius Dwarf now looks something like strands of spaghetti spilling from the front of a pastamaking machine, the galaxy's matter being drawn out over hundreds of millions of years by intergalactic tides.
- (5) Gravitational collisions between small satellite galaxies and big spiral galaxies have long been regarded as possible culprits in the warping of a larger galaxy's disk. The best known satellite galaxies orbiting the Milky Way – the Large and Small Magellanic Clouds – are too far away, and have the wrong orbital characteristics, to have warped our galactic home. The Sagittarius Dwarf seems a much more likely candidate, simply because it is only a third as far from the center of the Milky Way as the Magellanic Clouds. But in astronomy – unlike in real estate – location isn't everything; to show a direct connection between warp and dwarf, the orbital motion of the Sagittarius Dwarf must be linked to the rotation of the Milky Way's disk.
- (6) Bailin's study is the first to find such a link. His analysis of the galactic warp is based on angular momentum – a measure of how much a system is spinning or rotating. Just as objects moving in a straight line have momentum, objects spinning or orbiting around an axis have angular momentum; and just as the momenta of two objects combine when they collide, so two do their angular momenta. Imagine two figure skaters coming together for a combination spin. When they make physical contact, their individual spiraling motions combine to produce a single, unified whirl.
- (7) Starting with the latest measurements of the structure and spin of the Milky Way, Bailin deduced the angular momentum of the warped portion of the Milky Way's disk. He then compared that measure with the angular momentum of the Sagittarius Dwarf – and found for the first time, within the margins of measurement error, that the two angular momenta are identical in both quantity and direction. Such a coupling of the angular momenta of two bodies almost never happens by chance; usually, it takes place only when two spinning systems, like the skaters, come into contact. The coupling isn't enough to prove cause and effect by itself, but it's solid circumstantial evidence that the interaction of the Sagittarius Dwarf with the Milky Way disk created the warp in our galaxy.



The author refers to the swirling pattern of a hurricane primarily in order to:

- A. help explain the shortcomings of the plum-and-pizza metaphor.
- B. argue that the unpredictability of the rotation of spiral galaxies requires a new metaphor.
- C. emphasize the particular aspects of the Milky Way that make it unique.
- D. describe how the movement of the Milky Way creates gravitational tides.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 533

NATURAL SCIENCE: This passage is adapted from the article "Warp Factor" by Charles Liu (62003 by Natural History Magazine, Inc.)

- (1) Astronomers sometimes describe the shape of our home galaxy, the Milky Way, as a thin-crust pizza with a plum stuck in the middle. The plum is the slightly oblong central bulge, protruding about 3,000 light-years above and below the galactic plane, comprised mostly of older stars; it makes up the core of the Milky Way, and includes a black hole two and a half million times the mass of the Sun. The crust of the pizza is the galactic disk – the source of most of our galaxy's light. Thin and flat, the disk is 100,000 light-years across, about 1,000 light-years thick, on average, and includes more than 80 percent of the galaxy's hundred billion or so stars.
- (2) The plum-and-pizza picture works well enough, but like most simple metaphors, it breaks down if you push it. For one thing, the galactic disk isn't a rigid body, but a loose agglomeration of matter streaming around a common center of gravity. (The swirling pattern of a hurricane far better resembles our spinning galaxy.) For another thing, our galaxy's disk isn't flat; it's warped. Picture a disk of pizza dough spun into the air by a skilled chef: our galaxy goes through the same kind of floppy, wobbly gyrations, though at a rate best measured in revolutions per hundreds of millions of years.
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The passage directly compares the Milky Way's disk as it is affected by its warp to:

- A. a pasta maker churning out spaghetti.
- B. pizza dough being spun in the air by a chef.
- C. a thin-crust pizza balanced on top of a plum.
- D. two figure skaters coming together for a combination spin.

Correct Answer: B

Section: Reading

Explanation

Explanation/Reference:



QUESTION 534

NATURAL SCIENCE: This passage is adapted from the article "Warp Factor" by Charles Liu (62003 by Natural History Magazine, Inc.)

- (1) Astronomers sometimes describe the shape of our home galaxy, the Milky Way, as a thin-crust pizza with a plum stuck in the middle. The plum is the slightly oblong central bulge, protruding about 3,000 light-years above and below the galactic plane, comprised mostly of older stars; it makes up the core of the Milky Way, and includes a black hole two and a half million times the mass of the Sun. The crust of the pizza is the galactic disk – the source of most of our galaxy's light. Thin and flat, the disk is 100,000 light-years across, about 1,000 light-years thick, on average, and includes more than 80 percent of the galaxy's hundred billion or so stars.
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According to the passage, which of the following statements best describes the movement of the Sagittarius Dwarf with respect to the Milky Way?

- A. It appears to be in a roughly polar orbit around the Milky Way.
- B. It appears to orbit the Milky Way at an angle of roughly forty-five degrees.
- C. It follows the movement of the stars in the Milky Way's disk, though at a slightly faster rate.
- D. It once followed the movement of the stars in the Milky Way's disk, but now seems to move erratically along its own path.

Correct Answer: A

Section: Reading

Explanation

Explanation/Reference:

QUESTION 535

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(1) Astronomers sometimes describe the shape of our home galaxy, the Milky Way, as a thin-crust pizza with a plum stuck in the middle. The plum is the slightly oblong central bulge, protruding about 3,000 light-years above and below the galactic plane, comprised mostly of older stars; it makes up the core of the Milky Way, and includes a black hole two and a half million times the mass of the Sun. The crust of the pizza is the galactic disk – the source of most of our galaxy's light. Thin and flat, the disk is 100,000 light-years across, about 1,000 light-years thick, on average, and includes more than 80 percent of the galaxy's hundred billion or so stars.

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The passage describes angular momentum as the amount of a system's:

- A. vertical deviation within an orbital path.
- B. movement in a straight line through space.
- C. gravitational pull.

D. spin or rotation.

Correct Answer: D

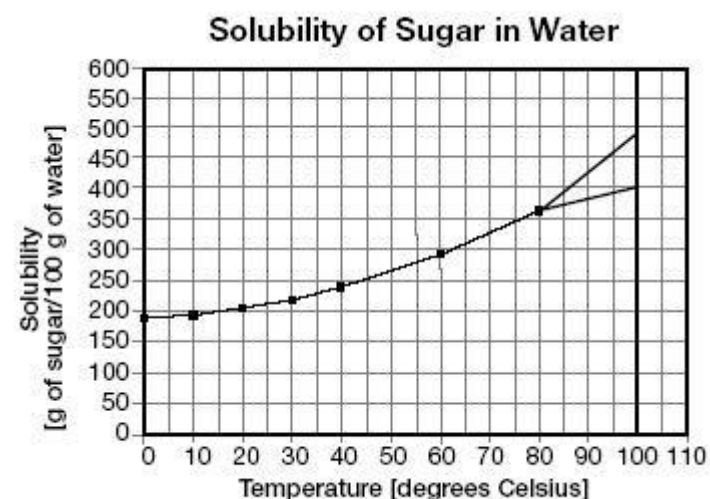
Section: Reading

Explanation

Explanation/Reference:

QUESTION 536

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



A solution of sugar in water is NOT supersaturated when 300 g of sugar and 100 g of water are mixed at a temperature of:

- A. 20 degrees Celsius. B.
- 40 degrees Celsius. C.
- 50 degrees Celsius.
- D. 70 degrees Celsius.

Correct Answer: D

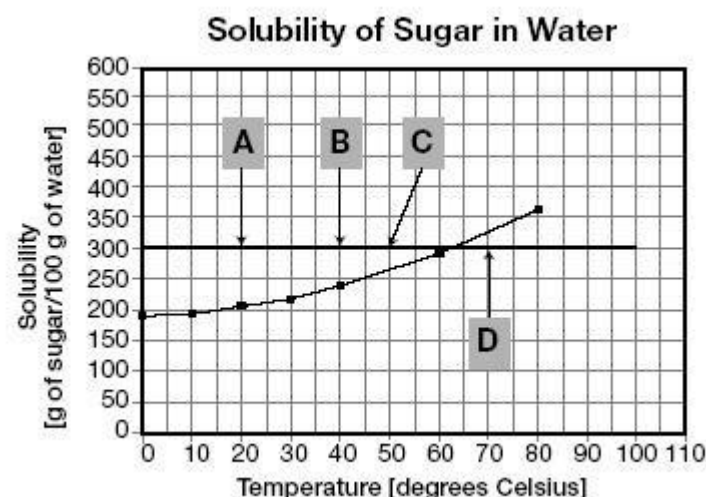
Section: Science

Explanation

Explanation/Reference:

Explanation:

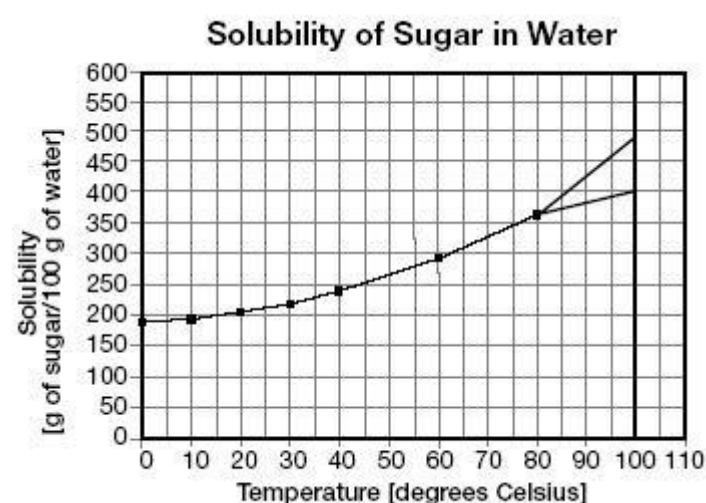
One way to solve this problem is to draw a line through the graph along the 300 g of sugar per 100 g of water mark on the graph, as illustrated in the figure below.



In the passage, a supersaturated solution was defined as one in which the amount of solute dissolved exceeds solubility at a given temperature. The line going through the 300 mark is above the solubility curve, at all temperatures listed in choices A, B, and C. At temperature D, however, 300 g sugar /100 g of water does not exceed solubility. Therefore, at 70 degrees Celsius, the solution is NOT supersaturated.

QUESTION 537

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



In order for 250 g of sugar to completely dissolve in 100 g of water, the temperature of the solution would have to be at a minimum of:

- A. 15 degrees Celsius.
- B. 25 degrees Celsius.
- C. 45 degrees Celsius.
- D. 65 degrees Celsius.

Correct Answer: C

Section: Science

Explanation

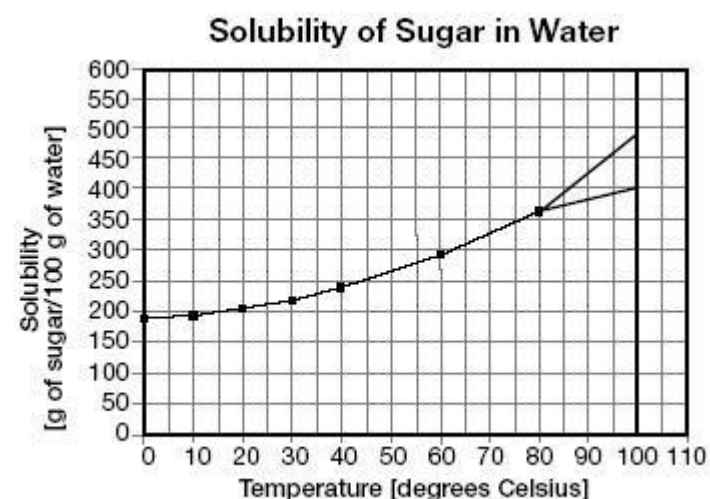
Explanation/Reference:

Explanation:

You could use the strategy described in problem 1. If you draw a line through the 250 mark, you will see that it crosses the solubility curve at about 45 degrees Celsius. Below that temperature (choices A and B), the sugar will not dissolve completely. At 65 degrees (choice D) the sugar will dissolve. Choice D is incorrect because 65 degrees is above the *minimum* temperature required to dissolve the sugar.

QUESTION 538

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



At 100 degrees Celsius the solubility of sugar in water would most likely be:

- A. less than 250 g of sugar in 100 g of water.
- B. between 250 g of sugar and 350 g of sugar in 100 g of water.
- C. between 350 grams of sugar and 400 g of sugar in 100 g of water.
- D. more than 400 grams of sugar in 100 g of water.



Correct Answer: D

Section: Science

Explanation

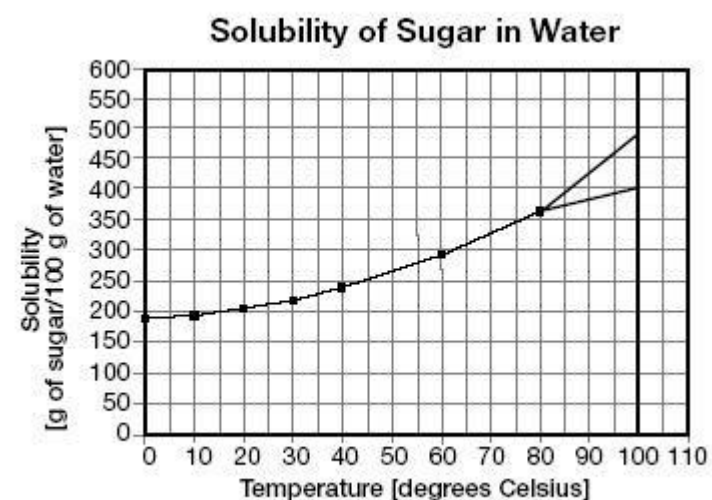
Explanation/Reference:

Explanation:

This question is asking you to extrapolate, make a prediction, based on the given data. The solubility of sugar in water increases, as the temperature increases. You can assume that the trend will continue. So, you can rule out choices A and B. Draw a line through the 100-degree Celsius mark, and extend the solubility curve to that mark, following the trend, as illustrated in the figure below. This should help you rule out choice C, since it will require the shape of the curve to change.

QUESTION 539

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



In order to produce rock candy at 20 degrees Celsius from a solution of 300 g of sugar not completely dissolved in 100 g of water, the solution must be:

- A. first heated above 60 degrees Celsius, then slowly cooled to 20 degrees Celsius.
- B. slowly stirred at 20 degrees Celsius.
- C. slowly cooled to 0 degrees Celsius.
- D. slowly cooled below 0 degrees Celsius, then heated to 20 degrees Celsius and stirred.

Correct Answer: A

Section: Science

Explanation

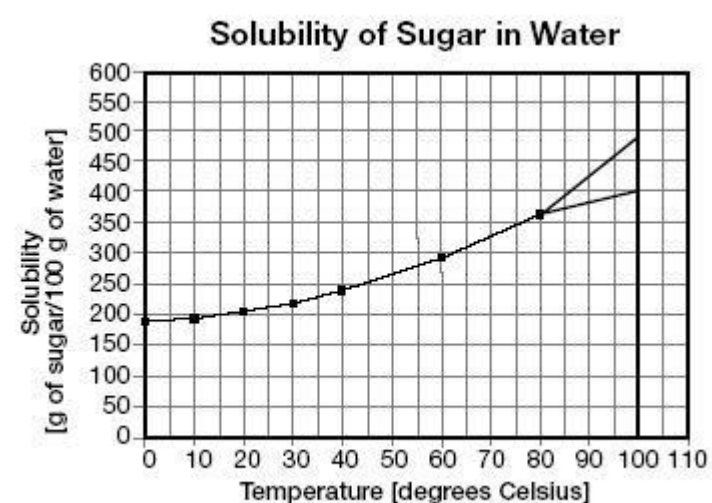
Explanation/Reference:

Explanation:

The question could be answered by going back to the passage. Rock candy is made by first completely dissolving the excess sugar, at a high temperature, then slowly cooling to room temperature. Choices B, C, and D don't describe heating, followed by slow cooling.

QUESTION 540

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



How much sugar must be added to a solution of 50 g of sugar in 100 g of water at 45 degrees Celsius in order for the solution to be supersaturated?

- A. more than 10 grams
- B. more than 20 grams
- C. more than 100 grams
- D. more than 200 grams

Correct Answer: D

Section: Science

Explanation

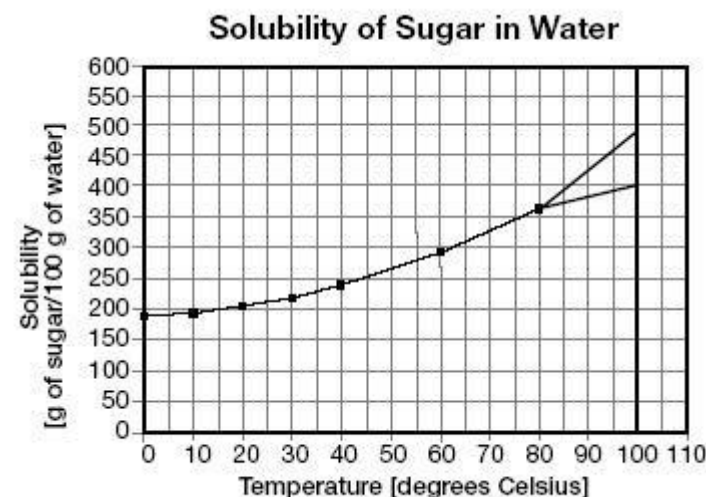
Explanation/Reference:

Explanation:

You can solve this problem by drawing a line through the 45-degree Celsius mark. It intersects the solubility curve at about 250 g of solute per 100 g of solvent. In order for a solution to be supersaturated, the amount of sugar has to exceed solubility. Therefore, a total of more than 250 g is necessary. If a solution already contains 50 g of sugar, more than 200 grams are required.

QUESTION 541

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



Solubility is defined as:

- A. a supersaturated mixture.
- B. a mixture that is made by dissolving a solute in a solution.
- C. the amount of solute that can be dissolved in a solvent at a given temperature.
- D. the temperature that causes super saturation.

Correct Answer: C

Section: Science

Explanation

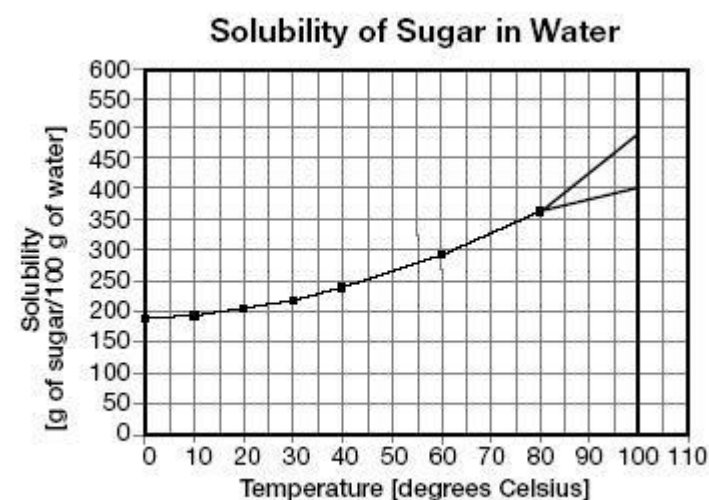
Explanation/Reference:

Explanation:

According to the passage, solubility is defined as the amount of solute that can be dissolved in a solvent at a given temperature.

QUESTION 542

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



What is the *approximate* difference in temperature for the solubility of 200 grams of sugar/100 grams of water and 250 grams of sugar/100 grams of water?

- A. 10 degrees Celsius
- B. 20 degrees Celsius
- C. 30 degrees Celsius
- D. 40 degrees Celsius

Correct Answer: B

Section: Science

Explanation

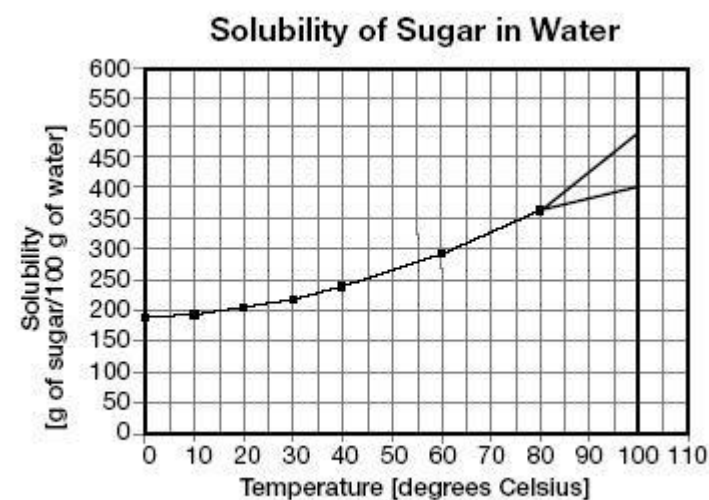
Explanation/Reference:

Explanation:

The solubility of 200 grams of sugar/100 grams of water is 20 degrees Celsius. The solubility of 250 grams of sugar/100 grams of water is 40 degrees Celsius. Therefore, the difference in temperature is 20 degrees Celsius.

QUESTION 543

A mixture that is made by dissolving one compound (solute) in another (solvent) is called a solution. The amount of solute that can be dissolved in a solvent at a given temperature is called solubility. For most substances, solubility increases with temperature. When the amount of solute dissolved in a solvent exceeds the solubility, the solution is called supersaturated. Rock candy can be made by dissolving as much sugar in water, as solubility would allow at a high temperature, and then slowly cooling the solution to room temperature. If a thin string is dipped into it and left in the solution, the sugar in excess of the solubility at room temperature will form sugar crystals around the string, making the sweet rock candy. The solubility (in grams of sugar per 100 grams of water) as a function of temperature (in degrees Celsius) is plotted in the graph below.



In a solution of sugar and water, which is the solvent and which is the solute?

- A. solvent: sugar; solute: water
- B. solvent: rock candy; solute: water
- C. solvent: water; solute: sugar

D. solvent: water; solute: rock candy

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the passage, the compound that is dissolved is the solute, while the liquid is the solvent. Therefore, in sugar water, sugar is the solute and water is the solvent.

QUESTION 544 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
 - Container of soil
 - Container of water
 - Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

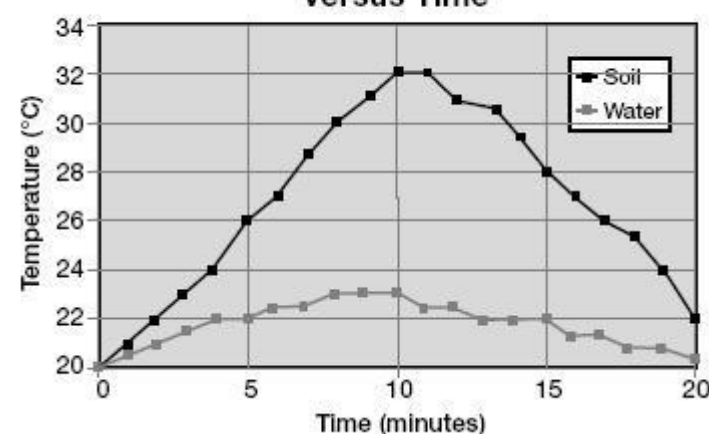
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



Based on the results of the experiment, what is true about the heating and cooling rates of soil and water?

- A. Water heats faster, but cools slower.
- B. Water heats and cools faster.
- C. Soil heats faster, but cools slower.
- D. Soil heats and cools faster.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The graphs and the data tables both show that the temperature of the soil increases more quickly during the heating up period and decreases more quickly during the cooling off period. This indicates that the soil heats and cools faster. The correct choice is D.

QUESTION 545 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
- Container of soil
- Container of water
- Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

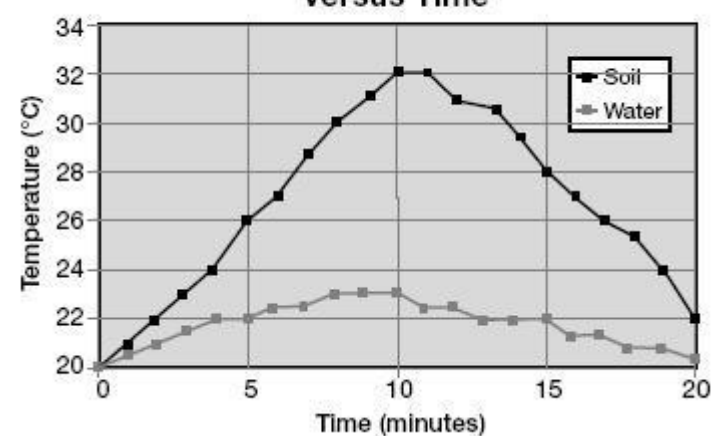
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



During the heating-up period, which surface was raised to a higher temperature?

- A. soil
- B. water
- C. They were raised in temperature by equal amounts.
- D. You cannot tell based on the data given.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

The graphs and the data table show that the temperature of the soil increases more than the temperature of the water during the heating up period, and the soil reaches a higher maximum temperature.

QUESTION 546 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
 - Container of soil
 - Container of water
 - Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

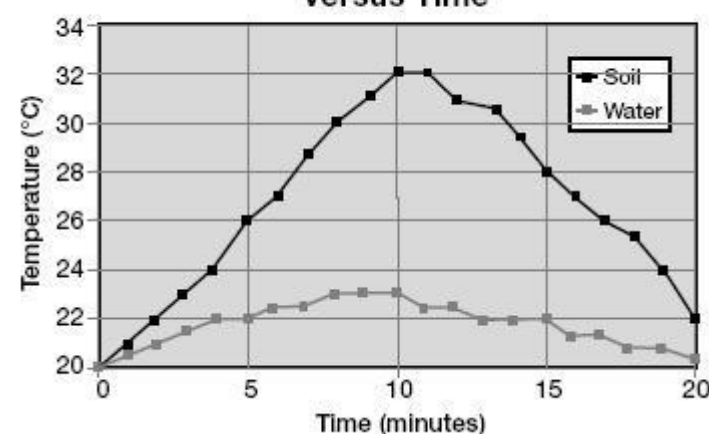
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



If you repeated this experiment but you let the water and the soil heat for 20 minutes and then cool for 20 minutes instead of the 10 minutes used in this experiment how you would expect the graph of temperature versus time to change?

- A. Only the soil temperature curve would change. The water temperature curve would remain the same.
- B. Both the soil and the water temperature curves would change so that they would have the same basic shape but higher maximum temperature values.
- C. Both the soil and water temperature curves would change shape but maintain the same maximum temperature values.
- D. Only time for the experiment would change. The soil temperature and water temperature curves would remain the same.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Changing the length of time for the heating up period would allow both the soil and the water to reach higher maximum temperature values. The soil will still heat faster than the water so it will still have a higher curve on the temperature versus time graph than the water.

QUESTION 547 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
- Container of soil
- Container of water
- Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

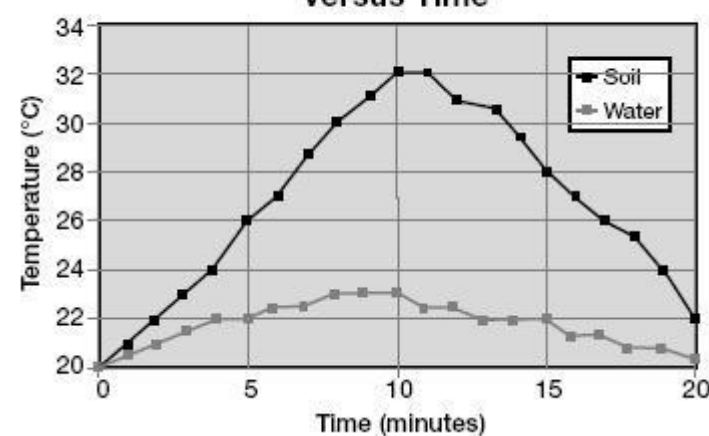
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



Based on this experiment, compare the heating and cooling of air masses above the ocean and the land.

- A. The air above the ocean and land heats and cools at the same rate.
- B. The air above land heats and cools faster.
- C. The air above the ocean heats and cools faster.
- D. The air above the land heats faster but the air above the ocean cools faster.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Since soil heats faster, the air above land should then be heated faster by the heat radiated by the land. This narrows the selection to choices B and D. Since the soil also cools faster, the air above the land will cool faster as it comes to equilibrium with the cooler ground temperature by losing heat to the ground. This narrows the final choice to B.

QUESTION 548 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
- Container of soil
- Container of water
- Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

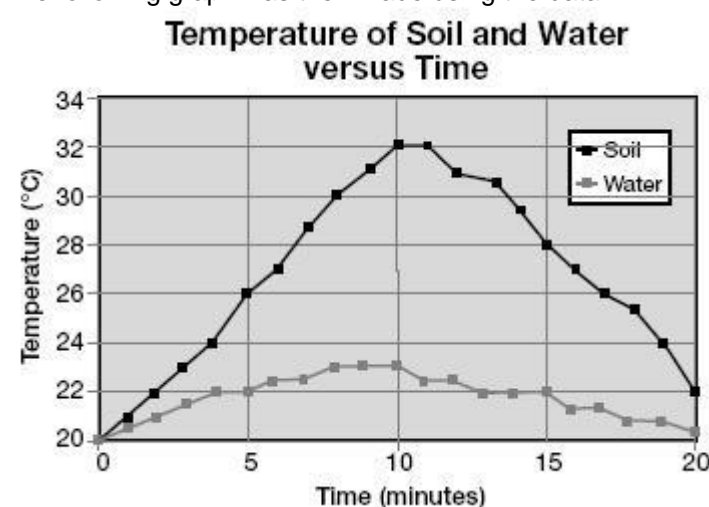
DATA TABLE I: During Heating-up Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.



Predict the relative air temperature over ocean and land during the day and night.

- A. During the day: air above the land is warmer, above the ocean is cooler. At night: air above the land is cooler, above the ocean is warmer. B. During the day: air above the land is cooler, above the ocean is warmer. At night: air above the land is warmer, above the ocean is cooler. C. During the day: air above the land is cooler, above the ocean is warmer. At night: air above the land is cooler, above the ocean is warmer. D. During the day: air above the land is warmer, above the ocean is cooler. At night: air above the land is warmer, above the ocean is cooler.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Since the air above the land heats and cools faster it will get warmer faster during the day. This means during the day the air over the land will be warmer than the air over the ocean. At night, however, the temperature of the land will cool faster than the temperature of the ocean. This means the air above the ocean will be warmer than the air above the land at night.

QUESTION 549 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
 - Container of soil
 - Container of water
 - Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

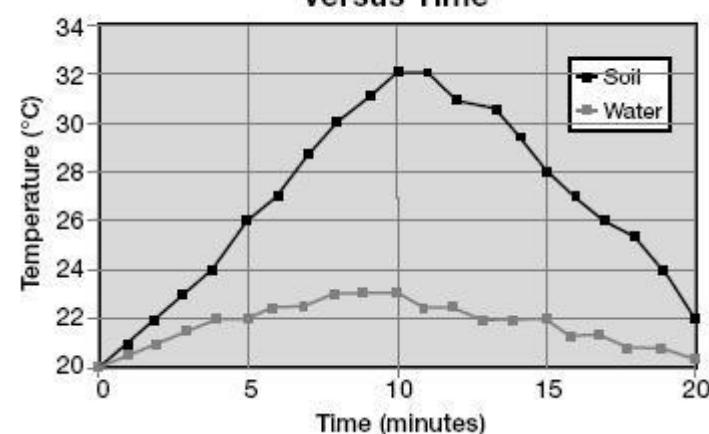
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



A sea breeze is a breeze blowing from the ocean onto the land. Air moves from cooler regions to warmer regions. When would a sea breeze occur?

- A. Sea breezes occur during the night.
- B. Sea breezes occur during the day.
- C. Sea breezes occur during the night and the day.
- D. Sea breezes never occur.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

During the day, the air above the land is warmer than over the ocean since the land heats faster than the oceans (as seen by the soil heating faster than the water in this experiment). Since air will move from cooler regions to warmer regions, the cool air over the ocean will move over to the land. This creates the sea breeze during the day.

QUESTION 550 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
- Container of soil
- Container of water
- Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

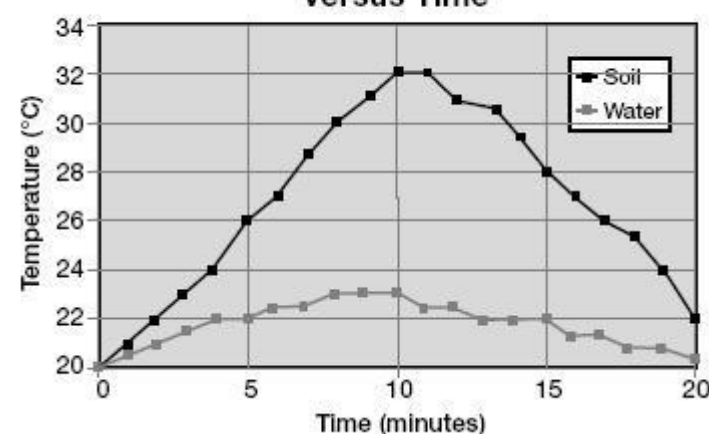
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



You complete this experiment a second time, and find that the water reached a higher temperature than the soil. Which of the following could be used to explain why your results are different?

- A. The water was unfiltered.
- B. The soil came from your garden.
- C. The heating lamp was faulty.
- D. You used different sized containers in the second experiment.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

It is not likely that unfiltered water or soil from your garden will heat differently than any other water or soil. Also, the size of the containers is not likely to affect the outcome of the experiment. However, if the heating lamp were faulty, it would cause your results to be inaccurate.

QUESTION 551 You set up an experiment to investigate the different rates at which soil and water heat and cool. You use the following equipment:

- Thermometers (measuring in °C)
- Container of soil
- Container of water
- Radiation Lamp ▪
- Timer

You obtain the temperature of the soil and water over a period of time and collect the following data:

DATA TABLE I: During Heating-up Period

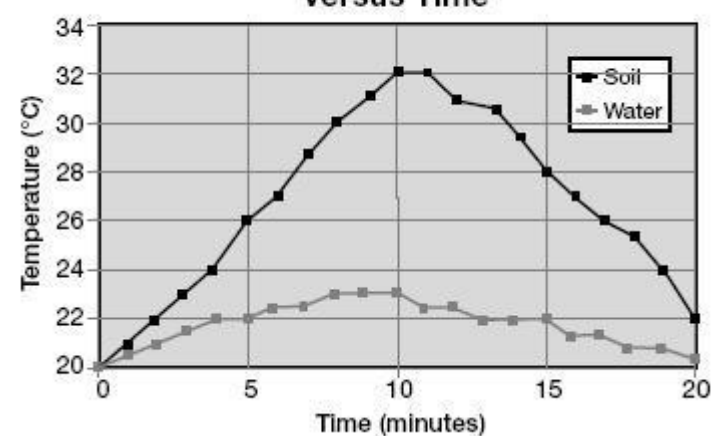
TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
0	20.0	20.0
1	21.0	20.5
2	22.0	21.0
3	23.0	21.5
4	24.0	22.0
5	26.0	22.0
6	27.0	22.5
7	28.5	22.5
8	30.0	23.0
9	31.0	23.0
10	32.0	23.0

DATA TABLE II: During Cooling-off Period

TIME (MIN)	SOIL TEMPERATURE (°C)	WATER TEMPERATURE (°C)
11	32.0	22.5
12	31.0	22.5
13	30.5	22.0
14	29.5	22.0
15	28.0	22.0
16	27.0	21.5
17	26.0	21.5
18	25.0	21.0
19	23.5	21.0
20	22.0	20.5

The following graph was then made using the data.

**Temperature of Soil and Water
versus Time**



What is the difference in temperature between soil and water during the 13th minute?

- A. 7 degrees Celsius
- B. 7.5 degrees Celsius
- C. 8 degrees Celsius
- D. 8.5 degrees Celsius

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

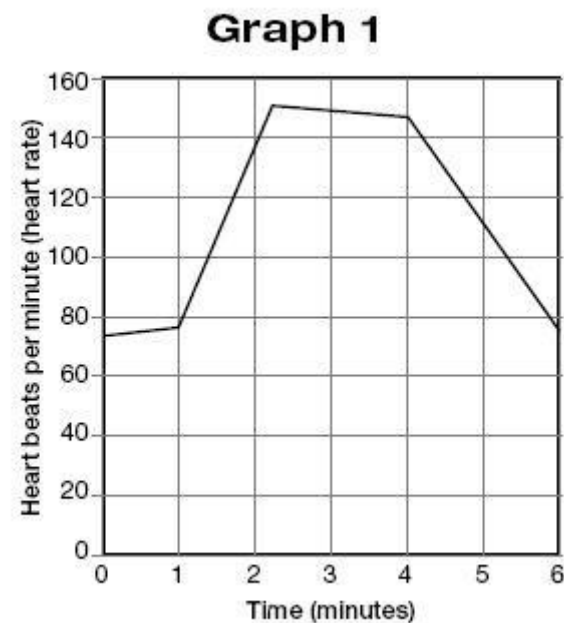
Explanation:

In the 13th minute, the soil is 30.5 degrees Celsius and the water is 22.0. The difference in temperature is 8.5 degrees Celsius.

QUESTION 552

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.



How long did it take for the resting heart rate to return after the exercising stopped?

- A. 1 minute 15 seconds
- B. 1 minute 30 seconds
- C. 1 minute 45 seconds
- D. 2 minutes

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

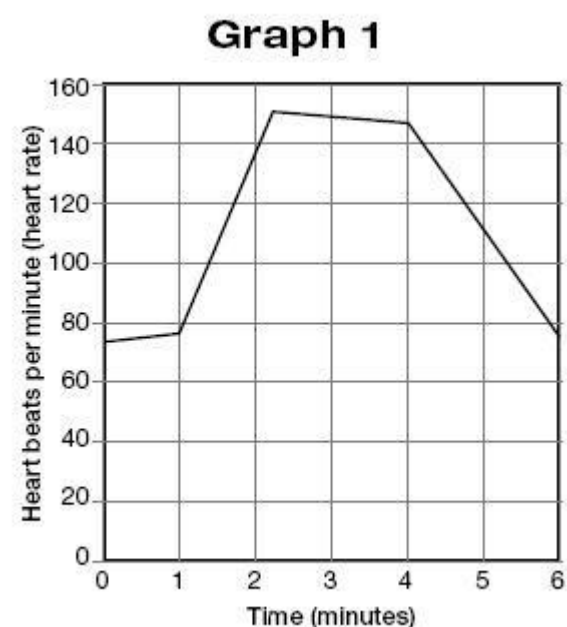
Explanation:

The exercise stopped at 4 minutes, but the heart rate did not return to its resting rate until about 5 minutes 45 seconds. Remember that between each of the minute lines on the graph, are 60 seconds. So, if a point falls halfway between 5 and 6 minutes, that is 5 minutes and 30 seconds.

QUESTION 553

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.



How long did it take for the heart rate to respond to the initial exercise?

- A. 1 minute
- B. 45 seconds
- C. 30 seconds
- D. 15 seconds

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

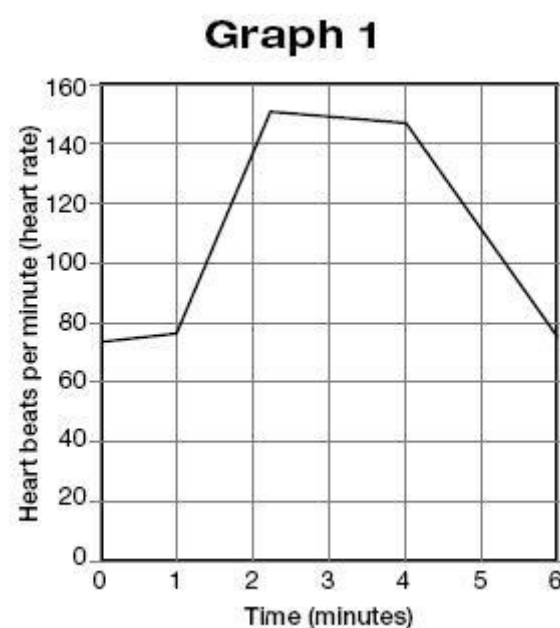
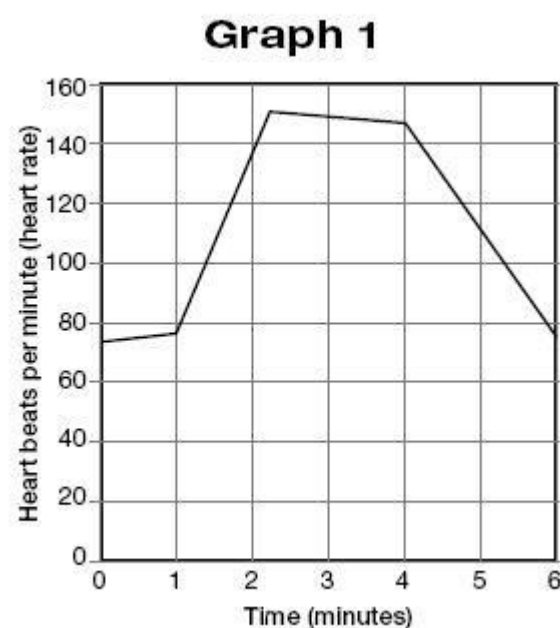
The exercise started at the beginning of the 1 minute and by a quarter of a minute later (60 divided by 4 = 15 seconds) the heart rate started its steep incline.

QUESTION 554

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.





Which of the following is an accurate pattern found in Graph 1?

- A. The recovery time is shorter than the time it took for the heart rate to peak, due to the increase in exercise.
- B. The recovery time is longer than the time it took for the heart rate to peak, due to the increase in exercise.
- C. The recovery time is equal to the time it took for the heart rate to peak, due to the increase in exercise.
- D. The recovery time was equal to the resting heart rate time.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The total time for the heart rate to reach its peak height was 1 minute 15 seconds, while the total time for the heart rate to go through recovery time was about 1 minute 30 seconds.

Which of the following statements is true?

- I. During exercise the blood needs to carry fewer nutrients throughout the body.
- II. The body does not need any nutrients when at rest.
- III. Waste is carried away from cells only during exercise.
- IV. During exercise the blood needs to carry more nutrients and wastes throughout the body.

- A. I and III
- B. III only
- C. II and III
- D. IV only

Correct Answer: D

Section: Science

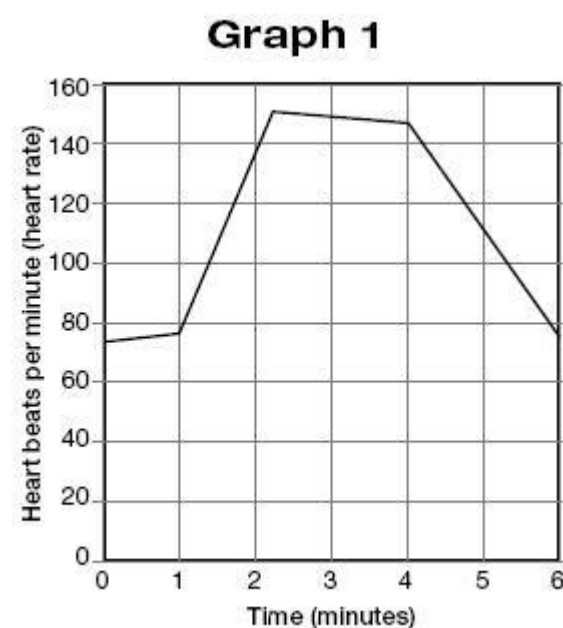
Explanation

Explanation/Reference:

QUESTION 555

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.



Explanation:

According to the text above Graph 1, the heart rate increases or decreases depending on the body's need to transport waste and nutrients. Therefore during exercise, the heart rate increases in order to transport more of these materials.

QUESTION 556

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.

Using the data in Graph 1, what will the heart rate be in the 8th minute if the person continued to rest?

- A. The heart rate will be above the initial resting heart rate.
- B. The heart rate will be at about the same as the initial resting heart rate.
- C. The heart rate will be below the initial resting heart rate.
- D. The heart rate will be falling at a faster rate than during the resting period after exercise.

Correct Answer: B

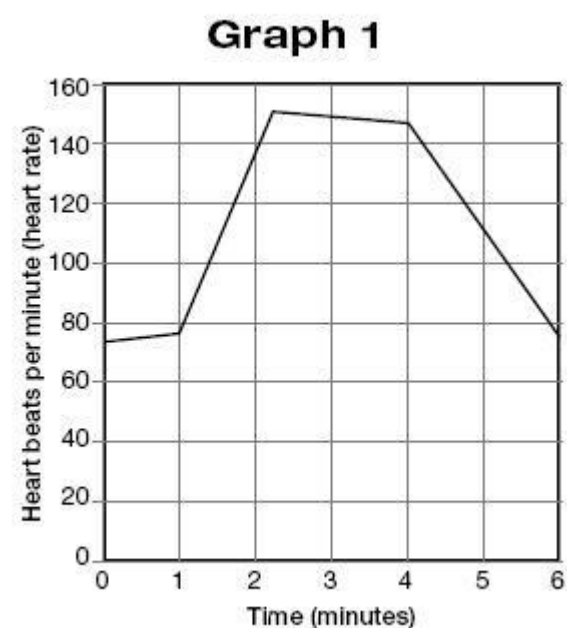
Section: Science

Explanation

Explanation/Reference:

Explanation:

As seen in Graph 1, the heart rate decreased until it returned to the initial resting heart rate. Because the participant was continuing to rest, the heart rate would reflect that of a resting period.



Which of the following tables accurately displays the information found in Graph 1? A.

Minutes	0	1	2	3	4	5	6
Heart rate	76	78	138	148	146	106	77

Minutes	1	2	3	4	5	6
Heart rate	78	138	148	146	106	77

Minutes	1	2	3	4	5	6	7	8
Heart rate	78	138	148	146	106	77	77	76

Minutes	0	1	2	3	4	5	6	7	8
Heart rate	76	78	138	148	146	106	77	77	77



B.

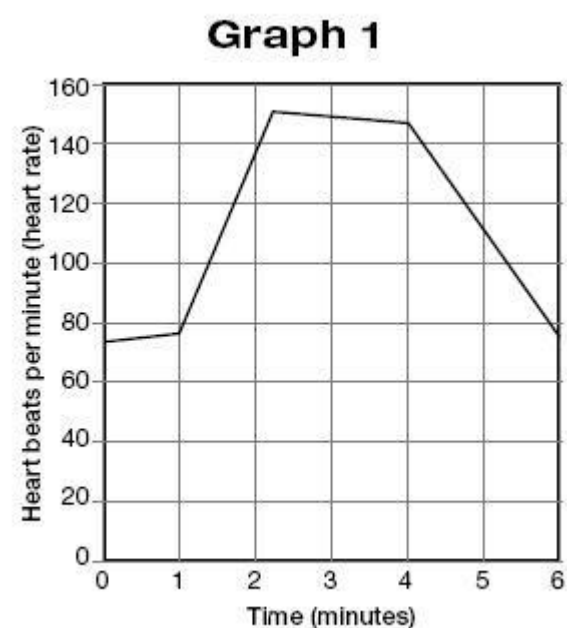
C.

D.

QUESTION 557

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.



Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Note that Graph 1 begins at minute 0, and ends at minute 6, therefore the only table that accurately reflects Graph 1 is choice A.

QUESTION 558

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.

If this experiment were to be recreated using a male participant, what would you expect the graph to look like?

- A. Exactly the same, everyone has the same resting heart rate and peak heart rate.
- B. The resting heart rate will be higher and the peak heart rate will be lower.
- C. The graph would show a similar pattern, but would reflect the amounts recorded for that Participant.
- D. Both the resting heart rate and peak heart rate will be higher because males need more nutrients pumped through their bodies.

Correct Answer: C

Section: Science

Explanation

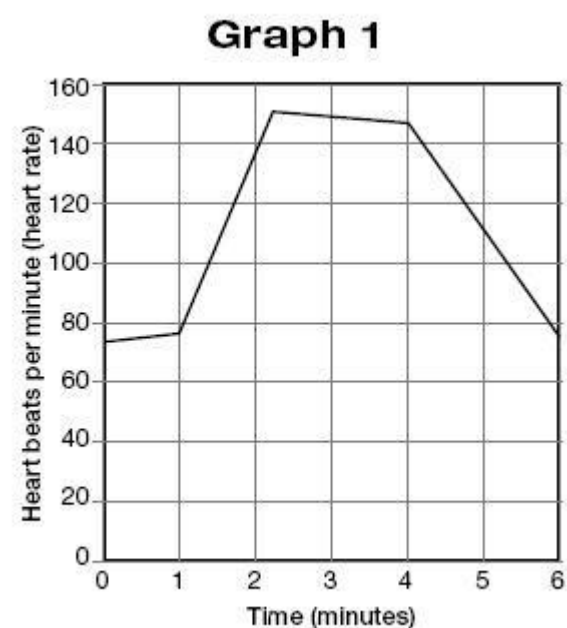
Explanation/Reference:

Explanation:

The graph would not look exactly alike because the male participant is likely to have different resting and peak heart rates. There is no evidence to suggest that choices B or D are correct. Only C states what the graph is likely to look like.

What would be an appropriate title for Graph 1?

- A. Female Heart Rates
- B. Heartbeats per Minute during Rest and Exercise



- C. Female Exercise Patterns
D. Rest and Exercise

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The experiment is attempting to show the heartbeats per minute during rest and exercise, therefore it is reasonable that the title of the graph would be Heartbeats per Minute during Rest and Exercise. There is no mention of the gender of the participant on the graph, so choices A and C are incorrect, and the title Rest and Exercise is incomplete.

QUESTION 560

Lorna noticed that the amount of time needed to boil water was related to the shape of container she was using. She decided to measure the time necessary to bring 500 ml of water at room temperature to a boil on preheated hotplates. She used five cylindrical 500 milliliter Pyrex glass containers, each having the same wall thickness but a different base radius and height. In other words, some containers were narrow and long, others were wide and shallow. This is the table she prepared to record her data.

Container	Radius [cm]	Height [cm]	Volume [ml]	Time to Boil [min]
1	2.0	75.0	300	
2	3.4	26.0	300	
3	4.0	18.8	300	
4	5.0	12.0	300	
5	1.0	3.0	300	

QUESTION 559

The heart is an organ that pumps blood throughout the circulatory system in the body. Red blood cells are a tissue in the body that carry nutrients to the body's cells and waste away from the body's cells. The heart rate increases or decreases depending on the body's needs to transport nutrients and waste.

In an experiment, a female had her heart monitored. For one minute, she sat in a chair quietly. At the end of the first minute to the end of the third minute she did jumping jacks. Finally, she sat again in the chair and waited until her heart rate went back to her resting heart rate as measured in the first minute. After performing this experiment, the following graph was created.

She placed each container containing the same amount of water on a hotplate, and placed a thermometer in each one to monitor the temperature. She noticed that the temperature was increasing faster in the containers with a larger radius. After some time, she observed boiling in the 10 cm radius container. She was about to record the time in the table she had set up, but noticed that there seemed to be less water in that container than she originally put in. She transferred the water into a graduated cylinder, and indeed found that the volume was below 300 ml. She proceeded with her experiment. The boiling in container 5 was followed by boiling in containers 4, 3, 2, and 1, in that order. Lorna checked the volume of the water in each container and found that it was lower than 300 ml. She also found that the decrease in volume was highest in the container with the largest radius. In container 1, volume decrease was barely detectable. While the decrease in volumes prevented her from getting meaningful data on boiling, they gave her an idea of how container shapes affect boiling times. In addition, she got an idea for her next project – evaporation from containers of different shapes.

The experiment suggests that:

- A. as the container radius is increased, the time required to boil the water in the container is increased.
- B. as the container radius is increased, the time required to boil the water in the container is decreased.
- C. there is no correlation between the container radius and the boiling time for water.
- D. there may be a correlation between the container radius and the boiling time, but due to the volume decrease, it is not possible to state what the correlation is.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Water in container 5, which has the largest radius, boils first. Water in other containers confirms this trend. You may have been tempted to choose D, because of the statement that Lorna was not able to collect quantitative data. However, there seemed to be a clear trend to support B and the statement that she obtained qualitative data means that she was confident that although the exact boiling times could be off, the trend she observed was real.

QUESTION 561

Lorna noticed that the amount of time needed to boil water was related to the shape of container she was using. She decided to measure the time necessary to bring 500 ml of water at room temperature to a boil on preheated hotplates. She used five cylindrical 500 milliliter Pyrex glass containers, each having the same wall thickness but a different base radius and height. In other words, some containers were narrow and long, others were wide and shallow. This is the table she prepared to record her data.

Container	Radius [cm]	Height [cm]	Volume [ml]	Time to Boil [min]
1	2.0	75.0	300	
2	3.4	26.0	300	
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She placed each container containing the same amount of water on a hotplate, and placed a thermometer in each one to monitor the temperature. She noticed that the temperature was increasing faster in the containers with a larger radius. After some time, she observed boiling in the 10 cm radius container. She was about to record the time in the table she had set up, but noticed that there seemed to be less water in that container than she originally put in. She transferred the water into a graduated cylinder, and indeed found that the volume was below 300 ml. She proceeded with her experiment. The boiling in container 5 was followed by boiling in containers 4, 3, 2, and 1, in that order. Lorna checked the volume of the water in each container and found that it was lower than 300 ml. She also found that the decrease in volume was highest in the container with the largest radius. In container 1, volume decrease was barely detectable. While the decrease in volumes prevented her from getting meaningful data on boiling, they gave her an idea of how container shapes affect boiling times. In addition, she got an idea for her next project – evaporation from containers of different shapes.

The decrease in water volume is most likely the result of:

- A. malfunction in the hotplate.
- B. evaporation.
- C. a careless spill.
- D. microorganisms.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

There is no mention of problems associated with A, C, and D in the passage. The last sentence in the passage should point you to the correct answer.

QUESTION 562

Lorna noticed that the amount of time needed to boil water was related to the shape of container she was using. She decided to measure the time necessary to bring 500 ml of water at room temperature to a boil on preheated hotplates. She used five cylindrical 500 milliliter Pyrex glass containers, each having the same wall thickness but a different base radius and height. In other words, some containers were narrow and long, others were wide and shallow. This is the table she prepared to record her data.

Container	Radius [cm]	Height [cm]	Volume [ml]	Time to Boil [min]
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2	3.4	26.0	300	
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She placed each container containing the same amount of water on a hotplate, and placed a thermometer in each one to monitor the temperature. She noticed that the temperature was increasing faster in the containers with a larger radius. After some time, she observed boiling in the 10 cm radius container. She was about to record the time in the table she had set up, but noticed that there seemed to be less water in that container than she originally put in. She transferred the water into a graduated cylinder, and indeed found that the volume was below 300 ml. She proceeded with her experiment. The boiling in container 5 was followed by boiling in containers 4, 3, 2, and 1, in that order. Lorna checked the volume of the water in each container and found that it was lower than 300 ml. She also found that the decrease in volume was highest in the container with the largest radius. In container 1, volume decrease was barely detectable. While the decrease in volumes prevented her from getting meaningful data on boiling, they gave her an idea of how container shapes affect boiling times. In addition, she got an idea for her next project – evaporation from containers of different shapes.

What is a fair objection to Lorna's experimental setup?

- A. The water she used was not distilled.
- B. She didn't stir the water.
- C. She used different hotplates for different containers.
- D. She set up a data table before she performed the experiment.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

This question required you to remember that it's important to keep the experimental conditions unchanged throughout the experiment. Different hotplates, just like different ovens, may differ in their heating efficiency and could affect the boiling times she was trying to measure. As long as all water used in the experiment came from the same source, it shouldn't matter whether it was distilled or not. Stirring is not necessary since there is nothing to mix. There is nothing wrong with setting up a data sheet before the experiment.

QUESTION 563

Lorna noticed that the amount of time needed to boil water was related to the shape of container she was using. She decided to measure the time necessary to bring 500 ml of water at room temperature to a boil on preheated hotplates. She used five cylindrical 500 milliliter Pyrex glass containers, each having the same wall thickness but a different base radius and height. In other words, some containers were narrow and long, others were wide and shallow. This is the table she prepared to record her data.

Container	Radius [cm]	Height [cm]	Volume [ml]	Time to Boil [min]
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She placed each container containing the same amount of water on a hotplate, and placed a thermometer in each one to monitor the temperature. She noticed that the temperature was increasing faster in the containers with a larger radius. After some time, she observed boiling in the 10 cm radius container. She was about to record the time in the table she had set up, but noticed that there seemed to be less water in that container than she originally put in. She transferred the water into a graduated cylinder, and indeed found that the volume was below 300 ml. She proceeded with her experiment. The boiling in container 5 was followed by boiling in containers 4, 3, 2, and 1, in that order. Lorna checked the volume of the water in each container and found that it was lower than 300 ml. She also found that the decrease in volume was highest in the container with the largest radius. In container 1, volume decrease was barely detectable. While the decrease in volumes prevented her from getting meaningful data on boiling, they gave her an idea of how container shapes affect boiling times. In addition, she got an idea for her next project – evaporation from containers of different shapes.

Preliminary results suggest that:

- A. the rate of evaporation of water is higher from containers with a larger radius.
- B. the rate of evaporation of water is lower from containers with a larger radius.
- C. the rate of evaporation of water is the same from containers with a different radius, as long as the volume of water in the containers is the same.
- D. the rate of evaporation can't be measured with the equipment Lorna used.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

The statement that the volume change was greatest in the container with the largest radius and barely detectable in the container with the smallest radius should provide you with the right answer.

QUESTION 564

Lorna noticed that the amount of time needed to boil water was related to the shape of container she was using. She decided to measure the time necessary to bring 500 ml of water at room temperature to a boil on preheated hotplates. She used five cylindrical 500 milliliter Pyrex glass containers, each having the same wall thickness but a different base radius and height. In other words, some containers were narrow and long, others were wide and shallow. This is the table she prepared to record her data.

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She placed each container containing the same amount of water on a hotplate, and placed a thermometer in each one to monitor the temperature. She noticed that the temperature was increasing faster in the containers with a larger radius.

After some time, she observed boiling in the 10 cm radius container. She was about to record the time in the table she had set up, but noticed that there seemed to be less water in that container than she originally put in. She transferred the water into a graduated cylinder, and indeed found that the volume was below 300 ml. She proceeded with her experiment. The boiling in container 5 was followed by boiling in containers 4, 3, 2, and 1, in that order. Lorna checked the volume of the water in each container and found that it was lower than 300 ml. She also found that the decrease in volume was highest in the container with the largest radius. In container 1, volume decrease was barely detectable. While the decrease in volumes prevented her from getting meaningful data on boiling, they gave her an idea of how container shapes affect boiling times. In addition, she got an idea for her next project – evaporation from containers of different shapes.

From the passage it can be inferred that a graduated cylinder is used:

- A. by students only.
- B. to measure how cylindrical a container is.
- C. to measure the rate of evaporation of water.
- D. to measure volumes.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The scientist used the graduate cylinder to check whether and by how much the volume in the container had changed.

QUESTION 565

Lorna noticed that the amount of time needed to boil water was related to the shape of container she was using. She decided to measure the time necessary to bring 500 ml of water at room temperature to a boil on preheated hotplates. She used five cylindrical 500 milliliter Pyrex glass containers, each having the same wall thickness but a different base radius and height. In other words, some containers were narrow and long, others were wide and shallow. This is the table she prepared to record her data.

Container	Radius [cm]	Height [cm]	Volume [ml]	Time to Boil [min]
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She placed each container containing the same amount of water on a hotplate, and placed a thermometer in each one to monitor the temperature. She noticed that the temperature was increasing faster in the containers with a larger radius. After some time, she observed boiling in the 10 cm radius container. She was about to record the time in the table she had set up, but noticed that there seemed to be less water in that container than she originally put in. She transferred the water into a graduated cylinder, and indeed found that the volume was below 300 ml. She proceeded with her experiment. The boiling in container 5 was followed by boiling in containers 4, 3, 2, and 1, in that order. Lorna checked the volume of the water in each container and found that it was lower than 300 ml. She also found that the decrease in volume was highest in the container with the largest radius. In container 1, volume decrease was barely detectable. While the decrease in volumes prevented her from getting meaningful data on boiling, they gave her an idea of how container shapes affect boiling times. In addition, she got an idea for her next project – evaporation from containers of different shapes.

300 ml of water, placed in a 7.0 cm radius container, and heated as the rest of the water in the experiment described in the text would most likely boil after:

- A. the water in container 2.
- B. the water in container 3.
- C. the water in container 4.
- D. the water in container 5.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Looking at the unfilled table provided in the text, a container with a 7.0 cm radius has a radius that is smaller than that of container 5, but larger than that of container 4. That tells you that the order in which the water in the 7.0 cm radius container boiled would be between container 5 and container 4. In the text you were told that container 5 boiled first, so the container with a 7.0 cm radius would boil after the water in container 5.

QUESTION 566 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

Inertia is the property of an object to remain at rest or in motion with constant velocity unless acted on by a net force. According to the theory of inertia, an arrow will continue to move in its state of motion with constant velocity unless acted on by a force. The force in this case is the gravity of the Earth acting on the arrow. The force of gravity gradually causes the arrow to fall toward the earth as it travels horizontally, which means the arrow follows a parabolic path. Finally, according to the theory of inertia, if an object is not acted on by a net force, it would continue moving forever in a straight line at constant velocity.

In which theory is the reason the arrow continues to move a property of the arrow itself and not something given to it by the bow?

- A. the impetus theory
- B. the inertia theory
- C. both the impetus and the inertia theories
- D. neither the impetus nor the inertia theories

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

In the impetus theory, impetus is a property of the object imparting the motion. In the theory of inertia, the property of inertia is a property of the moving object itself.

QUESTION 567 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

Inertia is the property of an object to remain at rest or in motion with constant velocity unless acted on by a net force. According to the theory of inertia, an arrow will continue to move in its state of motion with constant velocity unless acted on by a force. The force in this case is the gravity of the Earth acting on the arrow. The force of gravity gradually causes the arrow to fall toward the earth as it travels horizontally, which means the arrow follows a parabolic path. Finally, according to the theory of inertia, if an object is not acted on by a net force, it would continue moving forever in a straight line at constant velocity.

Which theory would correctly predict the path of a projectile such as an arrow?

- A. The impetus theory says the impetus runs out gradually at a decreasing rate. This would explain why the projectile follows a parabolic path.

- B. The inertia theory says the inertia runs out gradually at a decreasing rate. This would explain why the projectile follows a parabolic path.
- C. The impetus theory says the force of gravity is acting on the projectile causing its motion to change and creating the parabolic path.
- D. The inertia theory says the force of gravity is acting on the projectile causing its motion to change and creating the parabolic path.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The theory of inertia correctly predicts the parabolic path of a projectile. This is because the projectile continues to move with constant velocity in the horizontal direction since there is no net force in the horizontal direction. The net force in the vertical direction is the gravitational force of the earth on the object. This causes the object to fall toward the earth as it travels horizontally creating the parabolic path. In the impetus theory, however, the impetus of the projectile would run out abruptly which would then predict that the projectile should keep going in a straight line until it uses up the impetus and then it would be predicted to fall straight down.

QUESTION 568 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

Inertia is the property of an object to remain at rest or in motion with constant velocity unless acted on by a net force. According to the theory of inertia, an arrow will continue to move in its state of motion with constant velocity unless acted on by a force. The force in this case is the gravity of the Earth acting on the arrow. The force of gravity gradually causes the arrow to fall toward the earth as it travels horizontally, which means the arrow follows a parabolic path. Finally, according to the theory of inertia, if an object is not acted on by a net force, it would continue moving forever in a straight line at constant velocity.

Which of the following statements are true?

- I. In the inertia theory, the net force acting on the arrow to cause it to slow down and fall to the earth is the force of the bow on the arrow. II. In the impetus theory, the arrow gains an infinite amount of impetus and will never slow down and fall to the ground.
- III. In the inertia theory, the net force acting on the arrow to cause it to slow down and fall to the earth is the force of gravity on the arrow. IV. In the impetus theory, the impetus imparted to the arrow by the bow is used up and that is why the arrow falls to the ground.

- A. I and II
- B. II and III
- C. III and IV
- D. III only

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the inertia theory, the net force that acts to slow down the arrow is the force of gravity on the arrow. The force of the bow on the arrow is what causes the arrow to begin moving. This means that selection I is false, the force of the bow on the arrow is not the net force acting to slow down the arrow, but selection III is true since the force of gravity is the net force acting to slow down the arrow according to the inertia theory. Selection II indicates that the arrow receives an infinite amount of impetus, but according to the explanation of the motion of the arrow using the impetus theory the arrow only receives a certain amount of impetus from the bow and when it uses up this impetus it will fall to the ground. This means selection II is false, but selection IV which says that the impetus imparted to the arrow by the bow is used up and that is why the arrow falls to the ground is true.

QUESTION 569 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

Inertia is the property of an object to remain at rest or in motion with constant velocity unless acted on by a net force. According to the theory of inertia, an arrow will continue to move in its state of motion with constant velocity unless acted on by a force. The force in this case is the gravity of the Earth acting on the arrow. The force of gravity gradually causes the arrow to fall toward the earth as it travels horizontally, which means the arrow follows a parabolic path. Finally, according to the theory of inertia, if an object is not acted on by a net force, it would continue moving forever in a straight line at constant velocity.

According to the impetus theory, for an object to continue moving in a straight line at constant velocity what conditions must be true?

- A. According to the impetus theory, the object must be given infinite impetus.
- B. According to the impetus theory, the object must have no net force on it.
- C. According to the impetus theory, the object must be given infinite impetus.
- D. According to the impetus theory, the object must have gravity providing the impetus.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

For an object to continue moving forever in a straight line with constant velocity, the impetus theory requires that the object be given an infinite amount of impetus.

QUESTION 570 Why does an arrow shot from a bow eventually hit the ground?



Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

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According to the inertia theory, for an object to continue moving in a straight line at constant velocity, what conditions must be true?

- A. According to the inertia theory, the object must be given infinite inertia.
- B. According to the inertia theory, the object must have an infinite net force on it.
- C. According to the inertia theory, the object must have gravity as the net force acting on it.
- D. According to the inertia theory, the object must have no net force acting on it.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The inertia theory states that an object will continue moving in a straight line with constant velocity as long as no net force acts on it.

QUESTION 571 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

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Which of the following statements is correct?

- A. Impetus is a property of the object in motion.
- B. Impetus is a property of motion that is transferred to the object in motion by the object that acts on it.
- C. Impetus is used up gradually.
- D. Impetus is the tendency of an object at rest to remain at rest unless acted on by a net force.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

As defined by the impetus theory, impetus is the property of motion that is imparted to the object by whatever is acting on it? From the example in the reading, the impetus is a property motion of the bow that is transferred to the arrow.

QUESTION 572 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

Inertia is the property of an object to remain at rest or in motion with constant velocity unless acted on by a net force. According to the theory of inertia, an arrow will continue to move in its state of motion with constant velocity unless acted on by a force. The force in this case is the gravity of the Earth acting on the arrow. The force of gravity gradually causes the arrow to fall toward the earth as it travels horizontally, which means the arrow follows a parabolic path. Finally, according to the theory of inertia, if an object is not acted on by a net force, it would continue moving forever in a straight line at constant velocity.

Gravity is a type of:

- A. net force.

- B. impetus.
- C. inertia.
- D. parabolic path.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the Inertia Theory passage, gravity is a type of net force. There is no support for the other choices.

QUESTION 573 Why does an arrow shot from a bow eventually hit the ground?

Impetus Theory

The ancient theory of impetus was used to explain why objects continue to move even when they were no longer acted on, for example, an arrow shot by a bow. The theory of impetus says that the bow imparts a certain amount of the property of motion to the arrow. This property of motion is called *impetus*. Impetus is then a property of the bow that is imparted to the arrow. This is what causes the arrow to fly through the air. According to the theory of impetus, only a limited amount of motion is imparted to the arrow by the bow. Once this runs out, the arrow will fall abruptly to the ground. You can think of this theory as being similar to a gas tank. The action of the bow fills the tank of the arrow with a certain amount of “motion” or impetus; once the tank is empty the arrow doesn’t move anymore. Furthermore, this theory predicts that the impetus is used up at a steady rate. So, when it runs out, it runs out abruptly. This yields the prediction that when the arrow uses up the impetus imparted to it by the bow it will stop in midair and then fall straight down to earth. For an object to continue moving forever in a straight line the impetus theory predicts that it would have to be given an infinite amount of impetus.

Inertia Theory

Inertia is the property of an object to remain at rest or in motion with constant velocity unless acted on by a net force. According to the theory of inertia, an arrow will continue to move in its state of motion with constant velocity unless acted on by a force. The force in this case is the gravity of the Earth acting on the arrow. The force of gravity gradually causes the arrow to fall toward the earth as it travels horizontally, which means the arrow follows a parabolic path. Finally, according to the theory of inertia, if an object is not acted on by a net force, it would continue moving forever in a straight line at constant velocity.

According to the impetus theory, if you throw a rock:

- A. it will immediately hit the ground.
- B. gravity will act on the rock.
- C. it will continue to fly forever.
- D. your arm gives the rock the property of motion.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the impetus theory, the arm would impart the property of motion to the rock. There is no support for the other choices found in the Impetus Theory passage.

QUESTION 574

Background Information

If a characteristic is expressed in an organism, that is the organism’s *phenotype*. The genes that determine that phenotype are called the organism’s *genotype*. A characteristic is determined by the organism’s genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

Description

A cat breeder is losing money because customers are buying cats that do not have white paws, and the cat breeder has mostly white-pawed cats. She decides to experiment with breeding with the six remaining cats that do not have white paws to see if she can produce litters of kittens without white paws. A cat without white paws can be either pure for the non-white pawed cats (homozygote) or a carrier for white paws (heterozygote). The trait for having white paws is recessive.

A homozygote for the non-white = WW (non-white cat paws).

A heterozygote for white = Ww (non-white cat paws).
A homozygote for the white = ww (white cat paws).

You can create Punnett Squares to show the phenotypes that would result from two parent cats breeding.

WW × WW cross yields all non-white pawed kittens.

	W	W
W	WW	WW
W	WW	WW

WW × Ww cross yields all non-white pawed kittens in the first generation; however, 1/2 will be carriers for white paws.

	W	w
W	WW	Ww
W	WW	Ww

Ww × Ww cross yields a ratio of 1 homozygote non-white paws to 2 heterozygote to 1 homozygote white paws for the first generation.

	W	w
W	WW	Ww
W	Ww	ww



Experiment

Group 1

The cat breeder breeds two cats that do not have white paws. She finds that the first generation of kittens in this group does not have any white paws. When the first generation of cats was bred, she finds that the second generation of these kittens is 1/8 white-pawed and 7/8 not white-pawed.

Group 2

The cat breeder breeds two different cats that do not have white paws. She finds that the first, second, and third generations of kittens in this group did not have any white paws.

Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

Which group contains parent cats that may be pure for not having white paws?

- A. Group 1 B.
- Group 2
- C. Group 3
- D. None of the groups

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Since no kittens of three generations had white paws, it is a logical assumption that the parent cats and the kittens, which were bred later to create the newer generations, are all homogeneous for not having white paws.

QUESTION 575

Background Information

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Experiment

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Group 2

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Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

Describe the most likely genetic makeup of the parents in Group 1.

A. The cats were both pure for not having white paws.

- B. One cat was pure, while the other cat was a carrier for the white paw trait.
 C. Both cats were carriers for the white paw trait.
 D. It cannot be determined.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The fact that no first generation cats were born with white paws and the second generation of cats had a frequency of 1 out of 8 shows that the original parents had at least one being a carrier. However, if both parents were carriers, then there would have been 1 out of 4 kittens in the first generation with white paws. Thus, it is likely that one of the parent cats is pure and one is a carrier. Furthermore, this indicates that the trait for white paws is recessive because it is not showing up in the parents, but it is showing up in a younger generation of cats.

QUESTION 576

Background Information

If a characteristic is expressed in an organism, that is the organism's *phenotype*. The genes that determine that phenotype are called the organism's *genotype*. A characteristic is determined by the organism's genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

Description

A cat breeder is losing money because customers are buying cats that do not have white paws, and the cat breeder has mostly white-pawed cats. She decides to experiment with breeding with the six remaining cats that do not have white paws to see if she can produce litters of kittens without white paws. A cat without white paws can be either pure for the non-white pawed cats (homozygote) or a carrier for white paws (heterozygote). The trait for having white paws is recessive.

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W	WW	Ww
W	WW	Ww

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	W	w
W	WW	Ww
W	Ww	ww

Experiment

Group 1

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Group 2

The cat breeder breeds two different cats that do not have white paws. She finds that the first, second, and third generations of kittens in this group did not have any white paws.

Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

If the cats from Group 1 were to continue breeding:

- A. the number of white-pawed cats would eventually outnumber the cats without white paws.
- B. the number of white-pawed cats would decline until no more white-pawed cats existed.
- C. the number of cats without white paws would decline until no more cats without white paws existed.
- D. the number of white-pawed cats would decline over time, but white-pawed cats would still be found in newer generations.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Since at least one of the parents is pure for not having white paws and the second parent has both traits in the genotype, the dominant genotypes will statistically be more than the recessive genotypes. However, there will statistically be the chance for the recessive genotype and phenotype to be present if heterozygote cats from the younger generations are allowed to breed.

QUESTION 577

Background Information

If a characteristic is expressed in an organism, that is the organism's *phenotype*. The genes that determine that phenotype are called the organism's *genotype*. A characteristic is determined by the organism's genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

Description

A cat breeder is losing money because customers are buying cats that do not have white paws, and the cat breeder has mostly white-pawed cats. She decides to experiment with breeding with the six remaining cats that do not have white paws to see if she can produce litters of kittens without white paws. A cat without white paws can be either pure for the non-white pawed cats (homozygote) or a carrier for white paws (heterozygote). The trait for having white paws is recessive.

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A heterozygote for white = Ww (non-white cat paws).

A homozygote for the white = ww (white cat paws).

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	W	W
W	WW	WW
W	WW	WW

WW × Ww cross yields all non-white pawed kittens in the first generation; however, 1/2 will be carriers for white paws.

	W	w
W	WW	Ww
W	WW	Ww

Ww × Ww cross yields a ratio of 1 homozygote non-white paws to 2 heterozygote to 1 homozygote white paws for the first generation.

	W	w
W	WW	Ww
W	Ww	ww

Experiment

Group 1

The cat breeder breeds two cats that do not have white paws. She finds that the first generation of kittens in this group does not have any white paws. When the first generation of cats was bred, she finds that the second generation of these kittens is 1/8 white-pawed and 7/8 not white-pawed.

Group 2

The cat breeder breeds two different cats that do not have white paws. She finds that the first, second, and third generations of kittens in this group did not have any white paws.

Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

If a gene is recessive:

- A. it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.
- B. it will never be expressed in the phenotype.
- C. it will only be expressed in the phenotype when a dominant and a recessive gene is present in the genetic makeup of that organism.
- D. it will always be expressed in the phenotype.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the Background Information in the passage, if a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

QUESTION 578

Background Information

If a characteristic is expressed in an organism, that is the organism's *phenotype*. The genes that determine that phenotype are called the organism's *genotype*. A characteristic is determined by the organism's genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

Description

A cat breeder is losing money because customers are buying cats that do not have white paws, and the cat breeder has mostly white-pawed cats. She decides to experiment with breeding with the six remaining cats that do not have white paws to see if she can produce litters of kittens without white paws. A cat without white paws can be either pure for the non-white pawed cats (homozygote) or a carrier for white paws (heterozygote). The trait for having white paws is recessive.

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	W	W
W	WW	WW
W	WW	WW

WW × Ww cross yields all non-white pawed kittens in the first generation; however, 1/2 will be carriers for white paws.

	W	w
W	WW	Ww
W	WW	Ww

Ww × Ww cross yields a ratio of 1 homozygote non-white paws to 2 heterozygote to 1 homozygote white paws for the first generation.

	W	w
W	WW	Ww
W	Ww	ww

Experiment

Group 1

The cat breeder breeds two cats that do not have white paws. She finds that the first generation of kittens in this group does not have any white paws. When the first generation of cats was bred, she finds that the second generation of these kittens is 1/8 white-pawed and 7/8 not white-pawed.

Group 2

The cat breeder breeds two different cats that do not have white paws. She finds that the first, second, and third generations of kittens in this group did not have any white paws.

Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

How many of the six cats are pure for not having white paws?

- A. 2
- B. 3
- C. 4
- D. 5

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

There is one parent in Group 1, two in Group 2, and none in Group 3 who are pure for not having white paws.

QUESTION 579

Background Information

If a characteristic is expressed in an organism, that is the organism's *phenotype*. The genes that determine that phenotype are called the organism's *genotype*. A characteristic is determined by the organism's genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

Description

A cat breeder is losing money because customers are buying cats that do not have white paws, and the cat breeder has mostly white-pawed cats. She decides to experiment with breeding with the six remaining cats that do not have white paws to see if she can produce litters of kittens without white paws. A cat without white paws can be either pure for the non-white pawed cats (homozygote) or a carrier for white paws (heterozygote). The trait for having white paws is recessive.

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Ww × Ww cross yields a ratio of 1 homozygote non-white paws to 2 heterozygote to 1 homozygote white paws for the first generation.

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Experiment

Group 1

The cat breeder breeds two cats that do not have white paws. She finds that the first generation of kittens in this group does not have any white paws. When the first generation of cats was bred, she finds that the second generation of these kittens is 1/8 white-pawed and 7/8 not white-pawed.

Group 2

The cat breeder breeds two different cats that do not have white paws. She finds that the first, second, and third generations of kittens in this group did not have any white paws.

Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

Based on this data, which of the following is a valid conclusion?

- A. Cats from groups 2 and 3 should be switched between the groups to produce kittens with no white paws.
- B. Cats from groups 1 and 3 when switched would produce all white-pawed cats for all generations.
- C. Cats from groups 1 and 2 should be switched to produce a greater number of white-pawed cats than the original setup.
- D. The cat breeder should not make any changes because a greater number of cats without white paws cannot exist.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The cat breeder was very lucky to originally put the two cats together (male and female) who were pure for not having white paws. Any other combination of the six original cats would have produced a lesser number of kittens that are genotypic ally pure for not having white paws.

QUESTION 580

Background Information

If a characteristic is expressed in an organism, that is the organism's *phenotype*. The genes that determine that phenotype are called the organism's *genotype*. A characteristic is determined by the organism's genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

Description

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Experiment

Group 1

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Group 3

The cat breeder breeds two different cats that do not have white paws. She finds that the first generation of kittens in this group has 1/4 with white paws and 3/4 without white paws. She does not breed for a second generation in this group.

If this experiment were recreated, inaccurate results could be caused by:

- A. the fact that some people like white-pawed cats.
- B. not all of the cats being fed the same brand of cat food.
- C. a cat from Group 3 breeding with a cat from Group 2 during the experiment.
- D. the parents in Group 1 breeding 1 month later than the cats in Groups 2 and 3.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

The experiment would not be affected by people's preference in cats, nor would it depend on the food the cats eat. You might think that if the cats from Group 1 bred one month later than the other cats it would affect the outcome; however, the difference in time will not change the genetic makeup of the cats. Therefore, the outcome would be affected by cats from different groups being bred together.

QUESTION 581

Background Information

If a characteristic is expressed in an organism, that is the organism's *phenotype*. The genes that determine that phenotype are called the organism's *genotype*. A characteristic is determined by the organism's genes that were passed down by the parents. If a gene is dominant, that gene will be expressed in the phenotype. If a gene is recessive, it will only be expressed in the phenotype when two recessives are present in the genetic makeup of that organism.

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Experiment

Group 1

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An organism's genes that determine the phenotype are called:

- A. heterozygote.
- B. characteristics.
- C. genotype.
- D. homozygote.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

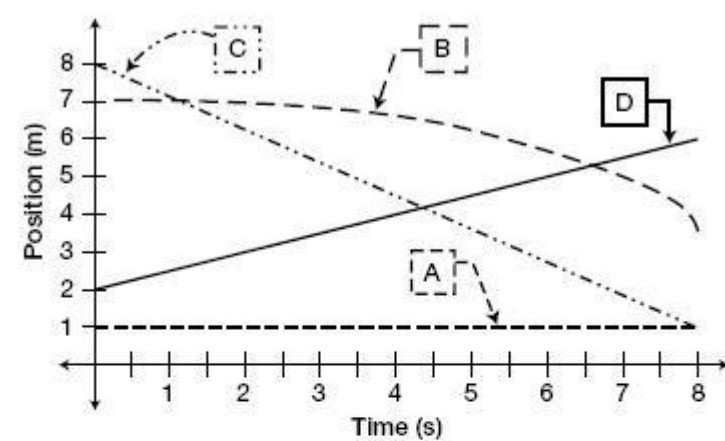
Explanation:

According to the Background Information, the genes that determine that phenotype are called the organism's genotype.

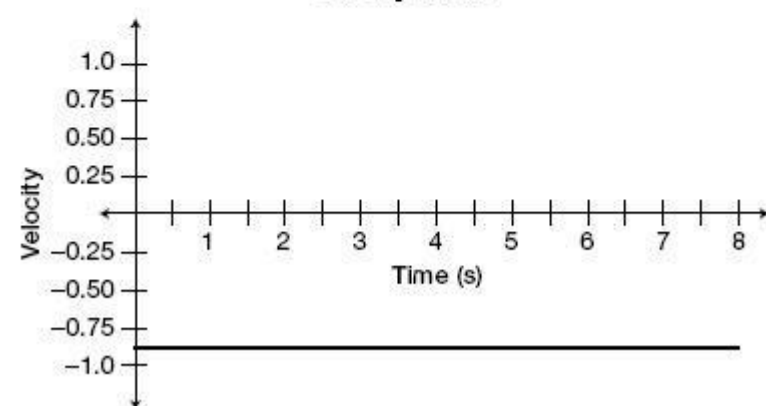
QUESTION 582

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

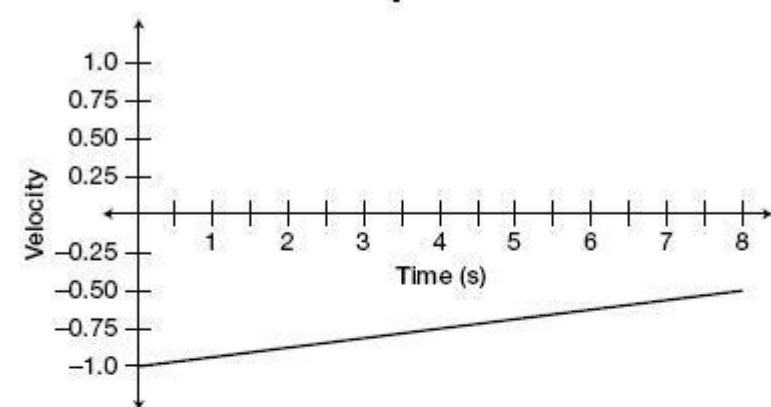
Graph I



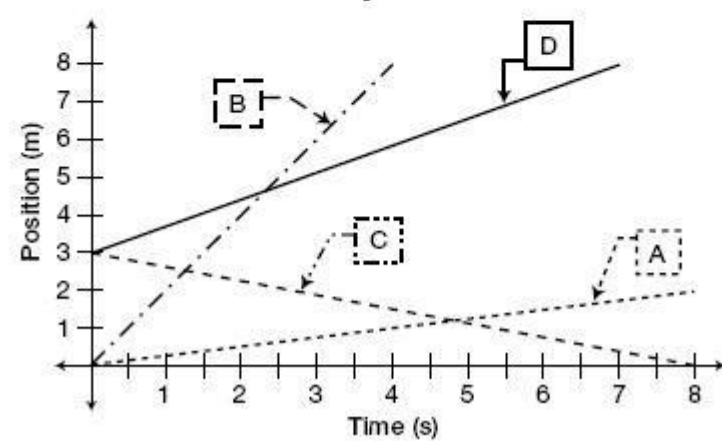
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

Which of the objects represented on Graph I is moving at a constant velocity in the positive direction?



- A. A
- B. B
- C. C
- D. D

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

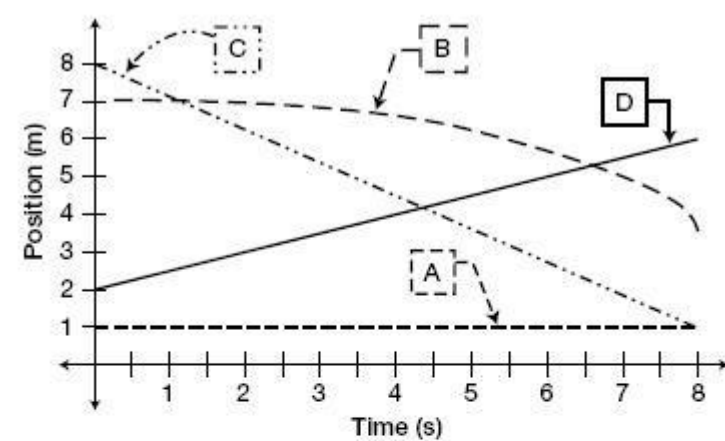
Explanation:

Objects that move with constant velocity have position versus time graphs with constant slope since the object travels equal distances in equal time intervals. The velocity of an object is the slope of the position versus time graph. Of the objects represented on Graph I only object A, C, and D has straight lines representing constant velocity. Object B has a curved position versus time graph, which indicates it is changing velocity as it travels. This leaves two choices C or D. The graph for object D has a positive slope and the graph for object C has a negative slope. The sign of the slope of the position versus time graph represents the sign or direction of the velocity. This means that object D, which has a positive, constant slope on the position versus time graph represents an object moving in the positive direction with constant velocity.

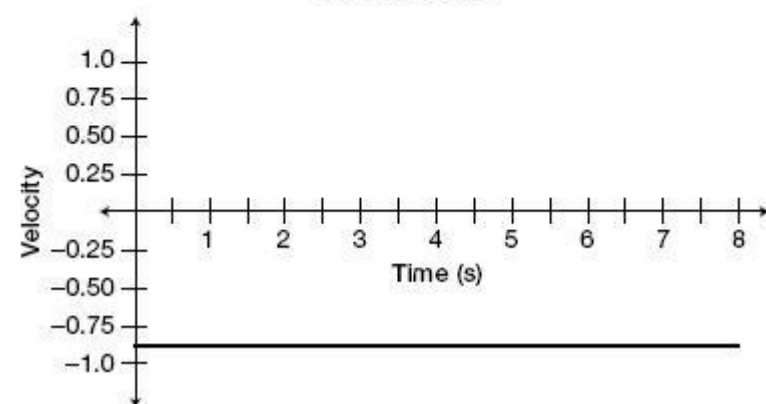
QUESTION 583

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

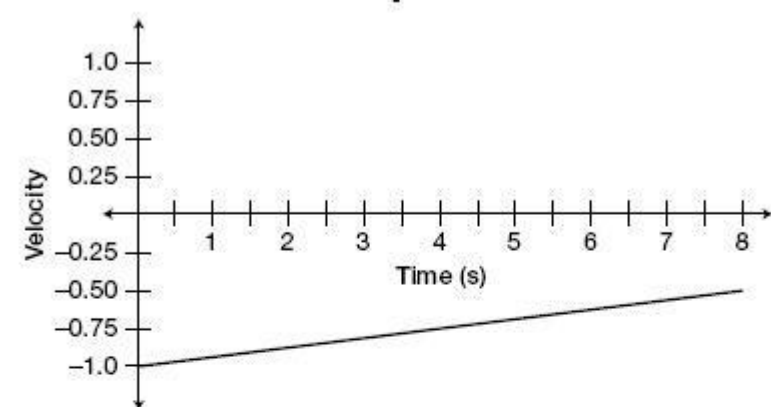
Graph I



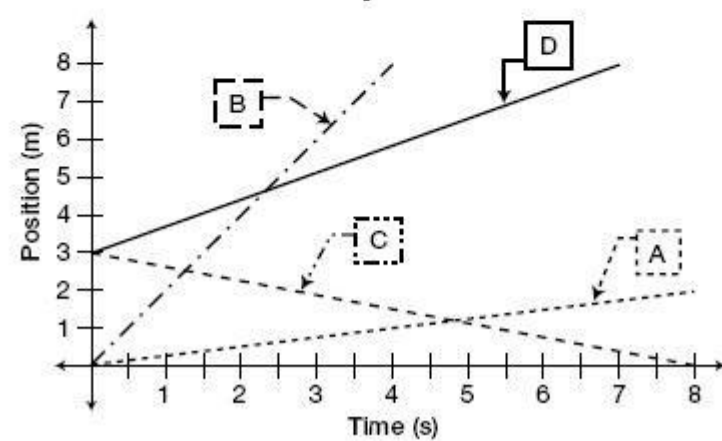
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

Which of the objects represented on Graph I could also be represented by Graph II?

- A. A
- B. B
- C. C
- D. D

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

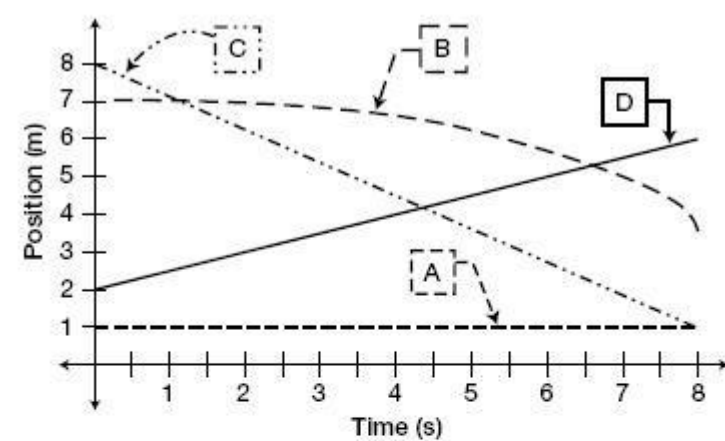
Explanation:

The object in Graph II has a constant velocity since the line on its velocity versus time graph is horizontal. It also has a negative velocity since the line is in the negative region of the graph. Since the velocity is negative this means it is moving in the negative direction. So, the object should meet the following requirements, it should be moving in the negative direction with constant velocity. The object from Graph I that is moving in the negative direction with constant velocity is object C. As explained above to have a constant velocity on Graph I the object must show a straight line on the position versus time graph. Only objects C and D have straight lines with non-zero constant slopes on the position versus time graphs. Object D has a positive slope on its position versus time graph in Graph I. This means its velocity versus time graph should be in the positive region of the graph. Object C, however, meets both requirements since it has a negative, constant slope on its position versus time graph in Graph I, its velocity versus time graph is a horizontal line in the negative region as represented by Graph II.

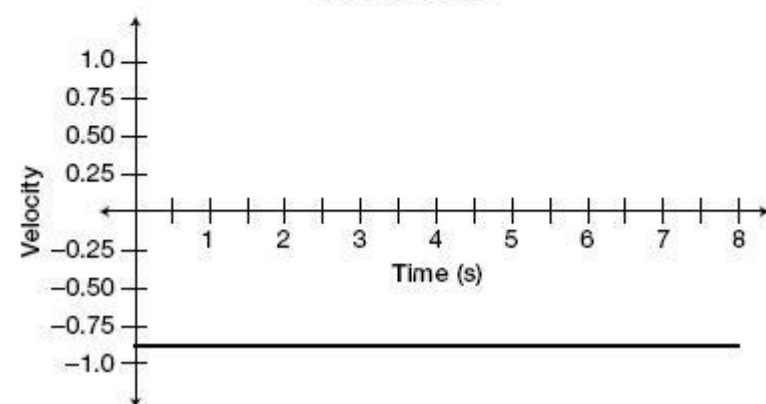
QUESTION 584

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

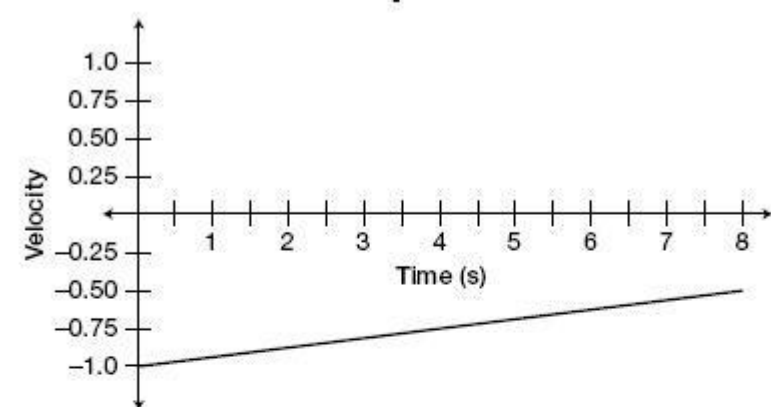
Graph I



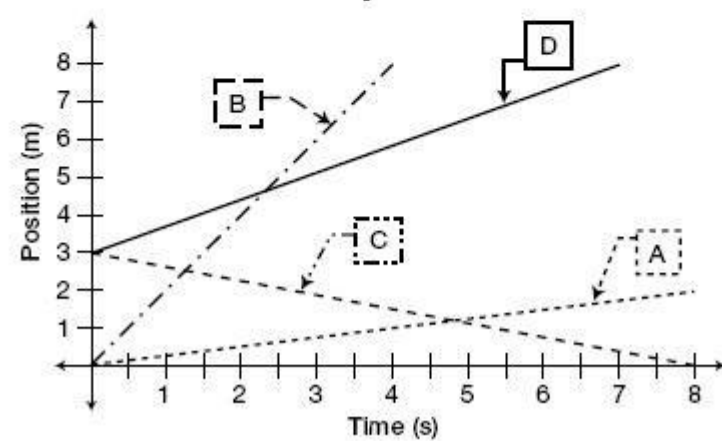
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

Which of the following accurately describes the motion of the object in Graph III?

- A. The object is moving in the positive direction, slowing down.
- B. The object is moving in the negative direction, speeding up.
- C. The object is moving in the positive direction, speeding up.
- D. The object is moving in the negative direction, slowing down.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

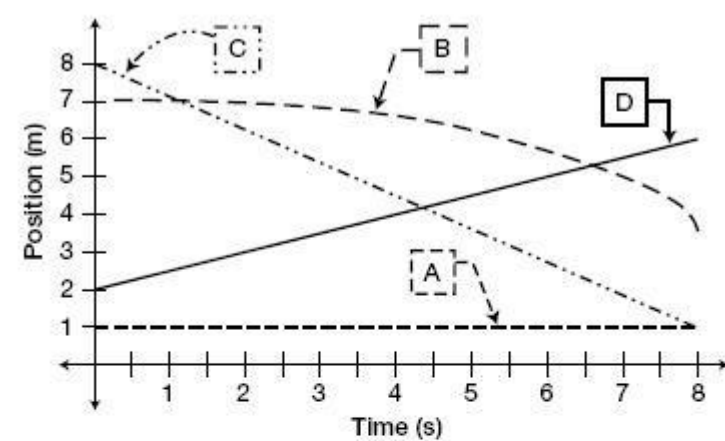
Explanation:

On Graph III, the direction the object is moving in is represented by what region of the graph the line is drawn in. It is important to remember that since Graph III plots the velocity of the object and not its position. Only the sign of the velocity values indicates the direction of motion. The slope of the line on the velocity versus time graph does not indicate the direction the object is moving in. If the object is moving in the positive direction the velocity will be positive, and if it is moving in the negative direction the velocity will be negative. Since the line is in the negative region of the velocity versus time graph the object is moving in the negative direction.

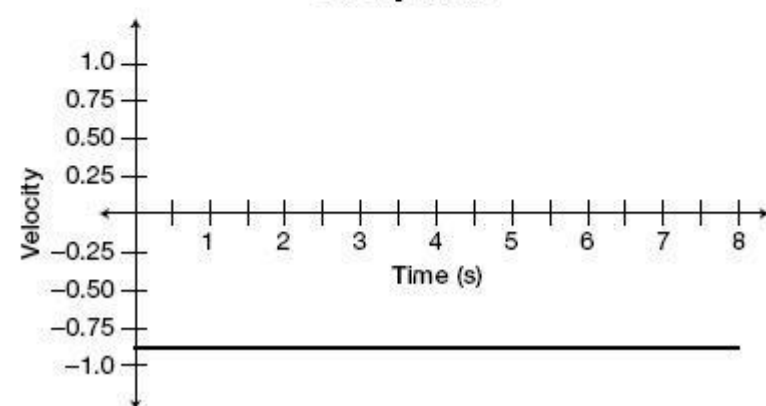
QUESTION 585

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

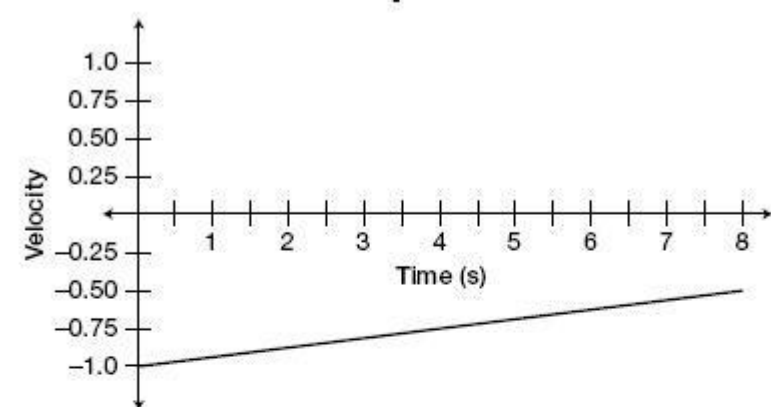
Graph I



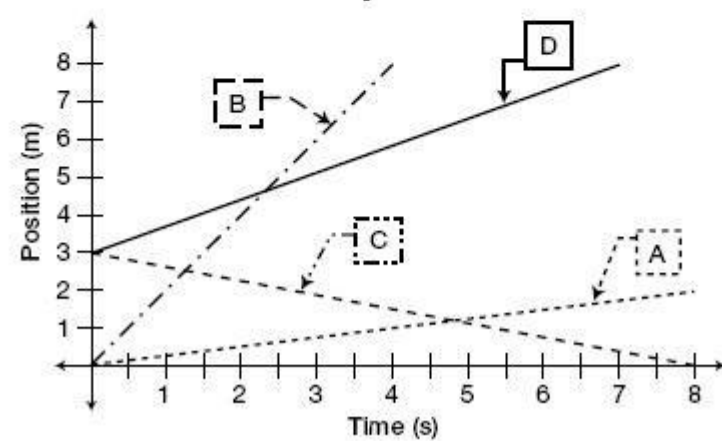
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

The data listed in Data Table I could be used to construct which graph?

- A. Graph I
- B. Graph II
- C. Graph III
- D. Graph IV

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

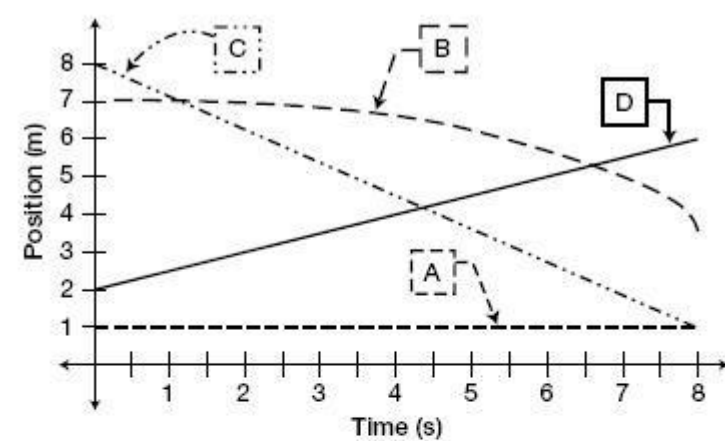
Explanation:

Data Table I includes time and velocity information that indicates it would be used to make a velocity versus time graph. This eliminates choices A and D since Graphs I and IV are both position versus time graphs. Of the two velocities versus time graphs, Graph II shows an object with constant velocity since the line on this graph is horizontal; this indicates that the data table used to make Graph II should have the same value for the velocity for all of the times. This is not the case for Data Table I. This leaves Graph III as the only option. For this velocity versus time graph the velocity decreases in magnitude over time as seen on the Graph III. The values for the velocity in Data Table I reflect this decrease in magnitude.

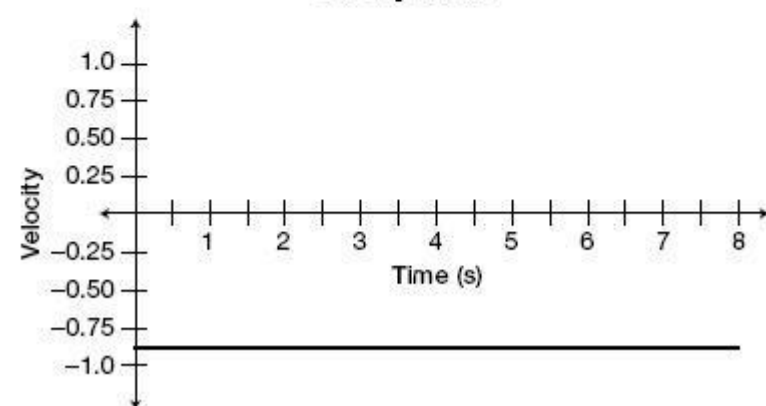
QUESTION 586

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

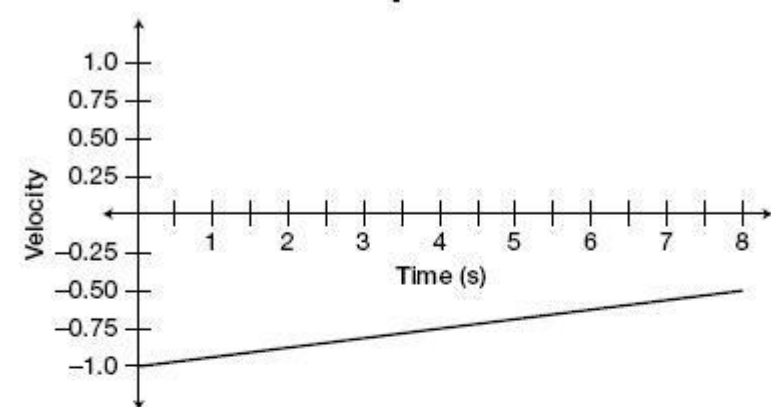
Graph I



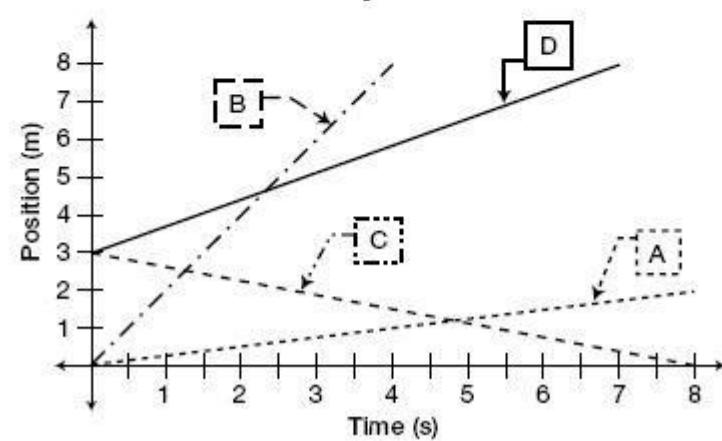
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

If objects A, B, C and D represented in Graph IV were in a foot race, which would win?

- A. A
- B. B
- C. C
- D. D

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

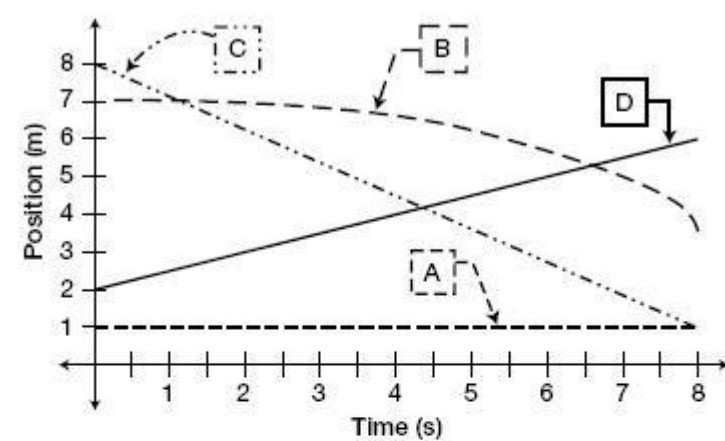
Explanation:

Looking at the position versus time graph in Graph IV you can determine first the direction each object is moving in. Remember the slope of the position versus time graph is the velocity of the object. Since all of the objects have straight lines for the position versus time graph they are all moving at constant velocity. Objects A, B, and D have positive slopes and are therefore moving in the positive direction. Object C, however has a negative slope and is therefore moving in the negative direction. Object C is going backwards away from the finish line so cannot win the race. The magnitude or steepness of the slope determines how fast the object is moving. Object B has the steepest slope and is therefore moving the fastest. Since it is moving the fastest and they are all moving with constant velocity, object B will win the race.

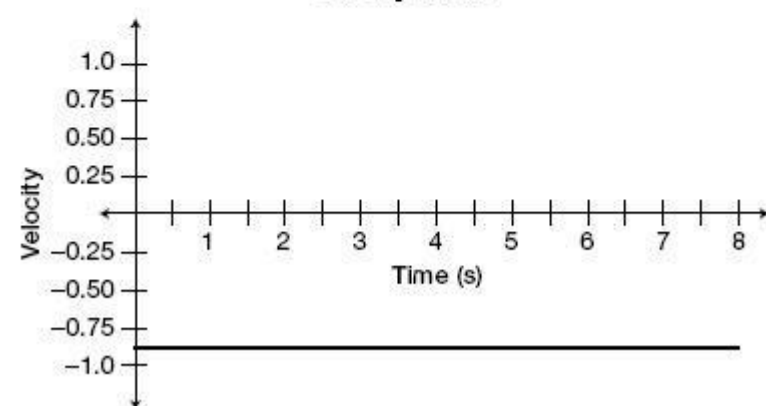
QUESTION 587

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

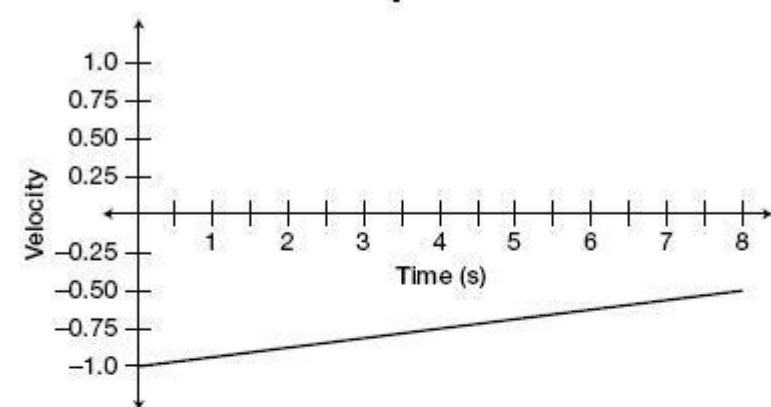
Graph I



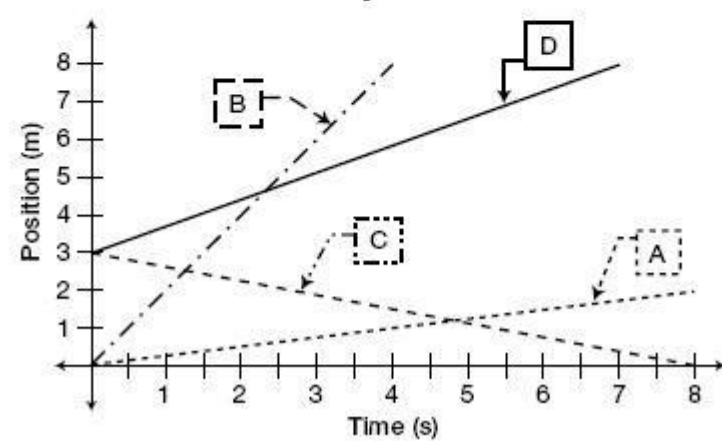
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

If objects A, B, C, and D represented in Graph IV were in a race, which would come in 3rd place?

- A. A
- B. B
- C. C
- D. D

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

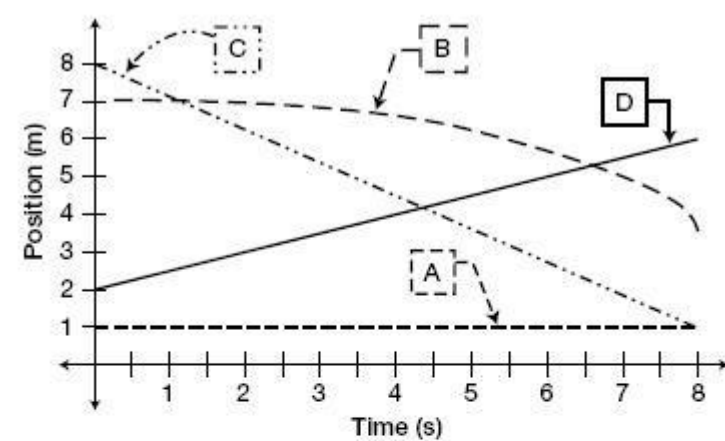
Explanation:

Object A has the third steepest slope and would therefore come in 3rd in a race with Objects A, B, C, and D.

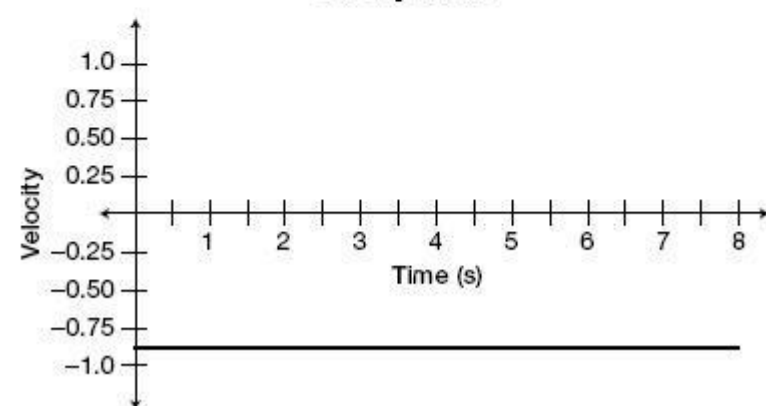
QUESTION 588

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

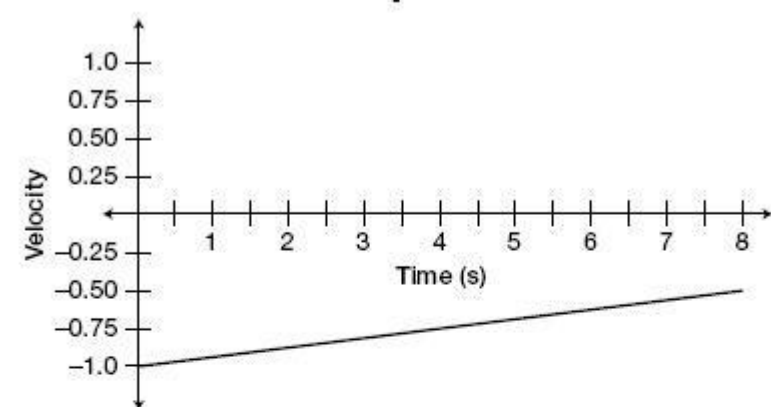
Graph I



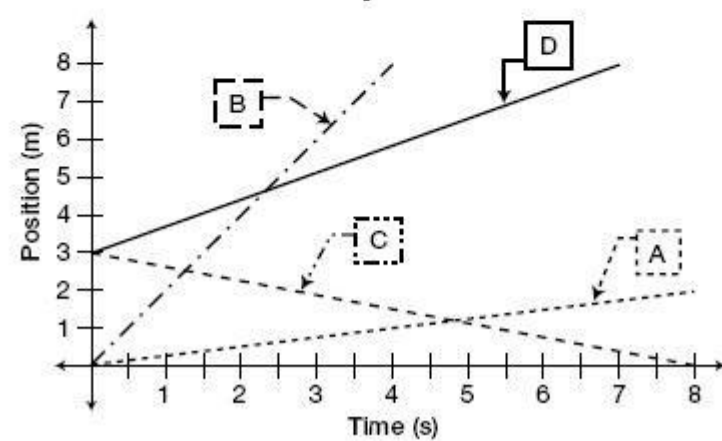
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

Before conducting this experiment, what would be the most important thing to check to ensure accurate results?

- A. the diameter of the objects used.
- B. the table where you will record the data.
- C. the weight of the objects used.
- D. the motion detector.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

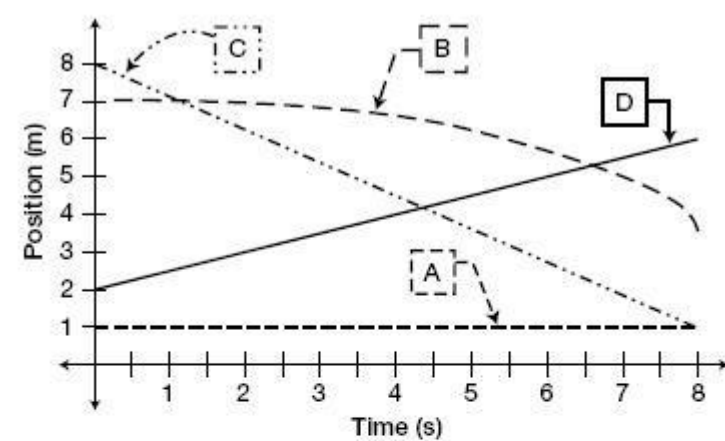
Explanation:

The weight and diameter of the objects and the table you create will not affect the results; however, your motion detector will affect your results.

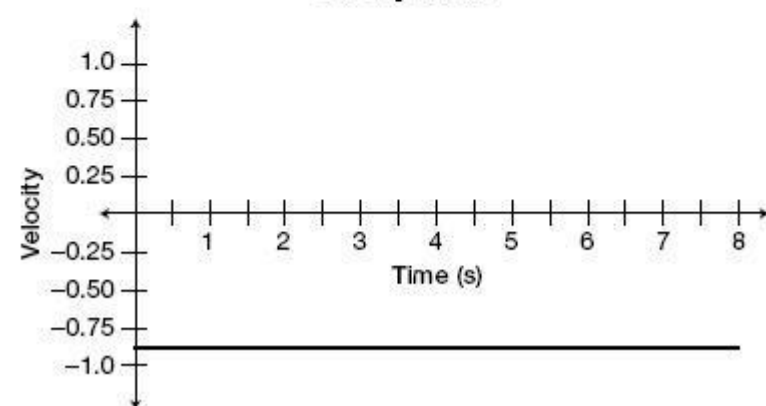
QUESTION 589

Graphs I-IV and Data Table I represent the motion of objects in one dimension as detected by a motion detector. Motion in the positive direction represents motion away from the motion detector and motion in the negative direction represents motion toward the motion detector.

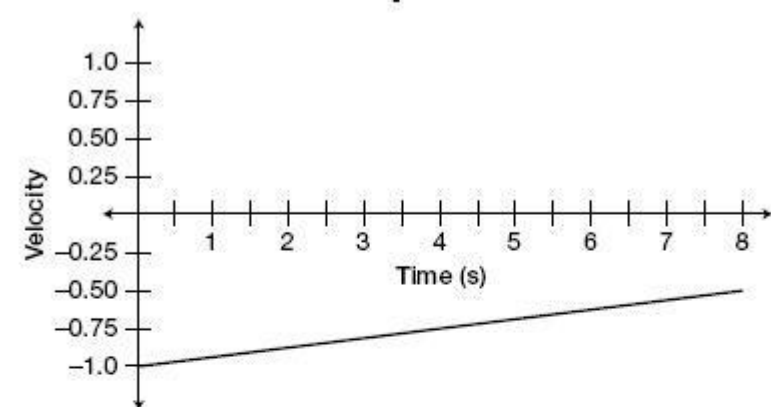
Graph I



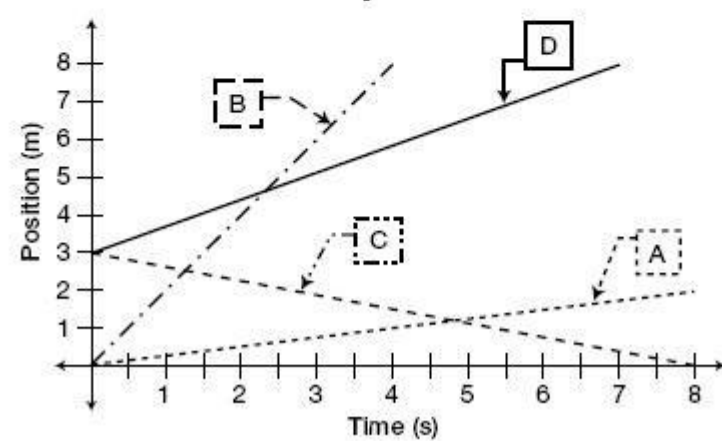
Graph II



Graph III



Graph IV



DATA TABLE 1

TIME (S)	VELOCITY (M/S)
0.00	-1.00
1.00	-0.94
2.00	-0.88
3.00	-0.81
4.00	-0.75
5.00	-0.69
6.00	-0.63
7.00	-0.56
8.00	-0.50

According to Data Table I, what was the difference in velocity between minutes 3 and 4?

- A. -0.03 m/s
- B. -0.06 m/s C. 0.06 m/s
- D. -0.07 m/s

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to Data Table I, the velocity at minute 3 was -0.81 m/s and the velocity at minute 4 was -0.75 m/s. If you subtract those numbers, the difference is -0.06 m/s.

QUESTION 590

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

Experiment 2

Six beetles from species A and six caterpillars were grown in the same vial containing whole-wheat flour and fresh leaves. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was 500 while there was an average of 20 caterpillars in each vial.

Experiment 3

Six beetles from each beetle species were placed in the same vial containing whole-wheat flour. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was three hundred while the average population of Beetle B was one hundred.

	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—

The table shows the average population of each insect that is involved in the experiments outlined.

Which of the following statements is true of Experiment 1?

- A. Beetle A reproduces quicker than Beetle B.
- B. Caterpillars have a greater number of offspring than beetles.
- C. Beetle B consumed a greater amount of resources than Beetle A.
- D. After ten weeks, there was no difference in population size between the two species of Beetle.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

After ten weeks, the average population was the same of both species of beetle. All the other statements are not true or not supported by sufficient evidence.

QUESTION 591

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

Experiment 2

Six beetles from species A and six caterpillars were grown in the same vial containing whole-wheat flour and fresh leaves. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was 500 while there was an average of 20 caterpillars in each vial.

Experiment 3

Six beetles from each beetle species were placed in the same vial containing whole-wheat flour. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was three hundred while the average population of Beetle B was one hundred.

	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—

The table shows the average population of each insect that is involved in the experiments outlined.

Which of the following statements best describes why Experiment 1 is important?

- A. Experiment 1 demonstrates that insects can thrive under the given conditions.
- B. Experiment 1 establishes that both Beetle A and Beetle B eat whole-wheat flour.
- C. Experiment 1 establishes the non-competitive total population of each insect.
- D. Experiment 1 demonstrates that the caterpillar has a much slower growth rate than the beetles.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Experiment 1 is a control experiment that establishes the population size of each insect when provided with an adequate food supply for any size population. This population size is used to compare what happens when there is less food and/or more species eating the same finite supply of food.

QUESTION 592

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

Experiment 2

Six beetles from species A and six caterpillars were grown in the same vial containing whole-wheat flour and fresh leaves. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was 500 while there was an average of 20 caterpillars in each vial.

Experiment 3

Six beetles from each beetle species were placed in the same vial containing whole-wheat flour. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was three hundred while the average population of Beetle B was one hundred.

	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—



The table shows the average population of each insect that is involved in the experiments outlined.

If Beetle A in Experiment 1 was left to grow indefinitely, one would initially observe an increase, followed by a brief plateau, and then a rapid decline in the population size. What would be the most likely cause of the final decline?

- A. other species of insects
- B. limited supply of food
- C. limited supply of minerals
- D. long-term effects of confinement

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The most likely limiting resource that is discussed and applicable to the paragraph is food supply. Over an indefinitely long period of time, the food supply would run out and population size would cease to increase. The population size would eventually start declining due to starvation.

QUESTION 593

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

Experiment 2

Six beetles from species A and six caterpillars were grown in the same vial containing whole-wheat flour and fresh leaves. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was 500 while there was an average of 20 caterpillars in each vial.

Experiment 3

Six beetles from each beetle species were placed in the same vial containing whole-wheat flour. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was three hundred while the average population of Beetle B was one hundred.

	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—

The table shows the average population of each insect that is involved in the experiments outlined.

What would happen if, in Experiment 2, Beetle B and caterpillars were put in the same vial?

- A. The caterpillars would die by Week 10 because of overpopulation by Beetle B.
- B. The average population of Beetle B would reach 100 and the average population for caterpillars would reach five because of competition for food.
- C. The average population of caterpillars would reach 50, while Beetle B would die because caterpillars are stronger competitors for food.
- D. The average population of Beetle B would reach 500 while the average population of caterpillars would reach 20, as in Experiment 2.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

While Experiment 3 suggests that both species of beetles compete for food, Experiment 2 suggests that Beetle A does not compete with caterpillars for food. Therefore, Beetle B should not be expected to compete with the caterpillars for food either.

QUESTION 594

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

Experiment 2

Six beetles from species A and six caterpillars were grown in the same vial containing whole-wheat flour and fresh leaves. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was 500 while there was an average of 20 caterpillars in each vial.

Experiment 3

Six beetles from each beetle species were placed in the same vial containing whole-wheat flour. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was three hundred while the average population of Beetle B was one hundred.

	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—

The table shows the average population of each insect that is involved in the experiments outlined.

Which of the following statements is true of Experiment 3?

- A. Beetle B is the more dominant of the two beetle species.
- B. Beetle A and Beetle B compete for space, food, or both.
- C. The population size of Beetle B is smaller than Beetle A due to migration.
- D. The population size of Beetle B is smaller than Beetle A due to the absence of the caterpillars.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The decrease in both Beetle A and Beetle B population sizes indicate that there is interspecies competition for resources. All the other statements are not true.

QUESTION 595

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

Experiment 2

Six beetles from species A and six caterpillars were grown in the same vial containing whole-wheat flour and fresh leaves. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was 500 while there was an average of 20 caterpillars in each vial.

Experiment 3

Six beetles from each beetle species were placed in the same vial containing whole-wheat flour. Twenty identical vials were set up. After ten weeks, the average population of Beetle A was three hundred while the average population of Beetle B was one hundred.

	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—



The table shows the average population of each insect that is involved in the experiments outlined.

Suppose that, instead of starting with six of each species in Experiment 3, only three of each species were placed in the vial. After ten weeks, what percentage of the total population would the Beetle B species constitute?

- A. 15%
- B. 25%
- C. 75%
- D. 85%

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The ratio of Beetle A to Beetle B should remain the same regardless of the initial number of beetles. Hence, Beetle A constitutes 75%, while Beetle B constitutes 25%.

QUESTION 596

One phenomenon studied by ecologists is the growth and regulation of populations. Population growth can be restricted when resources are limited. Competition for resources can also have an effect on population growth. Three experiments were conducted on various insects to test the validity of these statements. The table that follows is a summary of all three experiments.

Experiment 1

Two beetle species and caterpillars were studied: Six of each insect were grown in separate vials that contained adequate food supply. Beetle A and Beetle B feed on whole-wheat flour, while the caterpillars feed on fresh leaves. Twenty identical vials were set up for each insect. After ten weeks, both species of beetles grew to an average population of 500 in each vial. There was an average of 20 caterpillars in the vials that contained caterpillars.

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	Experiment 1	Experiment 2	Experiment 3
Beetle A	500	500	300
Beetle B	500	—	100
Caterpillar	20	20	—

The table shows the average population of each insect that is involved in the experiments outlined.

Suppose another species of beetle, Beetle C, replaces Beetle A in Experiment 3. After ten weeks, only the Beetle C species can be found in the vial. Which of the following hypotheses does NOT explain the result in terms of competition?

- A. The adult and larval Beetle C species ate the eggs and pupae of the Beetle B species.
- B. The Beetle C species hoarded the food supply and defended it from the Beetle B species.
- C. The Beetle B species was unable to reproduce due to a genetic mutation.
- D. The Beetle C species secretes an enzyme on the food supply that can only be broken down by its own digestion system.

Correct Answer: C

Section: Science

Explanation



Explanation/Reference:

Explanation:

The dearth of the Beetle B species in all the other choices is due to a result of direct influence of the Beetle C species. The failure to reproduce due to a genetic mutation is not a result of competition.

QUESTION 597

Sedimentary rocks (which form from sediment) are thought to be deposited in cycles that occur in discrete packages called sequences. Each sequence constitutes a complete cycle. The cause for the cycle has been linked to sea level change, uplift of continents, climate change, and changes in earth's orbit. These packages are thought to have a duration ranging from 50,000 to 200 million years.

One theory states that the sequences that occur on a scale of every 200,000 to 10 million years are usually caused by changes in the global ice volume. As temperatures increase and glaciers melt, sea level rises and new marine sediment – which is typically coarser-grained than underlying sediments is deposited along shorelines. As global temperatures decrease and glaciers build up, sea level falls and shoreline environments are eroded.

In order to test this theory, two studies were undertaken which enable us better to understand the relations between glaciations (periods of maximum cooling and glacier build-up) and marine sedimentary sequences.

Study 1

A 400m long core of sedimentary rock from an ancient shoreline in the United States was analyzed. The core represents marine sediments deposited over the last 20 million years. The researchers observed patterns of erosion and change in sediment size and determined that unique sequences occurred every 50,000, 100,000, 5 million, and 12 million years.

Study 2

At several sites beneath the Atlantic Ocean, a 50m core was removed from 500,000-year-old ocean floor marine sediments. These sediments contained abundant microfossils that can be used in determining the nature of past climates. The researchers studied the abundance and taxonomy of these microfossils and deduced patterns of warming and cooling global temperatures. They found that periods of maximum cooling (peak glaciations) occurred 75,000, 175,000, 375,000, and 475,000 years ago.

The characteristics common to the studies is that both:

- A. measured periods of maximum glaciations.
- B. utilized ancient and modern sedimentary rocks.
- C. analyzed data from marine sediments.

D. measured the depth of the cycles.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Both studies state that they are analyzing marine sediment. Study 2 makes no mention of sedimentary rocks (ruling out choice B). Depth of the cores is irrelevant (ruling out choice D) and only Study 2 states that it measured peak glaciations (ruling out choice A).

QUESTION 598

Sedimentary rocks (which form from sediment) are thought to be deposited in cycles that occur in discrete packages called sequences. Each sequence constitutes a complete cycle. The cause for the cyclist has been linked to sea level change, uplift of continents, climate change, and changes in earth's orbit. These packages are thought to have a duration ranging from 50,000 to 200 million years.

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The two studies support the theory that marine depositional processes are:

- A. controlled by microfossils and local climate changes.
- B. unpredictable in nature.
- C. most likely controlled by the cycling of glacial building and melting.
- D. related to sequences of marine sediments.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Choices C and D are tough, but if the student compares the numbers from Study 1 and 2, he or she will see that 100,000 years is a common factor to both studies, so choice C is the most accurate answer. Choice D is too vague, and ignores the results of Study 2. There is no indication that region and microfossils control marine depositional processes (ruling out choice A). Both studies show that there are patterns in these processes, making choice B a poor selection.

QUESTION 599

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Which of the following characteristics of a sequence of marine sediments or sedimentary rocks would make it unsuitable for a study such as this?

- I. an age of only 30,000 to 40,000 years
 - II. depth of ocean water
 - III. location away from the polar ice caps
- A. I only
 - B. II and III only
 - C. I, II, and III
 - D. I and III only

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

The passage makes no mention of the relevance of ocean depth or proximity to polar ice caps, but it does mention that these sequences have a minimum age of 50,000 years.

QUESTION 600

Sedimentary rocks (which form from sediment) are thought to be deposited in cycles that occur in discrete packages called sequences. Each sequence constitutes a complete cycle. The cause for the cycle has been linked to sea level change, uplift of continents, climate change, and changes in earth's orbit. These packages are thought to have a duration ranging from 50,000 to 200 million years.

One theory states that the sequences that occur on a scale of every 200,000 to 10 million years are usually caused by changes in the global ice volume. As temperatures increase and glaciers melt, sea level rises and new marine sediment – which is typically coarser-grained than underlying sediments is deposited along shorelines. As global temperatures decrease and glaciers build up, sea level falls and shoreline environments are eroded.

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Study 2

At several sites beneath the Atlantic Ocean, a 50m core was removed from 500,000-year-old ocean floor marine sediments. These sediments contained abundant microfossils that can be used in determining the nature of past climates. The researchers studied the abundance and taxonomy of these microfossils and deduced patterns of warming and cooling global temperatures. They found that periods of maximum cooling (peak glaciations) occurred 75,000, 175,000, 375,000, and 475,000 years ago.

Each of the following is true EXCEPT:

- A. Both studies are compatible with the claim that major climate changes occur at intervals of 50,000 years or more.
- B. Both studies provide support for the claim that cyclic climate changes caused changes in sediment patterns.
- C. Sediment size was a central factor in the results of both studies.
- D. Both studies concerned ancient marine sedimentary rocks.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Sediment size was the crucial factor in Study 1, but not Study 2 (where the central factors were the abundance and shape of microfossils).

QUESTION 601

Sedimentary rocks (which form from sediment) are thought to be deposited in cycles that occur in discrete packages called sequences. Each sequence constitutes a complete cycle. The cause for the cycle has been linked to sea level change, uplift of continents, climate change, and changes in earth's orbit. These packages are thought to have a duration ranging from 50,000 to 200 million years.

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According to the theory discussed in the passage, as glacial melting increases, the sediments along coastlines and microfossils within oceans should respectively show:

- A. more deposition and cooler global temperatures.
- B. more erosion and cooler global temperatures.
- C. more deposition and warmer global temperatures.
- D. more erosion and warmer global temperatures.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

As stated in the second paragraph, glacial melting results in deposition and warmer global temperatures.



QUESTION 602

Sedimentary rocks (which form from sediment) are thought to be deposited in cycles that occur in discrete packages called sequences. Each sequence constitutes a complete cycle. The cause for the cycle has been linked to sea level change, uplift of continents, climate change, and changes in earth's orbit. These packages are thought to have a duration ranging from 50,000 to 200 million years.

One theory states that the sequences that occur on a scale of every 200,000 to 10 million years are usually caused by changes in the global ice volume. As temperatures increase and glaciers melt, sea level rises and new marine sediment – which is typically coarser-grained than underlying sediments is deposited along shorelines. As global temperatures decrease and glaciers build up, sea level falls and shoreline environments are eroded.

In order to test this theory, two studies were undertaken which enable us better to understand the relations between glaciations (periods of maximum cooling and glacier build-up) and marine sedimentary sequences.

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At several sites beneath the Atlantic Ocean, a 50m core was removed from 500,000-year-old ocean floor marine sediments. These sediments contained abundant microfossils that can be used in determining the nature of past climates. The researchers studied the abundance and taxonomy of these microfossils and deduced patterns of warming and cooling global temperatures. They found that periods of maximum cooling (peak glaciations) occurred 75,000, 175,000, 375,000, and 475,000 years ago.

Which of the following hypotheses was investigated in Study 1?

- A. Changes in sea level cause sequences of sediments.
- B. Cycles occur every 50,000, 100,000, 5 million and 12 million years.
- C. The sea level is currently rising.
- D. Cyclicity in sediment deposition is the result of changes in global ice volume

Correct Answer: D

Section: Science**Explanation****Explanation/Reference:**

Explanation:

Study 1's hypothesis was that marine sediments record sequences of sediment that occur in cycles. Choice B is the conclusion of Study 1, not a hypothesis. Choices A and C are not discussed in Study 1.

QUESTION 603

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

Diffusion-collision model

This model suggests that an amino acid within a protein can diffuse within its environment until it collides with its specific partner amino acid, to which it adheres. When all the amino acids, are involved in favorable interactions, the protein ceases to diffuse and the proper conformation is attained.

Nucleation model

This model postulates that the acquisition of the proper fold within several amino acids would trigger the folding process. These amino acids act as nucleation centers and cause a domino effect in promoting protein folding. The protein can be imagined to sequentially acquire its proper conformation beginning from the nucleation centers.

Hydrophobic-collapse model

Out of the 20 different amino acids, some are hydrophobic. A hydrophobic amino acid is one that does not like to be associated with water but does like to be associated with others like itself. In the hydrophobic-collapse model, hydrophobic amino acids in the protein collapse into the center of the protein leaving the hydrophilic (water-loving) amino acids to surround them and interact with water.

The final three-dimensional structure of a protein, regardless of the folding pathway models, ultimately depends on:

- A. how it is manufactured by the cell.
- B. the flexibility of the peptide bonds
- C. the number of amino acids.
- D. the sequence of the amino acids.



Correct Answer: D

Section: Science**Explanation****Explanation/Reference:**

Explanation:

The passage states (in the first sentence) that each protein is characterized by the sequence of amino acids and that this sequence is what makes the protein unique.

QUESTION 604

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

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Hydrophobic-collapse model

Out of the 20 different amino acids, some are hydrophobic. A hydrophobic amino acid is one that does not like to be associated with water but does like to be associated with others like itself. In the hydrophobic-collapse model, hydrophobic amino acids in the protein collapse into the center of the protein leaving the hydrophilic (water-loving) amino acids to surround them and interact with water.

A mutation of an important amino acid affects the proper conformation of the protein. Which of the proposed models cannot account for this observation?

- A. diffusion-collision model
- B. nucleation model
- C. hydrophobic-collapse model
- D. none of the above

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

All the models are based on the fact that the amino acid sequence specifies the proper conformation. A loss of a vital amino acid in any of the models would lead to the wrong conformation.

QUESTION 605

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

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Out of the 20 different amino acids, some are hydrophobic. A hydrophobic amino acid is one that does not like to be associated with water but does like to be associated with others like itself. In the hydrophobic-collapse model, hydrophobic amino acids in the protein collapse into the center of the protein leaving the hydrophilic (water-loving) amino acids to surround them and interact with water.

A certain mutation of an amino acid, which is thought to play a major role in initiating protein folding, does not affect the general structure of the protein. Which of the proposed models cannot account for this observation?

- A. diffusion-collision model
- B. nucleation model
- C. hydrophobic-collapse model
- D. none of the above

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the nucleation model, the mutated amino acid will fail to produce a properly folded protein. However, the protein still acquires the proper fold, suggesting the shortfall of this model.

QUESTION 606

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

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The nucleation model suggests that some amino acids are more important than others whereas the diffusion-collision model supposes that all amino acids are equally important. Which of the following statements is NOT true?

- A. A mutation in an important amino acid in the nucleation model will have no effect according to the diffusion-collision model.
- B. A mutation in an amino acid, which is important in the nucleation model, will result in a wrong conformation.
- C. A mutation in an amino acid might affect proper protein conformation according to the diffusion collision model.
- D. A mutation in a certain amino acid might have an effect according to both the nucleation model and the diffusion-collision model.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Even though the diffusion-collision model does not posit that there are any especially important amino acids, it is still the case, according to that model, that a mutation of any amino acid might affect the folding pathway.

QUESTION 607

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

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Implicit in the nucleation model is the assumption that:

- A. temperature is an important factor for a protein to attain the proper conformation.
- B. the presence of salt promotes a protein in attaining the proper conformation.
- C. the addition of a strong base will destroy the peptide bonds and thus the protein.
- D. the time required to attain the proper conformation is dependent on the length of the protein.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Since the nucleation method is akin to a domino effect, it follows that the longer a protein, the longer it will take to attain the proper conformation.

QUESTION 608

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

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A molecular chaperoning is a protein that aids small proteins in establishing their structures. The chaperoning has a barrel-like cavity that provides an unfolded protein an opportunity to fold. If the hydrophobic-collapse model can be used to explain this particular folding process, what can be said about the amino acids of the molecular chaperoning that come in contact with the unfolded protein?

- A. The amino acids in the molecular chaperonins are hydrophobic.
- B. The amino acids in the molecular chaperonins are hydrophilic.
- C. The amino acids in the molecular chaperonins are both hydrophobic and hydrophilic.
- D. The amino acids in the molecular chaperonins are not involved in the folding process.



Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to the hydrophobic-collapse model, hydrophobic amino acids prefer to interact with themselves. Thus, the interacting molecular chaperoning amino acids must be hydrophilic to promote protein folding.

QUESTION 609

All proteins consist of a string of amino acids linked together by peptide bonds. Because of its unique sequence of amino acids, every protein is distinct. Each protein folds into a specific conformation when manufactured by cells. All proteins must attain three-dimensional structures to properly function in the cell. While the peptide bonds between the amino acids are relatively rigid, all the other chemical bonds within a protein are flexible and can contort within certain limits. The ability of a protein to fold depends on the flexibility of these chemical bonds. A small protein of about 100 amino acids could undergo an astronomical number of trials and errors before assuming its final structure. This sampling of many conformations before attaining the right one would take far too long and so scientists hypothesize that there must be pathways which guide individual proteins to the right conformations, thereby eliminating total randomness in sampling. Three pathway models of protein folding have been proposed.

Diffusion-collision model

This model suggests that an amino acid within a protein can diffuse within its environment until it collides with its specific partner amino acid, to which it adheres. When all the amino acids, are involved in favorable interactions, the protein ceases to diffuse and the proper conformation is attained.

Nucleation model

This model postulates that the acquisition of the proper fold within several amino acids would trigger the folding process. These amino acids act as nucleation centers and cause a domino effect in promoting protein folding. The protein can be imagined to sequentially acquire its proper conformation beginning from the nucleation centers.

Hydrophobic-collapse model

Out of the 20 different amino acids, some are hydrophobic. A hydrophobic amino acid is one that does not like to be associated with water but does like to be associated with others like itself. In the hydrophobic-collapse model, hydrophobic amino acids in the protein collapse into the center of the protein leaving the hydrophilic (water-loving) amino acids to surround them and interact with water.

A fourth, all-inclusive view of protein folding is that similar proteins can fold via any of the three models. What cannot be said of proteins that conform to this all-inclusive model?

- A. The structure of a protein can be attained by any model.
- B. The length of the protein does not influence the choice of a model.
- C. The sequence of the protein determines the folding pathway.
- D. A folding pathway that is hindered by a mutation can be compensated by another.

Correct Answer: C

Section: Science

Explanation

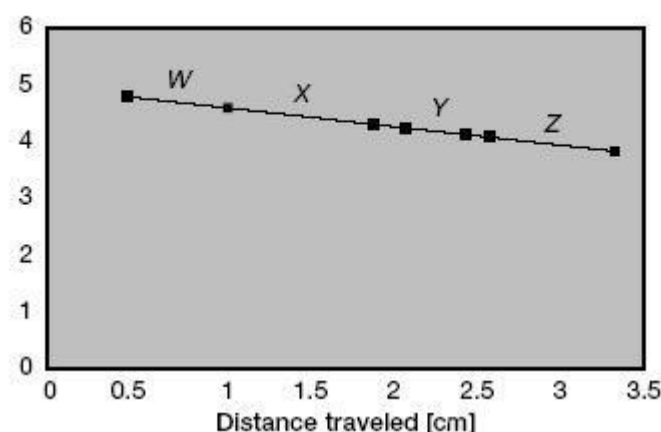
Explanation/Reference:

Explanation:

Choices A and D demonstrate that a protein fold can be achieved by any of the three suggested pathways. While sequence is the only element important in the folding process, hence negating choice B, the fact that similar proteins can attain proper conformations via any of the proposed pathways, in this particular case, suggests that sequence does not determine the folding pathway.

QUESTION 610

SDS-PAGE is a technique used by scientists to separate proteins according to their size. The compound SDS confers a uniform negative charge to individual proteins, causing these negatively charged proteins to travel toward the anode (positive end) when placed in an electric field. The migrating proteins are further placed in a uniform matrix (PAGE) in order to separate the different sizes. A bigger, heavier protein meets more resistance than a smaller, lighter one while traveling through the matrix, and hence migrates more slowly. The size of a protein is measured in Daltons (Da). The relationship between the logarithm values of the weights of seven proteins and the distances they travel in the matrix in a given period of time is illustrated in the graph. A list of the discrete data point values for each protein, as well as the corresponding weight, is presented under the graph on the next page.



Distance traveled (cm)	Log (Weight)	Weight (Da)
0.5	4.81	65 000
1.0	4.55	35 000
1.8	4.23	17 000
2.1	4.16	14 000
2.5	4.02	11 000
2.7	3.91	8 000
3.3	3.79	6 000

Which statement characterizes the migration of SDS-associated proteins?

- A. Diffusion moves the proteins from a region of higher concentration to one of lower concentration.
- B. An electric field causes negatively charged objects to migrate toward the anode (positive end).
- C. The electrical resistance of negatively charged objects determines the speed of migration.
- D. Osmosis of water indirectly causes the migration of the proteins.

Correct Answer: B

Section: Science

Explanation

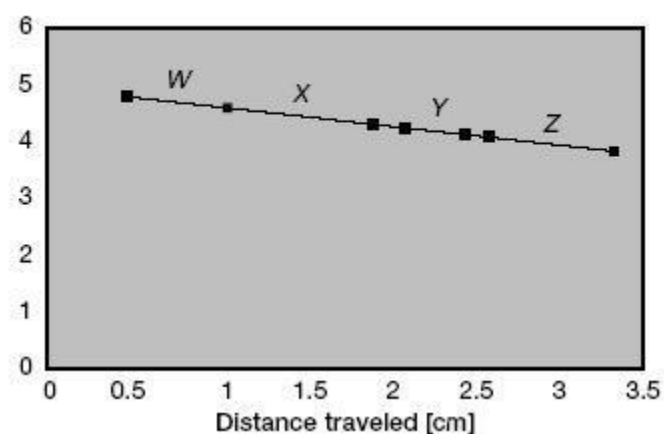
Explanation/Reference:

Explanation:

SDS-associated proteins, which are negatively charged, will travel toward the positive end of an electric field. All the other options are true statements, but do not describe the SDS-PAGE context.

QUESTION 611

SDS-PAGE is a technique used by scientists to separate proteins according to their size. The compound SDS confers a uniform negative charge to individual proteins, causing these negatively charged proteins to travel toward the anode (positive end) when placed in an electric field. The migrating proteins are further placed in a uniform matrix (PAGE) in order to separate the different sizes. A bigger, heavier protein meets more resistance than a smaller, lighter one while traveling through the matrix, and hence migrates more slowly. The size of a protein is measured in Daltons (Da). The relationship between the logarithm values of the weights of seven proteins and the distances they travel in the matrix in a given period of time is illustrated in the graph. A list of the discrete data point values for each protein, as well as the corresponding weight, is presented under the graph on the next page.



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2.7	3.91	8 000
3.3	3.79	6 000

A protein of weight 45,000 Da would be expected to migrate to the region on the graph marked:

- A. W
- B. X C. Y
- D. Z

Correct Answer: A

Section: Science

Explanation

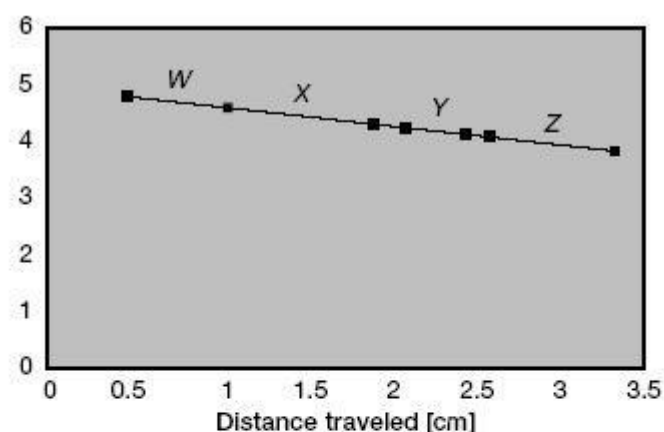
Explanation/Reference:

Explanation:

From the table, the weight 45,000 falls between the first two data points. This would correspond to region W on the graph.

QUESTION 612

SDS-PAGE is a technique used by scientists to separate proteins according to their size. The compound SDS confers a uniform negative charge to individual proteins, causing these negatively charged proteins to travel toward the anode (positive end) when placed in an electric field. The migrating proteins are further placed in a uniform matrix (PAGE) in order to separate the different sizes. A bigger, heavier protein meets more resistance than a smaller, lighter one while traveling through the matrix, and hence migrates more slowly. The size of a protein is measured in Daltons (Da). The relationship between the logarithm values of the weights of seven proteins and the distances they travel in the matrix in a given period of time is illustrated in the graph. A list of the discrete data point values for each protein, as well as the corresponding weight, is presented under the graph on the next page.



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1.8	4.23	17 000
2.1	4.16	14 000
2.5	4.02	11 000
2.7	3.91	8 000
3.3	3.79	6 000



A protein essential for metabolism has just been discovered. SDS-PAGE reveals that this protein migrates a distance of 1.7 cm. Which statement best characterizes the new protein?

- A. The weight of the protein is somewhere between 6,000 Da and 11,000 Da.
- B. The weight of the protein is somewhere between 11,000 Da and 17,000 Da.
- C. The weight of the protein is somewhere between 14,000 Da and 17,000 Da.
- D. The weight of the protein is somewhere between 17,000 Da and 35,000 Da.

Correct Answer: D

Section: Science

Explanation

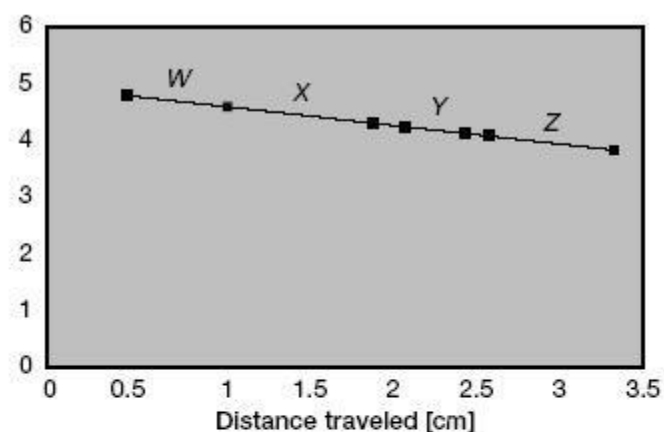
Explanation/Reference:

Explanation:

Since a protein weighing 17,000 Da travels 1.8 cm, and since the new protein traveled only 1.7 cm, we can confidently conclude that the new protein is heavier and thus rule out choices A, B, and C. Choice D is the only answer allowing for heavier weights.

QUESTION 613

SDS-PAGE is a technique used by scientists to separate proteins according to their size. The compound SDS confers a uniform negative charge to individual proteins, causing these negatively charged proteins to travel toward the anode (positive end) when placed in an electric field. The migrating proteins are further placed in a uniform matrix (PAGE) in order to separate the different sizes. A bigger, heavier protein meets more resistance than a smaller, lighter one while traveling through the matrix, and hence migrates more slowly. The size of a protein is measured in Daltons (Da). The relationship between the logarithm values of the weights of seven proteins and the distances they travel in the matrix in a given period of time is illustrated in the graph. A list of the discrete data point values for each protein, as well as the corresponding weight, is presented under the graph on the next page.



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2.5	4.02	11 000
2.7	3.91	8 000
3.3	3.79	6 000



Another essential protein in metabolism is made up of two units, each unit traveling a different distance from the other. The combined weight of the two units is approximately 50,000 Da. Referring to the regions W, X, Y and Z on the graph, which combination will NOT give the possible weight of each unit?

- A. X + Z
- B. Y + Z
- C. X + Y
- D. W + Y

Correct Answer: B

Section: Science

Explanation

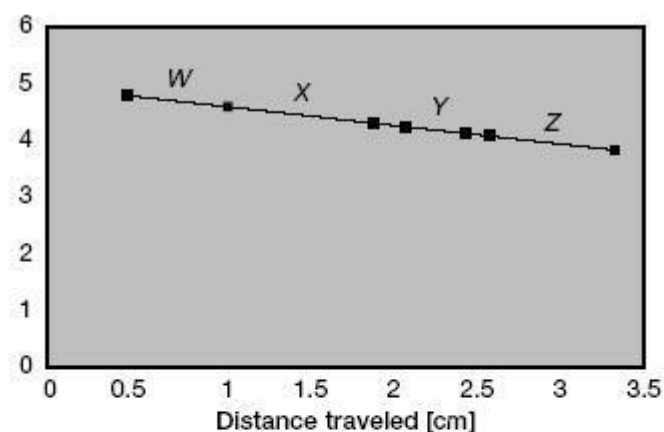
Explanation/Reference:

Explanation:

All the other combinations can be manipulated to give a combined weight of approximately 50,000 Da. The highest weight that Y + Z can attain under 25,000 Da.

QUESTION 614

SDS-PAGE is a technique used by scientists to separate proteins according to their size. The compound SDS confers a uniform negative charge to individual proteins, causing these negatively charged proteins to travel toward the anode (positive end) when placed in an electric field. The migrating proteins are further placed in a uniform matrix (PAGE) in order to separate the different sizes. A bigger, heavier protein meets more resistance than a smaller, lighter one while traveling through the matrix, and hence migrates more slowly. The size of a protein is measured in Daltons (Da). The relationship between the logarithm values of the weights of seven proteins and the distances they travel in the matrix in a given period of time is illustrated in the graph. A list of the discrete data point values for each protein, as well as the corresponding weight, is presented under the graph on the next page.



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2.1	4.16	14 000
2.5	4.02	11 000
2.7	3.91	8 000
3.3	3.79	6 000



What would happen if an electric field were to be applied to SDS-PAGE for an indefinite length of time?

- A. Larger proteins will reach the anode before the smaller proteins.
- B. All proteins will eventually reach a limiting resistance in the matrix, at which point they cease to migrate further.
- C. Proteins associated with more SDS will reach the anode while proteins associated with less SDS will stop migrating due to resistance.
- D. All proteins will eventually reach the anode.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

It is consistent with the information provided that, given an indefinitely long period of time, all negatively charged proteins will reach the anode at the rates determined by their sizes. Smaller proteins will arrive at the anode before the larger proteins, ruling out choice A.

QUESTION 615

Passage I

The following data table represents the population of both wolves and deer during the years 1955–1980 in a given area.

Table 1

	1955	1960	1965	1970	1975	1980
Wolves	52	68	75	60	45	49
Deer	325	270	220	210	120	80

Which of the following statements is true about the years 1955–1980?

- A. The population of the wolves increased over time.
- B. The population of the deer decreased at a constant rate over time.
- C. The population of the wolves increased initially, but decreased after 1965.
- D. The population of the deer decreased over time.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

As seen in Table 1, the deer population decreased over time, but not at a constant rate.

QUESTION 616

Passage I

The following data table represents the population of both wolves and deer during the years 1955–1980 in a given area.

Table 1

	1955	1960	1965	1970	1975	1980
Wolves	52	68	75	60	45	49
Deer	325	270	220	210	120	80

Between which years is the greatest difference in the population of wolves?

- A. 1955–1960
- B. 1960–1975
- C. 1955–1975
- D. 1975–1980

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The greatest difference between the numbers of population among the choices is from 1960–1975 which was 23. All other choices were less than 23.

QUESTION 617

Passage I

The following data table represents the population of both wolves and deer during the years 1955–1980 in a given area.

Table 1

	1955	1960	1965	1970	1975	1980
Wolves	52	68	75	60	45	49
Deer	325	270	220	210	120	80

Which of the following statements is true of the wolf population from 1955–1980?

- A. The wolf population increased at a constant rate until 1975.
- B. The wolf population decreased at a constant rate after 1970.
- C. The increase in the wolf population was a result of the decrease in deer population.
- D. The wolf population increased from 1955 to 1965, decreased from 1965 to 1975, and increased again in 1980.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

If you look at the top row of Table 1, you see that the wolf population increased in the first 10 years from 52 to 75. From 1965 the wolf population decreased from 75 down to 45 in 1975, and finally increased again in 1980.

QUESTION 618

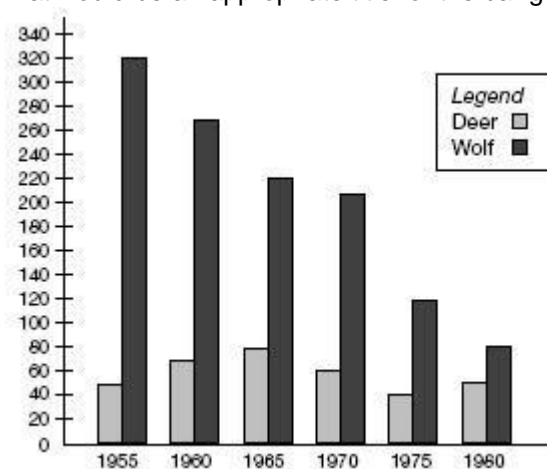
Passage I

The following data table represents the population of both wolves and deer during the years 1955–1980 in a given area.

Table 1

	1955	1960	1965	1970	1975	1980
Wolves	52	68	75	60	45	49
Deer	325	270	220	210	120	80

What would be an appropriate title for the bar graph below?



- A. The Effects of Hunting on the Deer and Wolf Population, 1955–1980
- B. Deer Population over 25 years

- C. Deer and Wolf Population, 1955 to 1980
D. Wildlife Population, 1955 to 1980

Correct Answer: C
Section: Science
Explanation

Explanation/Reference:

Explanation:

The bar graph shows nothing about the effects of hunting (choice A) nor does it show any other animals besides deer and wolves (choice D). Only choice C is an appropriate title for the bar graph.

QUESTION 619

Passage I

The following data table represents the population of both wolves and deer during the years 1955–1980 in a given area.

Table 1

	1955	1960	1965	1970	1975	1980
Wolves	52	68	75	60	45	49
Deer	325	270	220	210	120	80

Which of the following would NOT explain the sharp decline in the deer population between 1970 and 1975?

- A. The number of registered hunters in the area increased by 60%.
B. The number of wolves also declined.
C. A major forest fire occurred in 1972.
D. Over 150 new homes were built in the deer's habitat.



Correct Answer: B
Section: Science
Explanation

Explanation/Reference:

Explanation:

A major forest fire, the decrease in habitat, as well increased hunting could all explain the sharp decline in the deer population. Just because the wolf population also decreased is not enough to indicate a cause for the decrease in deer.

QUESTION 620

Mark's chemistry project was to study the structure of crystals of the amino acids glycine and L-alanine. First, this involved growing large enough crystals for analysis. Most crystals are grown from supersaturated solutions. Supersaturated solutions have an excess amount of solute dissolved in a solvent at a given temperature. To prepare samples, Mark combined 2 g of water with 40% more amino acid than is normally soluble in that amount of water at room temperature. He then heated the samples until the amino acid completely dissolved and allowed them to slowly cool to room temperature.

With glycine, Mark obtained crystals suitable for analysis in 17 out of 20 samples and he was able to collect the data he needed. With L-alanine, he ran into problems. Namely, none of the L-alanine samples crystallized. He tried to increase the super saturation by dissolving 50%, 60% and 70% more L-alanine in excess of solubility, to increase the driving force for crystallization in these samples. But that didn't seem to help.

After a few weeks, Mark observed a cotton-like substance in some of his L-alanine samples. He was sure that these weren't L-alanine crystals. After spending some time in the library, he found that the amino acid L-alanine is prone to bacterial attack. He hypothesized that bacteria were eating his samples and that the cotton-like substance was a bacterial byproduct. He prepared 20 new L-alanine samples. All of the samples were 40% supersaturated in 2 g of water at room temperature. Mark took great care to keep his samples sterile. He used water that had been passed through a 0.22 μm filter and treated by UV rays. Mark was able to obtain crystals from 15 out of 20 solutions.

The goal of Mark's research was:

- A. to eliminate bacteria from his samples.
B. to determine why L-alanine didn't crystallize.
C. to heat his samples without damaging them.

D. to grow and analyze the crystals of two amino acids.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The goal of the project is stated in the first sentence of the passage. Eliminating bacteria (choice A) and determining why L-alanine didn't crystallize (choice B) sidetracked Mark for a while, but his goal remained unchanged. While not overheating the samples is probably a good idea (choice C), there was no mention of it in the passage, and it wasn't the ultimate goal of the experiment.

QUESTION 621

Mark's chemistry project was to study the structure of crystals of the amino acids glycine and Lalanine. First, this involved growing large enough crystals for analysis. Most crystals are grown from supersaturated solutions. Supersaturated solutions have an excess amount of solute dissolved in a solvent at a given temperature. To prepare samples, Mark combined 2 g of water with 40% more amino acid than is normally soluble in that amount of water at room temperature. He then heated the samples until the amino acid completely dissolved and allowed them to slowly cool to room temperature.

With glycine, Mark obtained crystals suitable for analysis in 17 out of 20 samples and he was able to collect the data he needed. With L-alanine, he ran into problems. Namely, none of the Lalanine samples crystallized. He tried to increase the super saturation by dissolving 50%, 60% and 70% more L-alanine in excess of solubility, to increase the driving force for crystallization in these samples. But that didn't seem to help.

After a few weeks, Mark observed a cotton-like substance in some of his L-alanine samples. He was sure that these weren't L-alanine crystals. After spending some time in the library, he found that the amino acid L-alanine is prone to bacterial attack. He hypothesized that bacteria were eating his samples and that the cotton-like substance was a bacterial byproduct. He prepared 20 new L-alanine samples. All of the samples were 40% supersaturated in 2 g of water at room temperature. Mark took great care to keep his samples sterile. He used water that had been passed through a 0.22 μm filter and treated by UV rays. Mark was able to obtain crystals from 15 out of 20 solutions.

According to the passage above, what best supports the statement, "40% super saturation is sufficient for glycine crystal growth at room temperature."

- A. L-alanine is prone to bacterial attack.
- B. When Mark increased the super saturation to 50%, he obtained crystals.
- C. Crystals formed in 40% supersaturated samples, prepared using filtered and treated water.
- D. Filtering water causes crystallization in all samples.



Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

The statement is best supported by the fact that Mark eventually did get crystals at that super saturation. Choice A is true, but unrelated to the statements under quotation marks. Choices B and D are not true.

QUESTION 622

Mark's chemistry project was to study the structure of crystals of the amino acids glycine and Lalanine. First, this involved growing large enough crystals for analysis. Most crystals are grown from supersaturated solutions. Supersaturated solutions have an excess amount of solute dissolved in a solvent at a given temperature. To prepare samples, Mark combined 2 g of water with 40% more amino acid than is normally soluble in that amount of water at room temperature. He then heated the samples until the amino acid completely dissolved and allowed them to slowly cool to room temperature.

With glycine, Mark obtained crystals suitable for analysis in 17 out of 20 samples and he was able to collect the data he needed. With L-alanine, he ran into problems. Namely, none of the Lalanine samples crystallized. He tried to increase the super saturation by dissolving 50%, 60% and 70% more L-alanine in excess of solubility, to increase the driving force for crystallization in these samples. But that didn't seem to help.

After a few weeks, Mark observed a cotton-like substance in some of his L-alanine samples. He was sure that these weren't L-alanine crystals. After spending some time in the library, he found that the amino acid L-alanine is prone to bacterial attack. He hypothesized that bacteria were eating his samples and that the cotton-like substance was a bacterial byproduct. He prepared 20 new L-alanine samples. All of the samples were 40% supersaturated in 2 g of water at room temperature. Mark took great care to keep his samples sterile. He used water that had been passed through a 0.22 μm filter and treated by UV rays. Mark was able to obtain crystals from 15 out of 20 solutions.

If filtering water through a 0.22 μm filter, without UV treatment, were enough to eliminate the bacterial attack problem, what could be said about the bacteria in Mark's samples?

- A. They are too large to pass through a 0.22 μm filter.
- B. They are too small to pass through a 0.22 μm filter.
- C. After passing through a 0.22 μm filter, the L-alanine stops being a food source for the bacteria.
- D. After passing through a 0.22 μm filter, the bacteria stops being a food source for L-alanine.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Filtration separates particles by size. Water molecules are small enough to pass through the filter, but the bacteria are too large.

QUESTION 623

Mark's chemistry project was to study the structure of crystals of the amino acids glycine and L-alanine. First, this involved growing large enough crystals for analysis. Most crystals are grown from supersaturated solutions. Supersaturated solutions have an excess amount of solute dissolved in a solvent at a given temperature. To prepare samples, Mark combined 2 g of water with 40% more amino acid than is normally soluble in that amount of water at room temperature. He then heated the samples until the amino acid completely dissolved and allowed them to slowly cool to room temperature.

With glycine, Mark obtained crystals suitable for analysis in 17 out of 20 samples and he was able to collect the data he needed. With L-alanine, he ran into problems. Namely, none of the L-alanine samples crystallized. He tried to increase the super saturation by dissolving 50%, 60% and 70% more L-alanine in excess of solubility, to increase the driving force for crystallization in these samples. But that didn't seem to help.

After a few weeks, Mark observed a cotton-like substance in some of his L-alanine samples. He was sure that these weren't L-alanine crystals. After spending some time in the library, he found that the amino acid L-alanine is prone to bacterial attack. He hypothesized that bacteria were eating his samples and that the cotton-like substance was a bacterial byproduct. He prepared 20 new L-alanine samples. All of the samples were 40% supersaturated in 2 g of water at room temperature. Mark took great care to keep his samples sterile. He used water that had been passed through a 0.22 µm filter and treated by UV rays. Mark was able to obtain crystals from 15 out of 20 solutions.

It can be inferred from the passage that UV treatment is used to:

- A. increase super saturation in solutions of amino acids.
- B. cause skin cancer in tanning salons.
- C. kill microorganisms.
- D. filter solutions of amino acids.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

UV was used to sterilize the solutions, to rid them of bacteria, also known as microorganisms.

Choice A is incorrect because there was no mention of the UV when Mark tried making the super saturation higher, and there was no mention of super saturation when he treated the solutions with the UV. Choice B was not mentioned in the text. Choice D is not correct because while the UV and filtration were used for the same purpose (getting rid of L-alanine munching bacteria), there was no mention that these two methods were connected.

QUESTION 624

Mark's chemistry project was to study the structure of crystals of the amino acids glycine and L-alanine. First, this involved growing large enough crystals for analysis. Most crystals are grown from supersaturated solutions. Supersaturated solutions have an excess amount of solute dissolved in a solvent at a given temperature. To prepare samples, Mark combined 2 g of water with 40% more amino acid than is normally soluble in that amount of water at room temperature. He then heated the samples until the amino acid completely dissolved and allowed them to slowly cool to room temperature.

With glycine, Mark obtained crystals suitable for analysis in 17 out of 20 samples and he was able to collect the data he needed. With L-alanine, he ran into problems. Namely, none of the L-alanine samples crystallized. He tried to increase the super saturation by dissolving 50%, 60% and 70% more L-alanine in excess of solubility, to increase the driving force for crystallization in these samples. But that didn't seem to help.

After a few weeks, Mark observed a cotton-like substance in some of his L-alanine samples. He was sure that these weren't L-alanine crystals. After spending some time in the library, he found that the amino acid L-alanine is prone to bacterial attack. He hypothesized that bacteria were eating his samples and that the cotton-like substance was a bacterial byproduct. He prepared 20 new L-alanine samples. All of the samples were 40% supersaturated in 2 g of water at room temperature. Mark took great care to keep his samples sterile. He used water that had been passed through a 0.22 µm filter and treated by UV rays. Mark was able to obtain crystals from 15 out of 20 solutions.

Mark's hypothesis that he wasn't obtaining crystals because bacteria were feeding on his samples:

- A. was probably correct.
- B. was probably incorrect.
- C. was not formed in accordance with the scientific method.
- D. could not be tested.

Correct Answer: A

Section: Science**Explanation****Explanation/Reference:**

Explanation:

Before adopting the technique to eliminate bacteria, the student didn't get any crystals. Once he reduced the possibility of bacterial attack, he obtained crystals in most of the samples.

QUESTION 625 IS

PLUTO A PLANET?

Scientist 1

Based on perturbations in Neptune's orbit, the search for a ninth planet was conducted, and Pluto was discovered in 1930. Pluto orbits the Sun just as the other eight planets do, and it has a moon, Charon, and a stable orbit. Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants. In addition, Pluto, like the planet Mercury, has little or no atmosphere. Pluto is definitely not a comet because it does not have a tail like a comet when it is near the Sun. Pluto is also not an asteroid, although its density is closer to an asteroid than to any of the other planets. Pluto is a planet because it has been classified as one for more than sixty years since its discovery.

Scientist 2

Pluto should no longer be classified as a planet based on new evidence that has come to light in the last few years. When Pluto was first discovered, nothing was known about its orbit or its composition. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet's orbit. Pluto orbits the Sun in the outer solar system, and so should be similar in size and composition to the gas giants, but it is not. Pluto lacks rings that all other gas giants possess. Also, Pluto's moon is larger than any other moon relative to its parent planet. In recent years, new objects have been found which belong to the Kuiper Belt, a region of small solid icy bodies that orbit the Sun beyond the orbit of Neptune and Pluto. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton. Based on these facts, I conclude that Pluto is a Kuiper Belt object.

Scientist 1 states that "Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants." Which of the following statements made by Scientist 2 opposes Scientist 1's belief that Pluto is a gas planet?

- A. Pluto's moon is larger than any other moon relative to its parent planet.
- B. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton.
- C. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet's orbit.
- D. Pluto lacks rings that all other gas giants possess.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Only the statement "Pluto lacks rings that all other gas giants possess," opposes the statement made by Scientist 1.

QUESTION 626 IS

PLUTO A PLANET?

Scientist 1

Based on perturbations in Neptune's orbit, the search for a ninth planet was conducted, and Pluto was discovered in 1930. Pluto orbits the Sun just as the other eight planets do, and it has a moon, Charon, and a stable orbit. Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants. In addition, Pluto, like the planet Mercury, has little or no atmosphere. Pluto is definitely not a comet because it does not have a tail like a comet when it is near the Sun. Pluto is also not an asteroid, although its density is closer to an asteroid than to any of the other planets. Pluto is a planet because it has been classified as one for more than sixty years since its discovery.

Scientist 2

Pluto should no longer be classified as a planet based on new evidence that has come to light in the last few years. When Pluto was first discovered, nothing was known about its orbit or its composition. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet's orbit. Pluto orbits the Sun in the outer solar system, and so should be similar in size and composition to the gas giants, but it is not. Pluto lacks rings that all other gas giants possess. Also, Pluto's moon is larger than any other moon relative to its parent planet. In recent years, new objects have been found which belong to the Kuiper Belt, a region of small solid icy bodies that orbit the Sun beyond the orbit of Neptune and Pluto. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton. Based on these facts, I conclude that Pluto is a Kuiper Belt object.

What do both scientists agree upon?

- A. Pluto is like Mercury.
- B. Pluto is a Kuiper Belt Object.
- C. Pluto orbits the sun.
- D. Charon is a planet.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

If you read both passages carefully, only one fact appears in both. Scientist 1 states, “Pluto orbits the Sun just as the other eight planets do,” and Scientist 2 states, “Pluto orbits the Sun in the outer solar system.”

QUESTION 627 IS

PLUTO A PLANET?

Scientist 1

Based on perturbations in Neptune’s orbit, the search for a ninth planet was conducted, and Pluto was discovered in 1930. Pluto orbits the Sun just as the other eight planets do, and it has a moon, Charon, and a stable orbit. Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants. In addition, Pluto, like the planet Mercury, has little or no atmosphere. Pluto is definitely not a comet because it does not have a tail like a comet when it is near the Sun. Pluto is also not an asteroid, although its density is closer to an asteroid than to any of the other planets. Pluto is a planet because it has been classified as one for more than sixty years since its discovery.

Scientist 2

Pluto should no longer be classified as a planet based on new evidence that has come to light in the last few years. When Pluto was first discovered, nothing was known about its orbit or its composition. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet’s orbit. Pluto orbits the Sun in the outer solar system, and so should be similar in size and composition to the gas giants, but it is not. Pluto lacks rings that all other gas giants possess. Also, Pluto’s moon is larger than any other moon relative to its parent planet. In recent years, new objects have been found which belong to the Kuiper Belt, a region of small solid icy bodies that orbit the Sun beyond the orbit of Neptune and Pluto. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton. Based on these facts, I conclude that Pluto is a Kuiper Belt object.

Which of the following are reasons why Scientist 2 believes Pluto should NOT be classified as a planet?

- I. Pluto has no atmosphere.
- II. Pluto is similar in composition to Quaoar.
- III. Pluto has the most eccentric orbit of all the planets.
- IV. Pluto’s orbit is not in the same plane as the orbits of the other planets.

- A. II and III only
- B. I, III, and IV
- C. III and IV only
- D. II, III, and IV

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to Scientist 2, the factors that separate Pluto are its different density, composition, and orbital characteristics, which are more like those of the Kuiper Belt Objects than the planets.

QUESTION 628 IS

PLUTO A PLANET?

Scientist 1

Based on perturbations in Neptune’s orbit, the search for a ninth planet was conducted, and Pluto was discovered in 1930. Pluto orbits the Sun just as the other eight planets do, and it has a moon, Charon, and a stable orbit. Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants. In addition, Pluto, like the planet Mercury, has little or no atmosphere. Pluto is definitely not a comet because it does not have a tail like a comet when it is near the Sun. Pluto is also not an asteroid, although its density is closer to an asteroid than to any of the other planets. Pluto is a planet because it has been classified as one for more than sixty years since its discovery.

Scientist 2

Pluto should no longer be classified as a planet based on new evidence that has come to light in the last few years. When Pluto was first discovered, nothing was known about its orbit or its composition. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet’s orbit. Pluto orbits the Sun in the outer solar system, and so should be similar in size and composition to the gas giants, but it is not. Pluto lacks rings that all other gas giants possess. Also, Pluto’s moon is larger than any other moon relative to its parent planet. In recent years, new objects have been found which belong to the Kuiper Belt, a region of small solid icy bodies that orbit the Sun beyond the orbit of Neptune and Pluto. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton. Based on these facts, I conclude that Pluto is a Kuiper Belt object.

Based on composition and density, Pluto is a:

- A. Kuiper Belt Object.
- B. Earth-like planet.
- C. comet.
- D. gas giant planet.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Pluto, Charon, and Neptune's moon Triton all have densities and compositions similar to the newly discovered object Quaoar. This infers that they are all bodies originally from the Kuiper Belt.

QUESTION 629 IS

PLUTO A PLANET?

Scientist 1

Based on perturbations in Neptune's orbit, the search for a ninth planet was conducted, and Pluto was discovered in 1930. Pluto orbits the Sun just as the other eight planets do, and it has a moon, Charon, and a stable orbit. Based on its distance from the Sun, Pluto should be grouped with the planets known as gas giants. In addition, Pluto, like the planet Mercury, has little or no atmosphere. Pluto is definitely not a comet because it does not have a tail like a comet when it is near the Sun. Pluto is also not an asteroid, although its density is closer to an asteroid than to any of the other planets. Pluto is a planet because it has been classified as one for more than sixty years since its discovery.

Scientist 2

Pluto should no longer be classified as a planet based on new evidence that has come to light in the last few years. When Pluto was first discovered, nothing was known about its orbit or its composition. Pluto has an orbit that is not in the same plane as the other planets (i.e., it is tilted) and its orbit is more eccentric, or elongated than any other planet's orbit. Pluto orbits the Sun in the outer solar system, and so should be similar in size and composition to the gas giants, but it is not. Pluto lacks rings that all other gas giants possess. Also, Pluto's moon is larger than any other moon relative to its parent planet. In recent years, new objects have been found which belong to the Kuiper Belt, a region of small solid icy bodies that orbit the Sun beyond the orbit of Neptune and Pluto. A large object called Quaoar has recently been discovered which has a density nearly identical to Pluto, Charon, and Triton. Based on these facts, I conclude that Pluto is a Kuiper Belt object.

Based on the information presented by Scientist 2, what is a possible origin for Neptune's moon, Triton?

- A. Triton is a natural moon of Neptune.
- B. Triton is a captured Kuiper Belt Object.
- C. Triton is a captured asteroid.
- D. Triton is a captured comet.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Triton's similar density and composition to Quaoar are evidence that indicate that it is an object that was captured by Neptune's gravity at some point in the early formation of the solar system.

QUESTION 630

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.

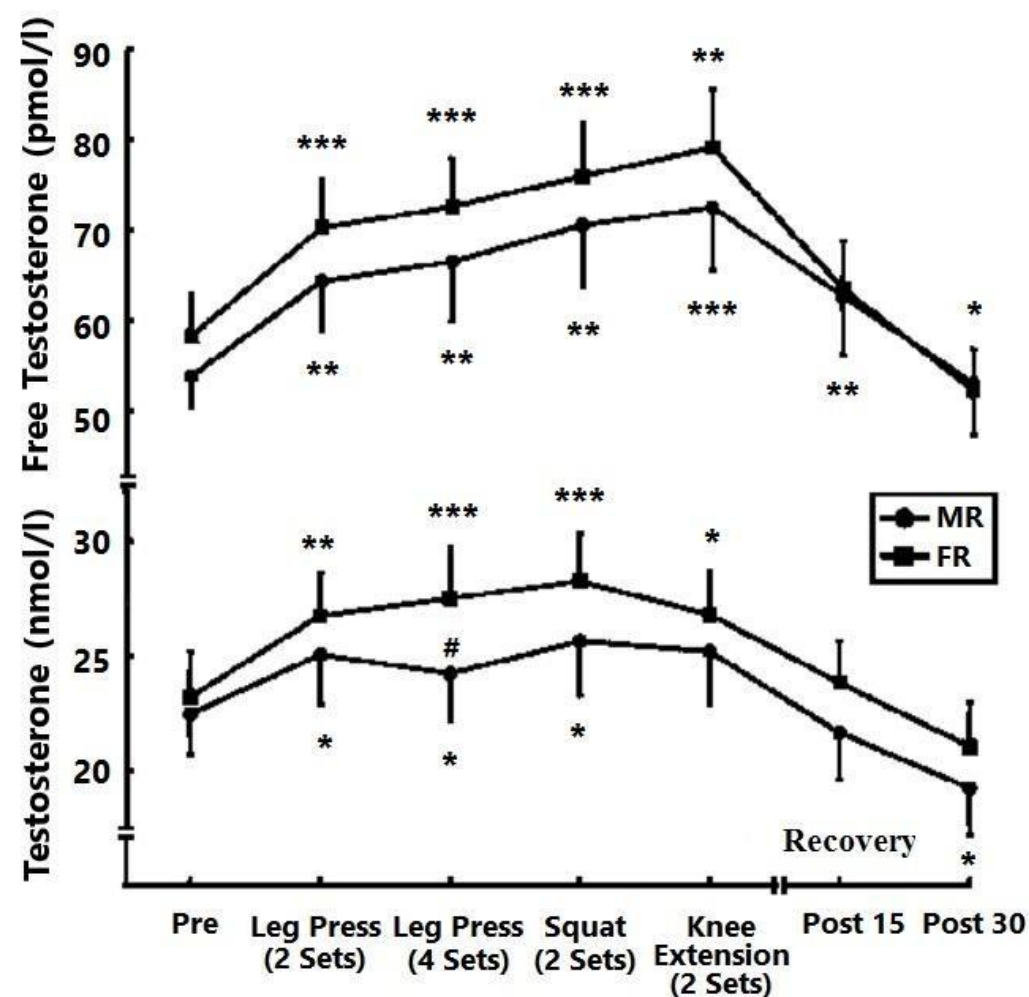


Figure adapted from Acute hormonal and neuromuscular responses and recovery to forced vs. Maximum repetitions multiple resistance exercises by Ahtianinen et al.

In both the MR and FR conditions, Free Testosterone concentration exhibits a trend during the duration of the workout. What is that trend?

- A. Free Testosterone concentration increases at each timestamp during the workout.
- B. Free Testosterone concentration decreases at each timestamp during the workout.
- C. Free Testosterone concentration steadily increases before decreasing during the later portion of the workout.
- D. Free Testosterone concentration alternates between increasing and decreasing at each timestamp.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Free Testosterone concentration increases at each time stamp during the workout for both conditions. Only consider the top portion of the graph as the question exclusively relates to Free Testosterone. Free Testosterone concentration only decreases after the Knee Extension timestamp. Anything after this timestamp occurs after the conclusion of the workout and should not be considered in answering the question.

QUESTION 631

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.



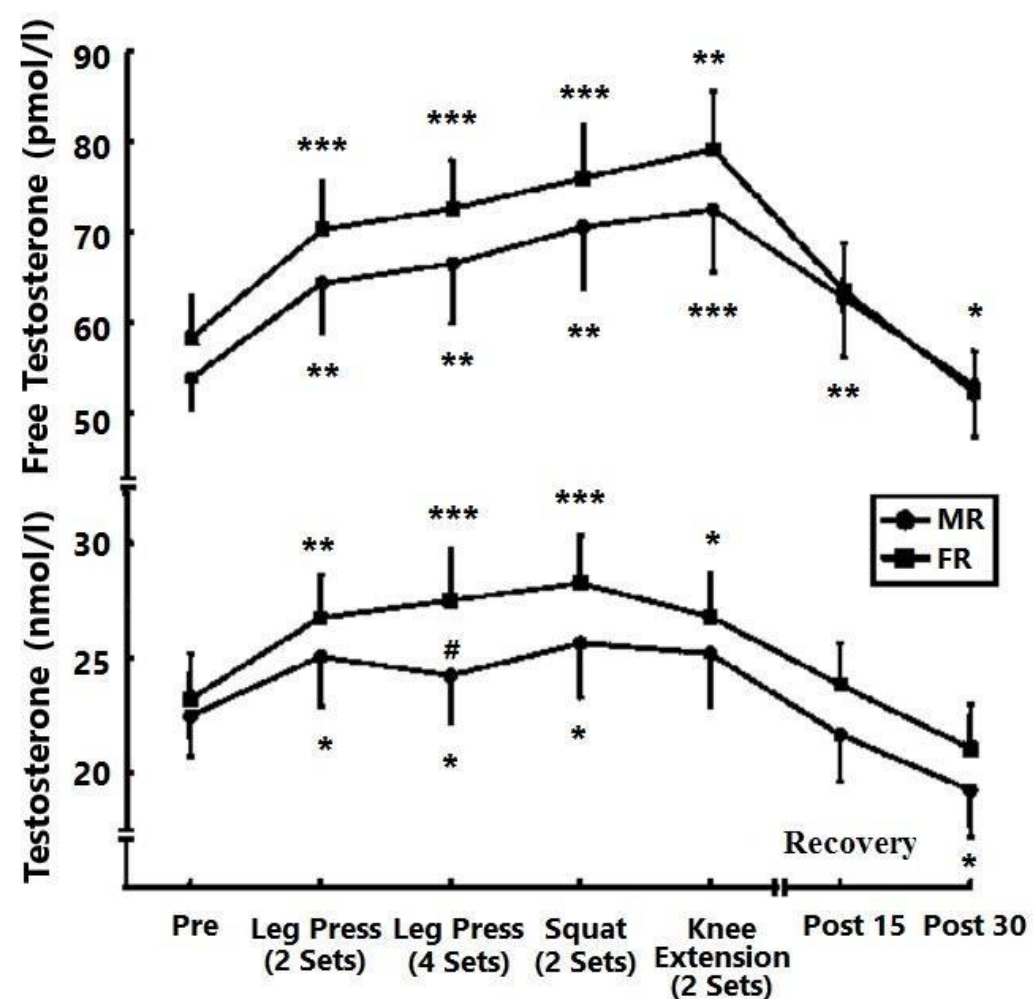


Figure adapted from Acute hormonal and neuromuscular responses and recovery to forced vs. Maximum repetitions multiple resistance exercises by Ahtianinen et al.

In both the MR and FR conditions, Testosterone concentration is implied to peak by a certain timestamp. What is that timestamp?

- A. Knee Extension (2 Sets)
- B. Post 30
- C. Squat (2 Sets)
- D. Leg Press (4 Sets)

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Testosterone concentration peaks at the Squat timestamp. Only consider the bottom portion of the graph as the question exclusively relates to Testosterone. Unlike Free Testosterone, Testosterone does not continue to increase in concentration throughout the duration of the workout. It peaks during the squat before it begins declining.

At the Pre timestamp, is there a higher concentration of Free Testosterone in the FR condition or Testosterone in the MR condition?

- A. There is a higher concentration of Free Testosterone in the FR condition than Testosterone in the MR condition at the Pre timestamp.
- B. There is a higher concentration of Testosterone in the MR condition than Free Testosterone in the FR condition at the Pre timestamp.
- C. There is an equal concentration of Testosterone in the MR condition and Free Testosterone in the FR condition at the Pre timestamp.

QUESTION 632

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.

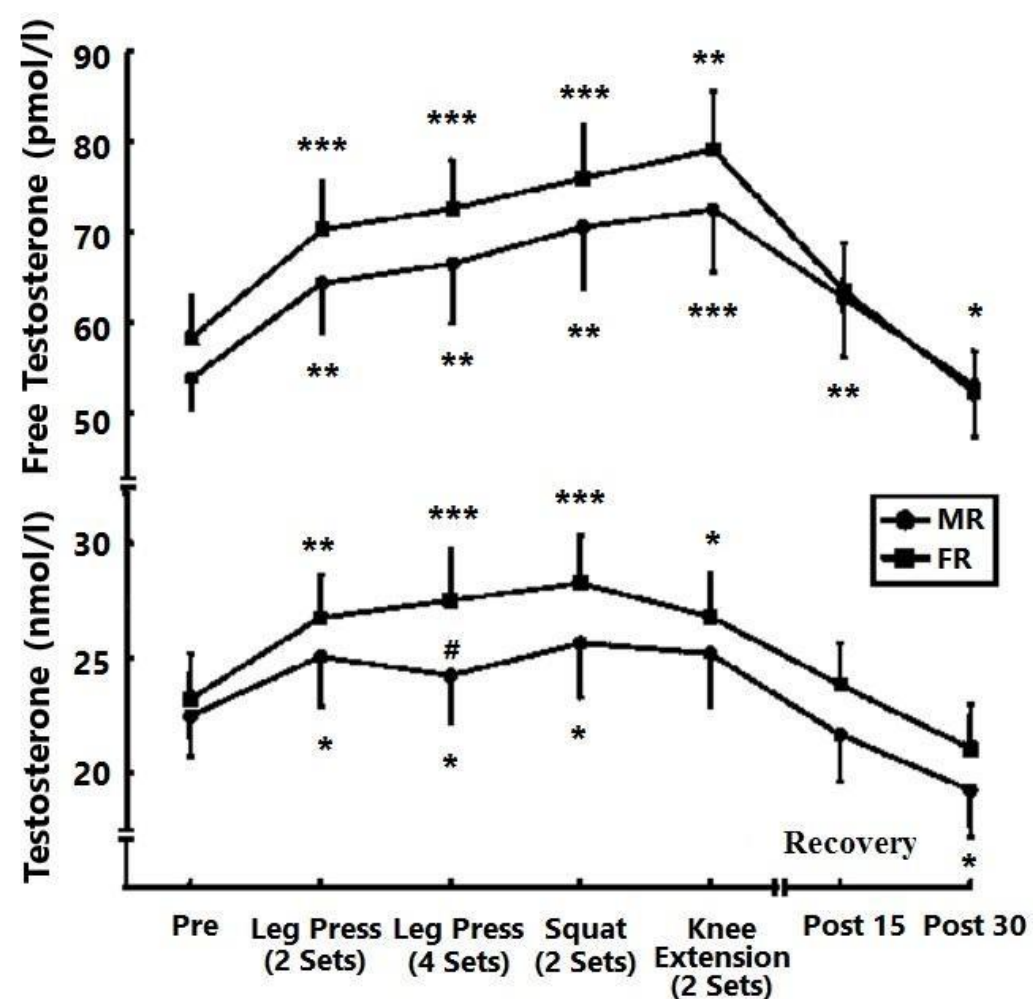


Figure adapted from *Acute hormonal and neuromuscular responses and recovery to forced vs. Maximum repetitions multiple resistance exercises* by Ahtianinen et al.

D. It is impossible to answer this question correctly with the information provided.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

There is a higher concentration of Testosterone in the MR condition than Free Testosterone in the FR condition at the Pre timestamp. At first glance this may not appear to be true, but referring to the units on the y axis title of the graph reveals that Free Testosterone is measured in pmol/l and Testosterone is measured in nmol/l. As explained in the introductory paragraph 1 pmol/l is .001 nmol/l. This means that at the Pre timestamp the concentration of Free Testosterone in the FR condition is about .058 nmol/l. The concentration of Testosterone in the MR condition at the same time stamp is about 23 nmol/l.

QUESTION 633

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.

At which timestamp is there the greatest difference in Testosterone concentration between the MR and FR conditions?

- A. Leg Press (4 Sets)
- B. Leg Press (2 Sets)
- C. Post 30

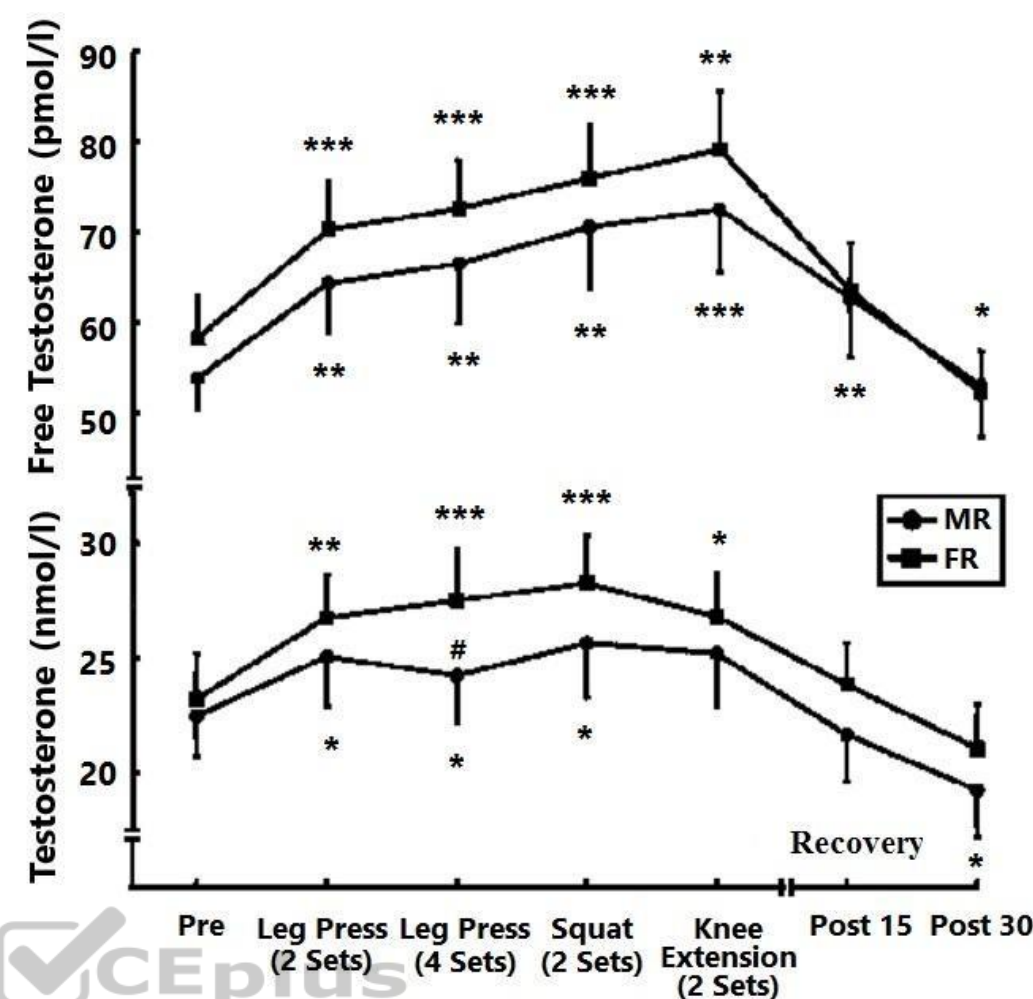
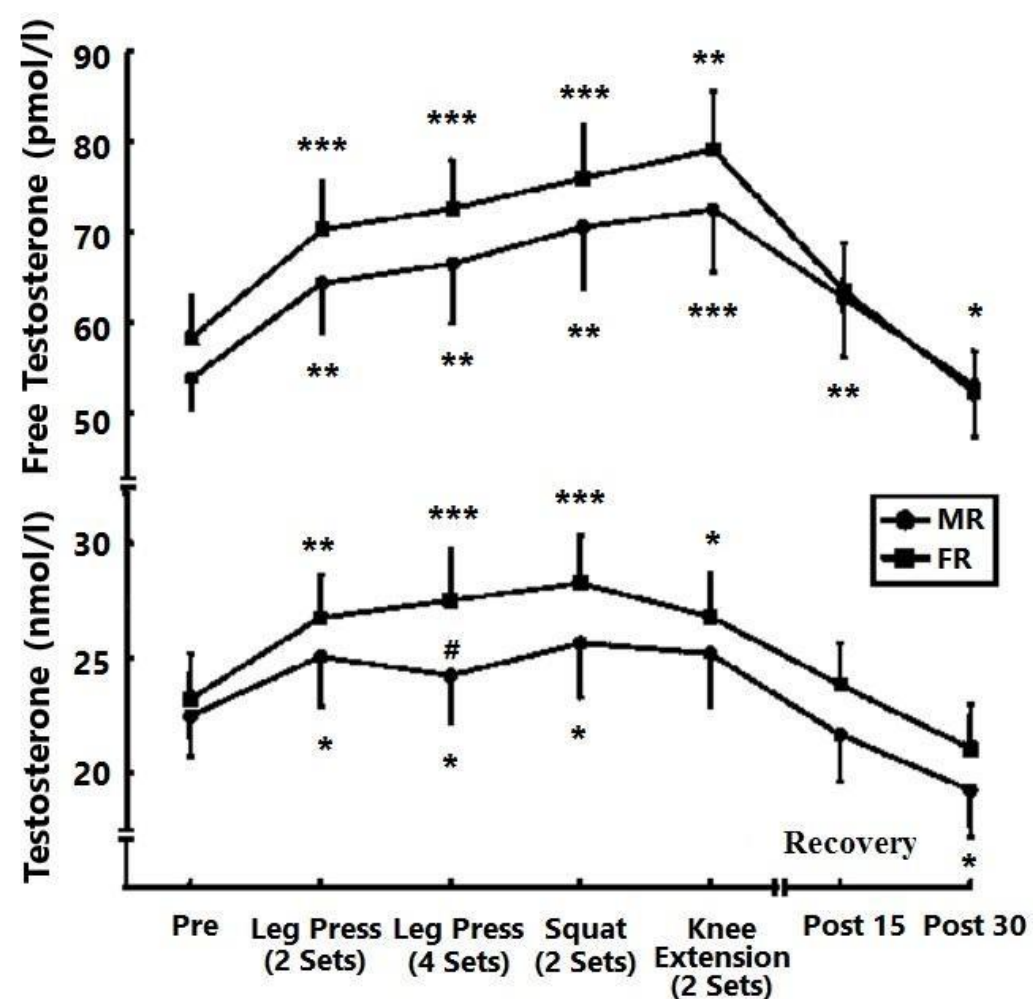


Figure adapted from Acute hormonal and neuromuscular responses and recovery to forced vs. Maximum repetitions multiple resistance exercises by Ahtianinen et al.

D. Pre

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

The greatest difference in Testosterone concentration between MR and FR conditions is observed at the Leg Press (4 Sets) timestamp. Only consider the bottom portion of the graph. There is a difference of approximately 5 nmol/l. This is greater than any other observable difference.

Suppose the researchers added another exercise to the end of the workout in the FR condition and measured Free Testosterone concentration at that point. If the current trend continued, what would be the most likely concentration observed at that timestamp?

- A. Greater than or equal to 80 nmol/l
- B. Between 64 and 78 pmol/l
- C. Less than or equal to 64 pmol/l
- D. Greater than or equal to 78 pmol/l

Correct Answer: D

Section: Science

Explanation

QUESTION 634

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.

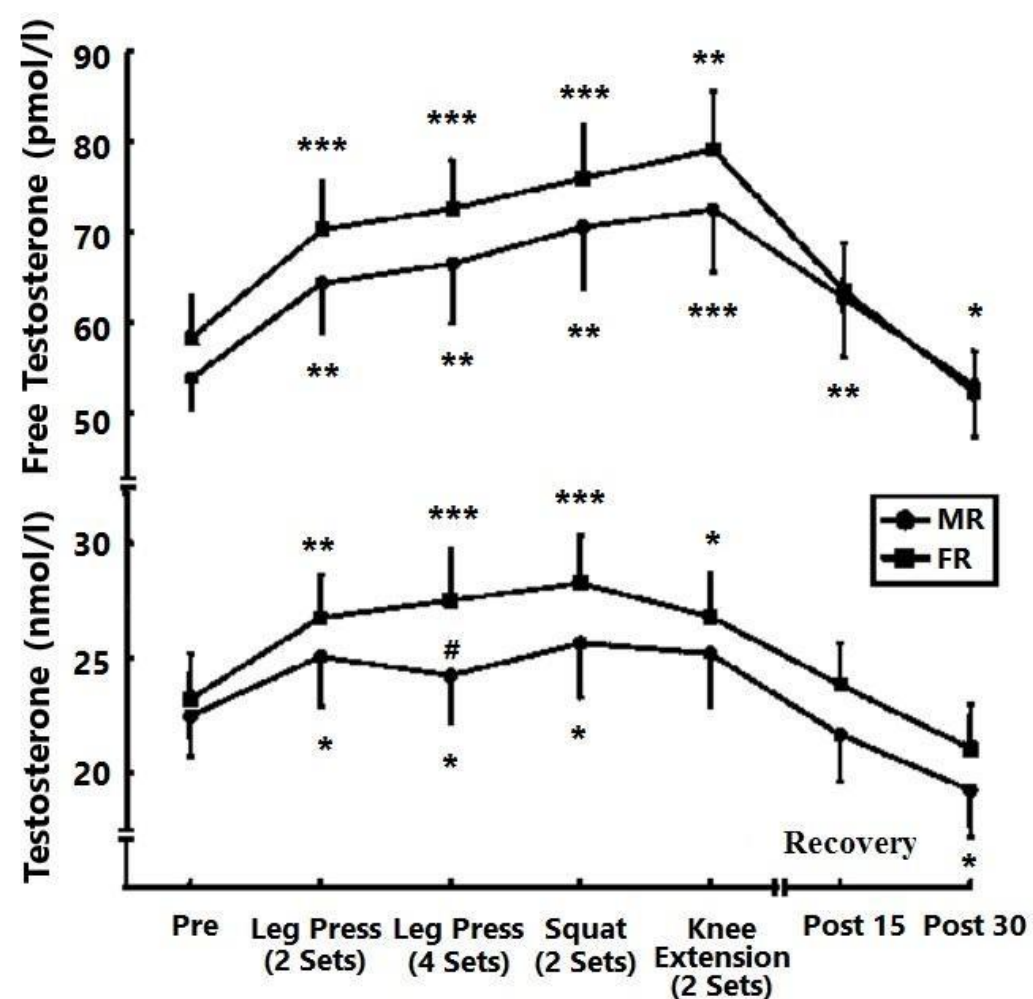


Figure adapted from *Acute hormonal and neuromuscular responses and recovery to forced vs. Maximum repetitions multiple resistance exercises* by Ahtianinen et al.

Explanation/Reference:

Explanation:

If the trend were to continue, it is likely that Free Testosterone concentration in the FR condition would be greater than 78 pmol/l at the next time stamp. Only consider the top portion of the graph. During the workout, the concentration increases consistently with the smallest observed increase between timestamps being approximately 2 pmol/l. If this trend were continued, the most conservative estimates would result in concentration being 78 pmol/l or greater. It should be noted answer A is not correct because the unit of 80 nmol/l is equivalent to 80,000 pmol/l.

QUESTION 635

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.

In both the MR and FR conditions for Testosterone, how do concentrations at the Post 30 timestamp relate to concentrations at the Pre timestamp?

- A. Concentrations at the Post 30 timestamp are similar to Pre timestamp
- B. Concentrations at the Post 30 timestamp are greater than concentrations at the Pre timestamp
- C. Concentrations at the Post 30 timestamp are lesser than concentrations at the Pre timestamp
- D. Concentrations at the Post 30 timestamp vary in relationship to the Pre timestamp by condition

Correct Answer: C

Section: Science

Explanation

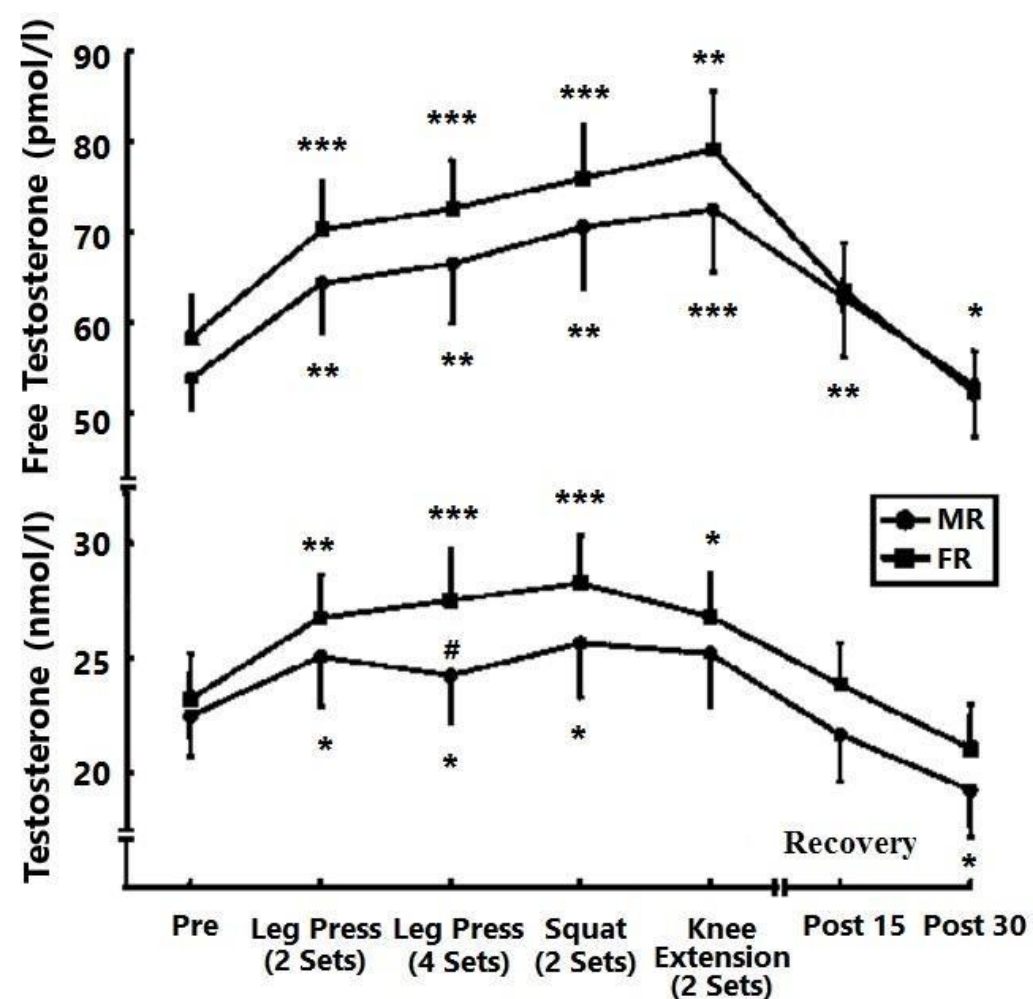


Figure adapted from *Acute hormonal and neuromuscular responses and recovery to forced vs. Maximum repetitions multiple resistance exercises* by Ahtianinen et al.

Explanation/Reference:

Explanation:

Testosterone concentrations at the Post 30 timestamp are lesser than that of the Pre timestamp. Only consider the bottom portion of the graph. It is visually clear that the concentrations for each condition are lesser at Post 30 than their starting point.

In general, is Testosterone concentration greater in the FR or MR condition?

- A. Testosterone concentration is generally greater in the FR condition
- B. Testosterone concentration is generally greater in the MR condition
- C. Testosterone concentration is generally similar in both conditions
- D. The relationship between Testosterone concentration in the FR and MR conditions is generally unclear and varied

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Testosterone concentration is generally greater in the FR condition. Only consider the bottom portion of the graph. At all timestamps it can be observed that Testosterone concentration is greater in the FR condition than the MR even though the direction and magnitude of their changes differ.

QUESTION 637

QUESTION 636

Exercising elicits an acute hormonal response. The magnitude of this response is dependent on the mode and intensity of exercise. Figure 1 shows the concentration of two hormones in response to exercise as measured by researchers in pmol/l and nmol/l (1 pmol/l = .001 nmol/l). Measurements were taken at multiple timestamps before beginning the workout, after the completion of each exercise in the workout, 15 minutes after completing the workout, and 30 minutes after completing the workout. Changes in these hormones were tracked across two different exercise conditions, or modes, defined as MR and FR.



A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

Element	Melting Point (Celsius)
Hydrogen	-259.16
Magnesium	650
Argon	-189.34
Oxygen	-218.79
Phosphorus	44.15
Lithium	180.5
Sodium	97.79
Barium	727

Figure 1

In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

Element	Boiling Point (Celsius)
Hydrogen	-252.87
Magnesium	1090
Argon	-185.85
Oxygen	-182.96
Phosphorus	280.5
Lithium	1342
Sodium	882.94
Barium	1845

Figure 2

Based on the results of Experiments 1 and 2, it is safe to conclude:

- A. The Melting Point of an element is always higher than the Boiling Point of that same element
- B. The Boiling Point of an element is always higher than the Melting Point of that same element
- C. The Melting Point of any element is always higher than the Boiling Point of any element
- D. The Boiling point of any element is always higher than the Melting Point of any element

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Based solely on the results of Experiments 1 and 2, it can be concluded that the Boiling Point of an element is always greater than the Melting Point of that same element. When contrasting Boiling Point and Melting Point values for each individual element there is no observable instance where the Melting Point value is greater than the Boiling Point value. Answers D can be proven incorrect by considering that the Melting Point of Magnesium (650 degrees Celsius) is greater than the Boiling Point of Hydrogen (-252.82 degrees Celsius).

QUESTION 638

A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

Element	Melting Point (Celsius)
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Lithium	180.5
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Barium	727

Figure 1

In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

Element	Boiling Point (Celsius)
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Argon	-185.85
Oxygen	-182.96
Phosphorus	280.5
Lithium	1342
Sodium	882.94
Barium	1845

Figure 2

If the chemist had continued heating the elements in Experiment 1 past their Melting Point until they boiled without stopping, would the results be the same as in Experiment 2?

- A. Yes, if tested on the same day results will not vary, an element's Boiling Point only fluctuates between days.
- B. No, the elements are consistently heated for a longer period, increasing the Boiling Point.
- C. No, the elements are consistently heated for a longer period, decreasing the Boiling Point.
- D. Yes, an element's Boiling Point is a constant and will always occur at the same temperature.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

The Boiling Point of any element is a constant and its matter will transition in state once reached. This occurs regardless of the length of time heated to achieve its Boiling Point. They do not significantly fluctuate between days in any way that would change the results of the experiment.

QUESTION 639

A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

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In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

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Figure 2

Suppose that after the completion of Experiment 2, the chemist wanted to test the state of matter each element would be in at room temperature (23 degrees Celsius). How would the chemist most effectively do this?

- A. Place each element safely on a heating device set to 46 degrees Celsius.
- B. Place each element safely on a cooling device set to slightly below its melting point.
- C. Place each element safely in an area with exposure to room temperature air.
- D. Place each element safely on a cooling device set to slightly below its boiling point.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Placing each element safely in an area with exposure to room temperature will cause the elements to revert to their room temperature state. Given the Boiling Points and Melting Points of elements vary, cooling them to those points will not bring their temperature to 23 degrees Celsius. Using a heater set to 46 degrees Celsius will only bring elements to that temperature, and not 23 degrees Celsius.

QUESTION 640

A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

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Figure 1

In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

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Lithium	1342
Sodium	882.94
Barium	1845

Figure 2

If each element were returned to its state at room temperature (23 degrees Celsius), how many elements would be solid?

- A. 3
- B. 5
- C. 8
- D. 0

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

5 elements would be solid at room temperature. To determine which elements will be solid at room temperature, first consider the value of room temperature (23 degrees). Then consider the melting points of each element. The elements with melting points above this value are currently in their solid state because the melting point signifies a transition to a liquid state.

QUESTION 641

A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

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Figure 1

In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

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Figure 2

If each element were returned to its state at room temperature (23 degrees Celsius), how many elements would be liquid?

- A. 3
- B. 5 C. 8
- D. 0

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

0 elements would be liquid at room temperature. To determine which elements will be liquid at room temperature, first consider the value of room temperature (23 degrees). Determine which elements are solid as explained in the previous question, these can be eliminated as answers. Of the remaining 3 elements, all have a Boiling Point below 23 degrees Celsius, meaning they would be in their gas state at room temperature.

QUESTION 642

A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

Element	Melting Point (Celsius)
Hydrogen	-259.16
Magnesium	650
Argon	-189.34
Oxygen	-218.79
Phosphorus	44.15
Lithium	180.5
Sodium	97.79
Barium	727

Figure 1

In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

Element	Boiling Point (Celsius)
Hydrogen	-252.87
Magnesium	1090
Argon	-185.85
Oxygen	-182.96
Phosphorus	280.5
Lithium	1342
Sodium	882.94
Barium	1845

Figure 2

If the Melting Point and Boiling Point characteristics of Experiments 1 and 2 were to be generalized to all other elements, which of these statements would be false?

- A. All elements can exist as a solid, liquid, or gas
- B. The element Silver can exist as a gas
- C. All elements exist in different states at different temperatures
- D. Most elements can exist as a solid, liquid, or gas with a rare exception

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Based solely on the results of the experiment it is not implied that elements can exist as a solid, liquid, or gas with an exception. There is no indication of an exception to this rule. Each element observed transitioned to all three states at a different temperature. These states were all solid, liquid, or gas, and this implies other elements like silver can do the same if the results were to be generalized to all other elements.

QUESTION 643

A chemist performed two experiments. The chemist had the objective of determining the melting points and boiling points of multiple elements. When an element reaches its Melting Point or Boiling Point, its state of matter changes. A solid object heated to its Melting Point becomes a liquid, and if further heated to its Boiling Point it becomes a gas. If a gas is cooled to its Boiling Point it will transition back to a liquid, and if cooled further to its Melting Point it will transition back to a solid.

In Experiment 1, the chemist gathered eight elements and stored them each individually at temperatures that allowed them to exist in their solid state. Following this, the chemist heated each element and recorded the temperature at which melting occurred. The results are shown in Figure 1.

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Figure 1

In Experiment 2, the chemist stored each of the eight elements used in Experiment 1 at temperatures that allowed them to exist in their liquid state. Following this, the chemist heated each element and recorded the temperature at which boiling occurred. The results are shown in Figure 2.

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Oxygen	-182.96
Phosphorus	280.5
Lithium	1342
Sodium	882.94
Barium	1845

Figure 2

Suppose that after the experiment the chemist made a mistake and mixed up storage of the elements Oxygen and Argon. How would the chemist be able to identify which element is which if both are currently at a room temperature of 23 degrees Celsius?

- Use a heating device to determine which element transitions into a gas at -189.34 degrees Celsius
- Use a cooling device to determine which element transitions into a gas at -189.34 degrees Celsius
- Use a cooling device to determine which element transitions into a solid at -182.96 degrees Celsius
- Use a cooling device to determine which element transitions into a liquid at -182.96 degrees Celsius

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Using a cooling device to determine which element transitions into a liquid at -182.96 degrees Celsius will reveal which element is Oxygen and which is Argon. This is the Boiling Point of Oxygen, meaning when cooled below that point it will change its state of matter. Observing this will indicate that it must be Oxygen. Given the elements were stored at room temperature, they are both already a gas and will not transition into one at -189.34 degrees Celsius. They will not transition into a solid at -182.96 degrees Celsius because that is neither of the element's Melting Points.

QUESTION 644

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

Hypothesis 2

Gases such as methane but not nitrous oxide trap heat in the earth's atmosphere. The heat methane traps in the earth's atmosphere is less than the heat that escapes the earth leading to a global cooling effect, gradually decreasing the temperature of the earth. This decrease in earth's temperature will lead to the development of more glaciers, decreasing sea level.

Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

Which hypothesis, if any, asserts that the effect on temperature of heat trapping gases is negligible?

- A. Hypothesis 1
- B. Hypothesis 2
- C. Hypothesis 3
- D. None of the hypotheses

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Hypothesis 3 is the only hypothesis that asserts the effects of heat trapping gases is negligible. Hypothesis 1 and 2 both claim that by trapping either too much heat or not enough the temperature of the earth will change. Hypothesis 3 claims that the environment of the earth will not be impacted by heat trapping gases.

QUESTION 645

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

Hypothesis 2

Gases such as methane but not nitrous oxide trap heat in the earth's atmosphere. The heat methane traps in the earth's atmosphere is less than the heat that escapes the earth leading to a global cooling effect, gradually decreasing the temperature of the earth. This decrease in earth's temperature will lead to the development of more glaciers, decreasing sea level.

Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

Which hypothesis, if any, asserts that the effects of methane but not nitrous oxide will increase sea levels?

- A. Hypothesis 1 B. Hypothesis 2
- C. Hypothesis 3
- D. None of the hypotheses

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

None of the three hypotheses claim that methane but not nitrous oxide will lead to increasing sea levels. Hypothesis 1 claims the heat trapping effects of both gases will lead to increasing sea levels, but claims that this will be due to the effects of both methane and nitrous oxide. Hypothesis 2 claims methane but not nitrous oxide will affect sea levels by decreasing them, not increasing. Hypothesis 3 claims there will be no impact on sea levels.

QUESTION 646

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

Hypothesis 2

Gases such as methane but not nitrous oxide trap heat in the earth's atmosphere. The heat methane traps in the earth's atmosphere is less than the heat that escapes the earth leading to a global cooling effect, gradually decreasing the temperature of the earth. This decrease in earth's temperature will lead to the development of more glaciers, decreasing sea level.

Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

According to the author of Hypothesis 2, would it be possible for earth's temperature to increase if the amount of heat methane traps in the atmosphere increased?

- A. Yes, the hypothesis claims that increasing the quantity of heat will subsequently increase the quantity of heat nitrous oxide will trap B. Yes, the hypothesis claims methane isn't currently trapping a sufficient quantity of heat
- C. No, the hypothesis claims the sea level will decrease
- D. No, the hypothesis claims the temperature will decrease

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Yes, the hypothesis claims methane isn't trapping a sufficient amount of heat. Hypothesis 2 justifies its conclusion by explaining temperature is only decreasing because methane is trapping less heat than is being released. Logically, the author of this hypothesis would support that if the inverse were true, the inverse of their conclusions would be correct.

QUESTION 647

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

Hypothesis 2

Gases such as methane but not nitrous oxide trap heat in the earth's atmosphere. The heat methane traps in the earth's atmosphere is less than the heat that escapes the earth leading to a global cooling effect, gradually decreasing the temperature of the earth. This decrease in earth's temperature will lead to the development of more glaciers, decreasing sea level.

Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

Which statement, if true, would disprove Hypothesis 3?

- A. The sea levels of earth have been steadily rising over the past several years and will continue to do so into the foreseeable future.
- B. Methane doesn't have a role in trapping heat, but can influence soil quality.
- C. When the heat trapping effects of both nitrous oxide and the gas carbon dioxide are considered, more heat is trapped in the earth than escapes from.
- D. The average temperature of the earth has steadily decreased over the past century, commensurate to the industrialization of the world.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

The hypothesis would be disproved if by considering the heat trapping effects of methane and nitrous oxide, more heat is trapped in the earth than escapes. Firstly, the hypothesis claims only nitrous oxide traps heat. If methane were shown to trap heat this hypothesis would be proven false. Secondly, the hypothesis claims and bases its conclusion on the notion that the amount of heat trapped in earth generally equals the heat that escapes leading to an equilibrium. If it were observed that more heat was trapped than released, the conclusion of Hypothesis 3 would be altered.

QUESTION 648

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

Hypothesis 2

Gases such as methane but not nitrous oxide trap heat in the earth's atmosphere. The heat methane traps in the earth's atmosphere is less than the heat that escapes the earth leading to a global cooling effect, gradually decreasing the temperature of the earth. This decrease in earth's temperature will lead to the development of more glaciers, decreasing sea level.

Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

Which hypotheses operate on the assumption that gases have the potential to trap heat in earth's atmosphere?

- A. Hypothesis 1

- B. Hypotheses 1 and 3
- C. Hypotheses 2 and 3
- D. Hypotheses 1, 2, and 3

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

All three hypotheses operate on the assumption that gases trap heat within the earth's atmosphere. The hypotheses disagree on the magnitude of this effect and the type of gases that trap heat. But they all agree that at least some gases have this ability.

QUESTION 649

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

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Gases such as methane but not nitrous oxide trap heat in the earth's atmosphere. The heat methane traps in the earth's atmosphere is less than the heat that escapes the earth leading to a global cooling effect, gradually decreasing the temperature of the earth. This decrease in earth's temperature will lead to the development of more glaciers, decreasing sea level.

Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

Gasses that exist in the atmosphere remain in it for varying amounts of time. Two gases mentioned in each hypothesis, nitrous oxide and methane, have different 'lifespans' in the earth's atmosphere. How do they relate?

- A. Nitrous oxide lasts longer than methane
- B. Methane lasts longer than nitrous oxide
- C. Both gases last a similar time in the atmosphere
- D. Methane technically never enters the atmosphere and therefore cannot be compared to nitrous oxide's lifespan within the atmosphere.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Nitrous oxide lasts longer than methane. It is easier and more frequent for methane to be removed from the earth's atmosphere than nitrous oxide. In being removed, their atmospheric heat trapping potential becomes null.

QUESTION 650

The presence of gases in earth's atmosphere is a constant. Certain gases can absorb and hold onto heat from their environment. These gases are typically comprised of three molecules held together tenuously, which causes them to vibrate when they absorb heat. The motion of their vibrations leads to the release of their stored heat to the outside environment. The heat they release is typically quickly absorbed by other similar gases nearby. These gases remain in earth's atmosphere for a long time after being introduced. Because of this they can trap heat within the atmosphere, preventing it from leaving, by absorbing heat and releasing heat to be absorbed by other nearby similar gases.

Hypothesis 1

Gases such as methane and nitrous oxide trap heat in the earth's atmosphere. Trapping heat in the earth's atmosphere leads to a greenhouse effect, gradually increasing the temperature of the earth. This increase in the earth's temperature will lead to the melting of glaciers, increasing sea level.

Hypothesis 2

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Hypothesis 3

Gases such as nitrous oxide but not methane trap heat in the earth's atmosphere. The heat nitrous oxide traps in the earth's atmosphere is equal to the heat that escapes the earth leaving the temperature of the earth generally unchanged. The earth's environment will remain largely unchanged by the heat trapping properties of nitrous oxide.

In which way is Hypothesis 2 similar to Hypothesis 1?

- A. Both hypotheses conclude changes in sea level can lead to problematic safety issues for cities near a sea line.
- B. Both hypotheses conclude the earth's temperature influences the type of heat trapping gases that can be found in the atmosphere.
- C. Both hypotheses conclude the earth's sea levels with change as a direct result of the heat trapping potential of nitrous oxide.
- D. Both hypotheses conclude the temperature of the earth will change as a result of the heat trapping potential of one or more gases.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Both Hypotheses 1 and 2 conclude the temperature of the earth will change as a result of the heat trapping potential of one or more gases. Neither hypothesis mentioned safety issues for cities near sea lines. Additionally, neither claim that temperature influences gas, they claim that gas influences temperature. Hypothesis 2 does not believe nitrous oxide has a role in heat trapping, making answer C incorrect.

QUESTION 651

Researchers studied sprinting ability to better understand differences between individuals in performance. After completion of the first study, researchers performed two follow up studies to explore the movement economy of and physiological response to sprinting. The same five subjects were used for each study.

Study 1

Five healthy adult subjects with similar body weight and height were familiarized with the sprinting technique. Each subject was instructed to sprint as fast as they could in a linear path for 20 yards. Infrared timing gates were placed at 5 yards (G1), 10 yards (G2), 15 yards (G3), and 20 yards (G4) into the route to record timing and later extrapolate speed.

	G1 (seconds)	G2 (seconds)	G3 (seconds)	G4 (seconds)
Subject 1	0.98	1.71	2.45	3.49
Subject 2	0.88	1.63	2.42	3.51
Subject 3	0.93	1.65	2.39	3.47
Subject 4	1.24	2.01	2.88	3.94
Subject 5	1.11	1.83	2.66	3.72

Figure 1

Study 2

The five healthy adult subjects from Study 1 were instructed to sprint as fast as they could in a linear path for 15 yards. An in-ground force plate was inserted on the route at the 10-yard point with the capacity to measure peak propulsive and braking forces in newtons. Propulsive forces have vectors in the +y direction and contribute to acceleration while sprinting. Braking forces have vectors in the -y direction and contribute to deceleration while sprinting.

	Peak Propulsive Force (newtons)	Peak Braking Force (newtons)
Subject 1	85	13
Subject 2	79	17
Subject 3	88	12
Subject 4	102	50
Subject 5	65	10

Figure 2

Study 3

The five healthy adult subjects from Study 1 and Study 2 were instructed to sprint as fast as they could in a linear path until they could no longer do so. Immediately after completion of their route blood samples were extracted from subjects. Blood samples were analyzed to measure concentration of blood lactate: larger quantities are a known biomarker for muscular fatigue.

	Blood Lactate (mmol/l)
Subject 1	4.5
Subject 2	4.6
Subject 3	4.4
Subject 4	5.2
Subject 5	4.9

Figure 3

What is the most likely reason the same five subjects were used for each study?

- A. It was more convenient given the subjects were already familiarized with the sprinting technique from Study 1 B.
- It prevents an out-group homogeneity effect
- C. It allows for within-subjects comparisons across studies
- D. It decreases external validity of the studies, making them more reliable

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Using the same five subjects for each study allows for within-subjects comparisons across studies. If different subjects were used variability between individuals could confound cross analysis of studies. As an example, it can be observed the slowest 20-yard sprinter had the lowest net peak propulsive force (peak propulsive force – peak braking force) although they had the highest peak propulsive force. If that subject did not return this observation could not be made.

QUESTION 652

Researchers studied sprinting ability to better understand differences between individuals in performance. After completion of the first study, researchers performed two follow up studies to explore the movement economy of and physiological response to sprinting. The same five subjects were used for each study.

Study 1

Five healthy adult subjects with similar body weight and height were familiarized with the sprinting technique. Each subject was instructed to sprint as fast as they could in a linear path for 20 yards. Infrared timing gates were placed at 5 yards (G1), 10 yards (G2), 15 yards (G3), and 20 yards (G4) into the route to record timing and later extrapolate speed.

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Figure 1

Study 2

The five healthy adult subjects from Study 1 were instructed to sprint as fast as they could in a linear path for 15 yards. An in-ground force plate was inserted on the route at the 10-yard point with the capacity to measure peak propulsive and braking forces in newtons. Propulsive forces have vectors in the +y direction and contribute to acceleration while sprinting. Braking forces have vectors in the -y direction and contribute to deceleration while sprinting.

	Peak Propulsive Force (newtons)	Peak Braking Force (newtons)
Subject 1	85	13
Subject 2	79	17
Subject 3	88	12
Subject 4	102	50
Subject 5	65	10

Figure 2

Study 3

The five healthy adult subjects from Study 1 and Study 2 were instructed to sprint as fast as they could in a linear path until they could no longer do so. Immediately after completion of their route blood samples were extracted from subjects. Blood samples were analyzed to measure concentration of blood lactate: larger quantities are a known biomarker for muscular fatigue.

	Blood Lactate (mmol/l)
Subject 1	4.5
Subject 2	4.6
Subject 3	4.4
Subject 4	5.2
Subject 5	4.9

Figure 3

In Study 2, which subject is suggested to be moving fastest based on peak propulsive and braking forces?

- A. Subject 1
- B. Subject 3C. Subject 4
- D. Subject 5

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Subject 3 was suggested to be moving fastest according to Study 2. They exhibited the greatest net peak propulsive force (76 newtons), which means they are producing more force to propel them in the +y direction than their counterparts in the study. Because body weight is similar between subjects it can be assumed this means they are traveling faster.

QUESTION 653

Researchers studied sprinting ability to better understand differences between individuals in performance. After completion of the first study, researchers performed two follow up studies to explore the movement economy of and physiological response to sprinting. The same five subjects were used for each study.

Study 1

Five healthy adult subjects with similar body weight and height were familiarized with the sprinting technique. Each subject was instructed to sprint as fast as they could in a linear path for 20 yards. Infrared timing gates were placed at 5 yards (G1), 10 yards (G2), 15 yards (G3), and 20 yards (G4) into the route to record timing and later extrapolate speed.

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Figure 1

Study 2

The five healthy adult subjects from Study 1 were instructed to sprint as fast as they could in a linear path for 15 yards. An in-ground force plate was inserted on the route at the 10-yard point with the capacity to measure peak propulsive and braking forces in newtons. Propulsive forces have vectors in the +y direction and contribute to acceleration while sprinting. Braking forces have vectors in the -y direction and contribute to deceleration while sprinting.

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Subject 4	102	50
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Figure 2

Study 3

The five healthy adult subjects from Study 1 and Study 2 were instructed to sprint as fast as they could in a linear path until they could no longer do so. Immediately after completion of their route blood samples were extracted from subjects. Blood samples were analyzed to measure concentration of blood lactate: larger quantities are a known biomarker for muscular fatigue.

	Blood Lactate (mmol/l)
Subject 1	4.5
Subject 2	4.6
Subject 3	4.4
Subject 4	5.2
Subject 5	4.9

Figure 3

Suppose the peak propulsive force of Subject 3 had been lesser than their peak braking force between G3 and G4, what would this signify?

- A. The subject would be traveling backwards.
- B. The subject would be traveling at a constant velocity.
- C. The subject would be accelerating.
- D. The subject would be decelerating.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Subject 3 would have been decelerating. Regardless of the point in the sprint it occurred, having a greater peak braking force than peak propulsive force means that in that moment deceleration is occurring. Because the subject was still sprinting between G3 and G4 it can be assumed they were traveling in the +y direction at the time this occurred. If they were standing still they would be accelerating in the -y direction. Because they were in motion net force in the -y direction must first decelerate them until they reach a velocity of 0 yds/s before they are considered to be accelerating in the -y direction.

QUESTION 654

Researchers studied sprinting ability to better understand differences between individuals in performance. After completion of the first study, researchers performed two follow up studies to explore the movement economy of and physiological response to sprinting. The same five subjects were used for each study.

Study 1

Five healthy adult subjects with similar body weight and height were familiarized with the sprinting technique. Each subject was instructed to sprint as fast as they could in a linear path for 20 yards. Infrared timing gates were placed at 5 yards (G1), 10 yards (G2), 15 yards (G3), and 20 yards (G4) into the route to record timing and later extrapolate speed.

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Figure 1

Study 2

The five healthy adult subjects from Study 1 were instructed to sprint as fast as they could in a linear path for 15 yards. An in-ground force plate was inserted on the route at the 10-yard point with the capacity to measure peak propulsive and braking forces in newtons. Propulsive forces have vectors in the +y direction and contribute to acceleration while sprinting. Braking forces have vectors in the -y direction and contribute to deceleration while sprinting.

	Peak Propulsive Force (newtons)	Peak Braking Force (newtons)
Subject 1	85	13
Subject 2	79	17
Subject 3	88	12
Subject 4	102	50
Subject 5	65	10

Figure 2

Study 3

The five healthy adult subjects from Study 1 and Study 2 were instructed to sprint as fast as they could in a linear path until they could no longer do so. Immediately after completion of their route blood samples were extracted from subjects. Blood samples were analyzed to measure concentration of blood lactate: larger quantities are a known biomarker for muscular fatigue.

	Blood Lactate (mmol/l)
Subject 1	4.5
Subject 2	4.6
Subject 3	4.4
Subject 4	5.2
Subject 5	4.9

Figure 3

Based on the three studies, what can be observed about the role of local muscular fatigue on 20-yard sprint performance?

- A. The fastest sprinters demonstrate more local muscular fatigue after sprinting according to blood lactate concentration.
- B. The fastest sprinters demonstrate less local muscular fatigue after sprinting according to blood lactate concentration.
- C. The fastest sprinters demonstrate more local muscular fatigue after sprinting according to peak propulsive forces produced.
- D. The fastest sprinters demonstrated less local muscular fatigue after sprinting according to peak braking forces produced.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The fastest sprinters demonstrate less local muscular fatigue after sprinting according to blood lactate concentration. Because the question refers to 20-yard sprint performance only consider the sprinters times at G4. Those with the fastest times have the lowest blood lactate concentrations, and those with the slowest times have the highest.

QUESTION 655

Researchers studied sprinting ability to better understand differences between individuals in performance. After completion of the first study, researchers performed two follow up studies to explore the movement economy of and physiological response to sprinting. The same five subjects were used for each study.

Study 1

Five healthy adult subjects with similar body weight and height were familiarized with the sprinting technique. Each subject was instructed to sprint as fast as they could in a linear path for 20 yards. Infrared timing gates were placed at 5 yards (G1), 10 yards (G2), 15 yards (G3), and 20 yards (G4) into the route to record timing and later extrapolate speed.

	G1 (seconds)	G2 (seconds)	G3 (seconds)	G4 (seconds)
Subject 1	0.98	1.71	2.45	3.49
Subject 2	0.88	1.63	2.42	3.51
Subject 3	0.93	1.65	2.39	3.47
Subject 4	1.24	2.01	2.88	3.94
Subject 5	1.11	1.83	2.66	3.72

Figure 1

Study 2

The five healthy adult subjects from Study 1 were instructed to sprint as fast as they could in a linear path for 15 yards. An in-ground force plate was inserted on the route at the 10-yard point with the capacity to measure peak propulsive and braking forces in newtons. Propulsive forces have vectors in the +y direction and contribute to acceleration while sprinting. Braking forces have vectors in the -y direction and contribute to deceleration while sprinting.

	Peak Propulsive Force (newtons)	Peak Braking Force (newtons)
Subject 1	85	13
Subject 2	79	17
Subject 3	88	12
Subject 4	102	50
Subject 5	65	10

Figure 2

Study 3

The five healthy adult subjects from Study 1 and Study 2 were instructed to sprint as fast as they could in a linear path until they could no longer do so. Immediately after completion of their route blood samples were extracted from subjects. Blood samples were analyzed to measure concentration of blood lactate: larger quantities are a known biomarker for muscular fatigue.

	Blood Lactate (mmol/l)
Subject 1	4.5
Subject 2	4.6
Subject 3	4.4
Subject 4	5.2
Subject 5	4.9

Figure 3

Which of the following is a major flaw in the design of Study 2?

- A. Subjects ran 15 yards instead of 5 yards.
- B. The infrared timing gates were placed at positions different than in Study 1.
- C. Force data was only collected at a single point and was not representative of sprinting ability over the entirety of a 20-yard distance.
- D. Blood samples were taken immediately after sprinting because subjects were still sweating and could contaminate the sample.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Force data was only collected at a single point and was not representative of sprinting ability over the entirety of a 20-yard distance. If force data were collected for every step taken by subjects, then a more complete picture of their movement economy can be painted. Currently, data only represents a 5-millisecond period of the sprint. If a subject produced more braking force at the 15-yard point than 10 yard, or more propulsive force at the 5-yard point than 10 yards, it cannot be observed. Answers B and D do not relate to Study 2, and answer A would not have helped the study.

QUESTION 656

Researchers studied sprinting ability to better understand differences between individuals in performance. After completion of the first study, researchers performed two follow up studies to explore the movement economy of and physiological response to sprinting. The same five subjects were used for each study.

Study 1

Five healthy adult subjects with similar body weight and height were familiarized with the sprinting technique. Each subject was instructed to sprint as fast as they could in a linear path for 20 yards. Infrared timing gates were placed at 5 yards (G1), 10 yards (G2), 15 yards (G3), and 20 yards (G4) into the route to record timing and later extrapolate speed.

	G1 (seconds)	G2 (seconds)	G3 (seconds)	G4 (seconds)
Subject 1	0.98	1.71	2.45	3.49
Subject 2	0.88	1.63	2.42	3.51
Subject 3	0.93	1.65	2.39	3.47
Subject 4	1.24	2.01	2.88	3.94
Subject 5	1.11	1.83	2.66	3.72

Figure 1

Study 2

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	Peak Propulsive Force (newtons)	Peak Braking Force (newtons)
Subject 1	85	13
Subject 2	79	17
Subject 3	88	12
Subject 4	102	50
Subject 5	65	10

Figure 2

Study 3

The five healthy adult subjects from Study 1 and Study 2 were instructed to sprint as fast as they could in a linear path until they could no longer do so. Immediately after completion of their route blood samples were extracted from subjects. Blood samples were analyzed to measure concentration of blood lactate: larger quantities are a known biomarker for muscular fatigue.

	Blood Lactate (mmol/l)
Subject 1	4.5
Subject 2	4.6
Subject 3	4.4
Subject 4	5.2
Subject 5	4.9

Figure 3

In Study 1, which subject traveled fastest between G3 and G4?

- A. Subject 1
- B. Subject 2
- C. Subject 3
- D. Subject 5

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

In Study 1, Subject 1 ran fastest between G3 and G4. Do not consider overall sprint times, instead subtract G3 times from G4 times. This will provide the amount of time each subject took to run those five yards.

QUESTION 657

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

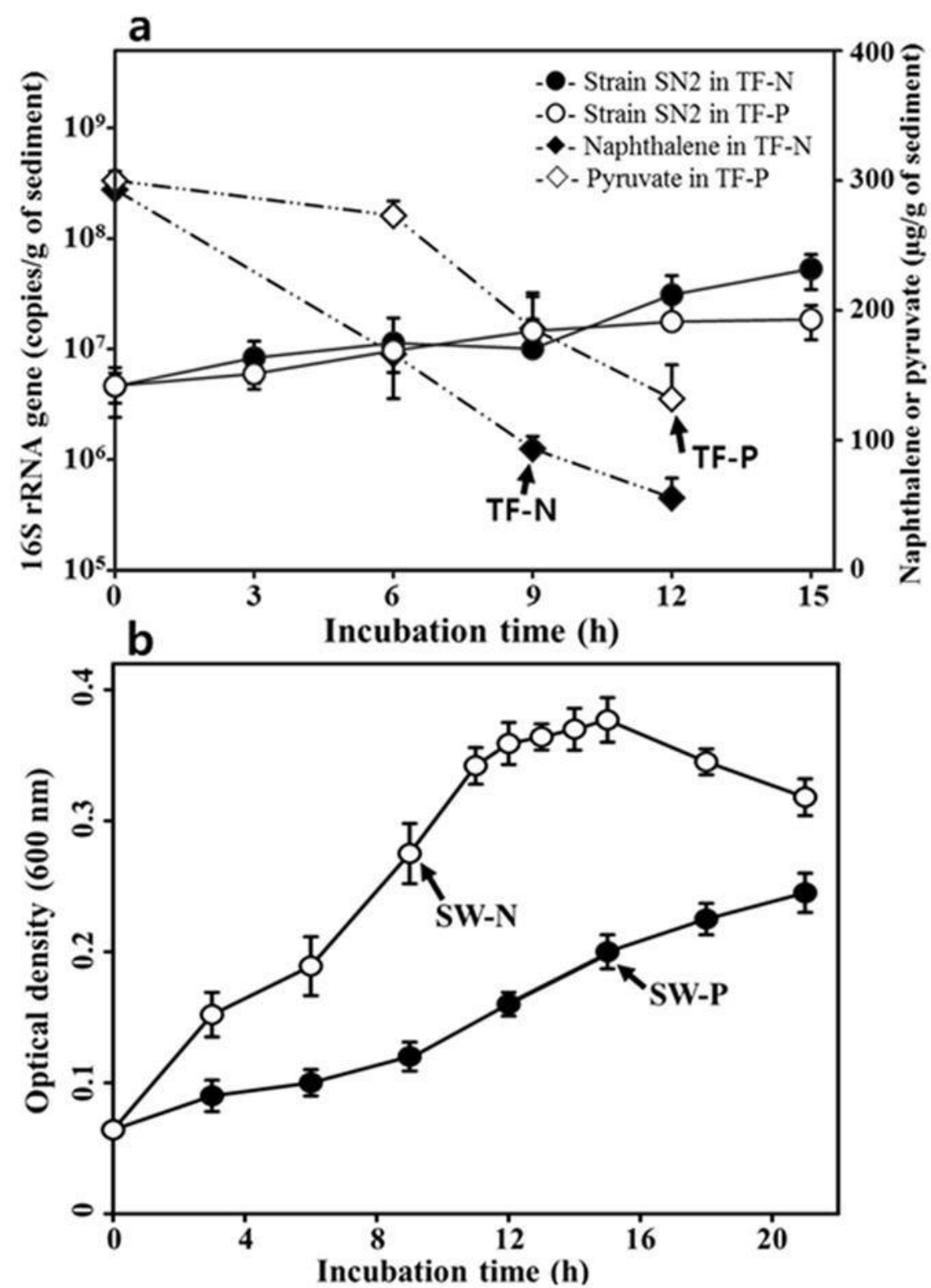


Figure 1

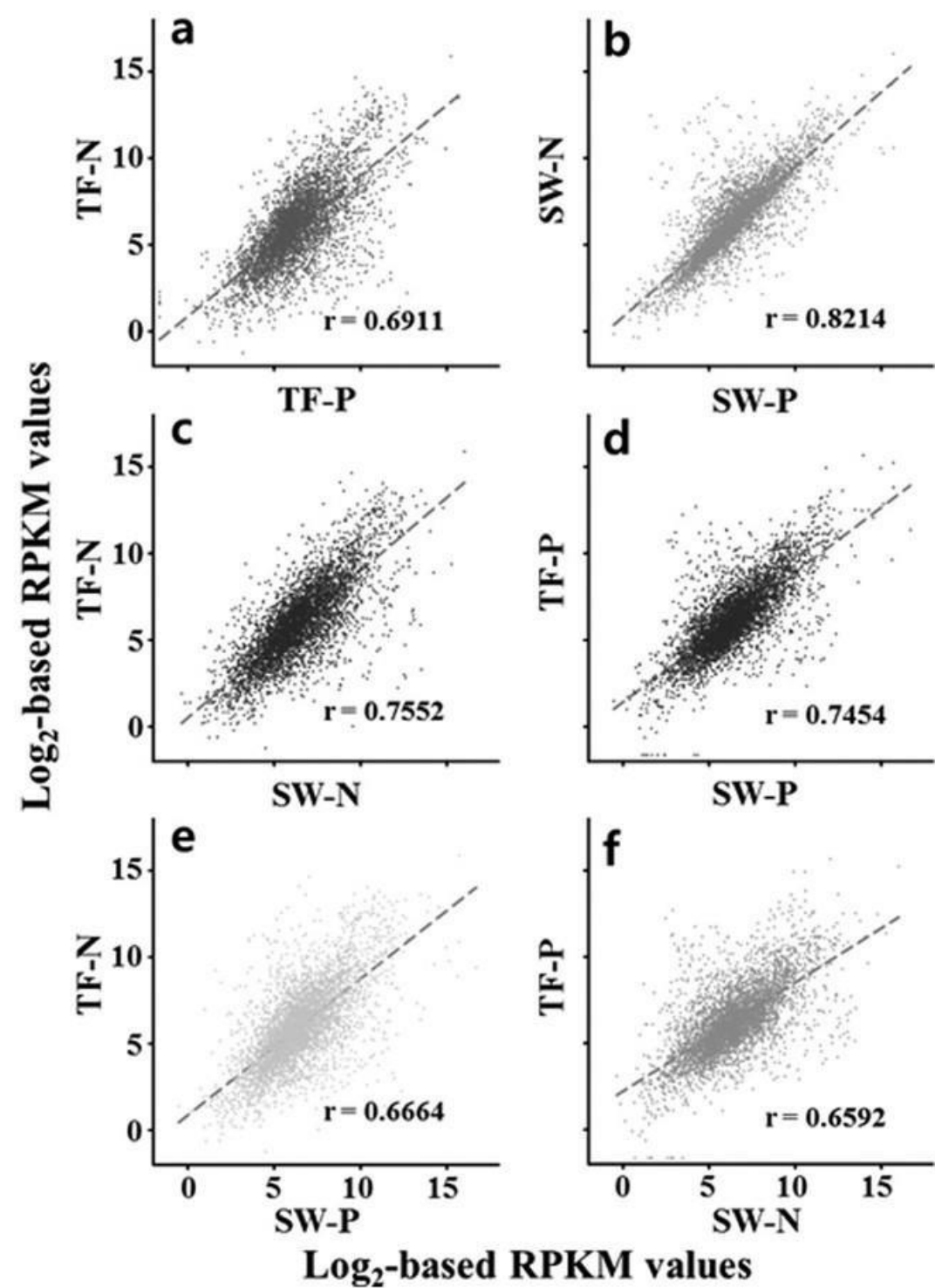


Figure 2

Figures adapted from *Genome-wide transcriptional responses of Alteromonas naphthalenivorans SN2 to contaminated seawater and marine tidal flat sediment* by Hyun mi Jin et al.

In Figure 1, what is the relationship between Pyruvate concentration and Naphthalene concentration?

- A. As Pyruvate decreases, Naphthalene increases.
- B. As one decreases, the other does as well.
- C. As Pyruvate increases, Naphthalene decreases.
- D. There is no clear relationship between concentrations of Pyruvate and Naphthalene in Figure 1.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

As one decreases, the other does as well. Consider only the top graph in Figure 1. The trend in the strain SN2 in both conditions should be ignored given the question inquires about concentrations of Pyruvate and Naphthalene specifically. The dashed lines indicate change in their concentrations.

QUESTION 658

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

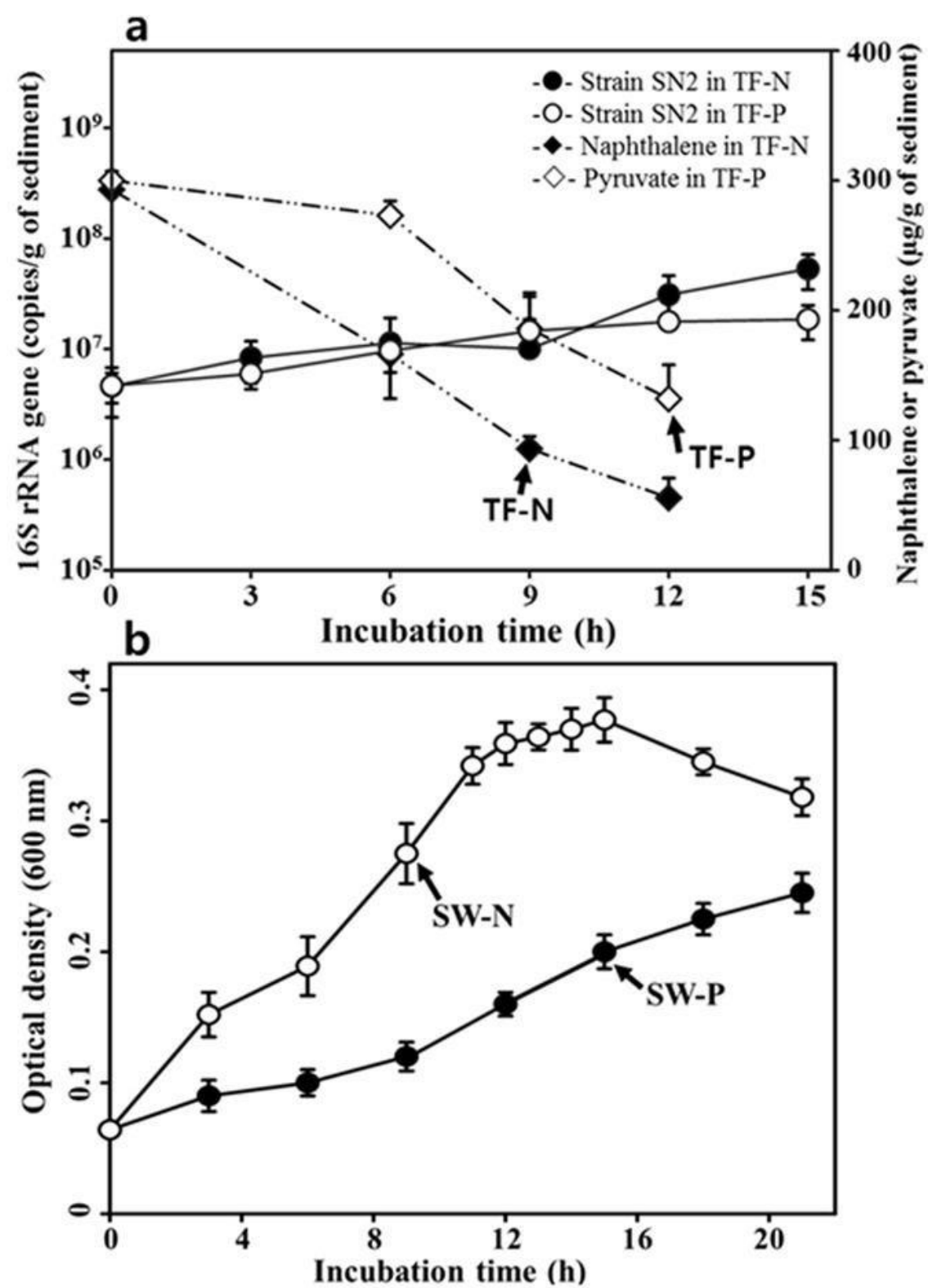


Figure 1

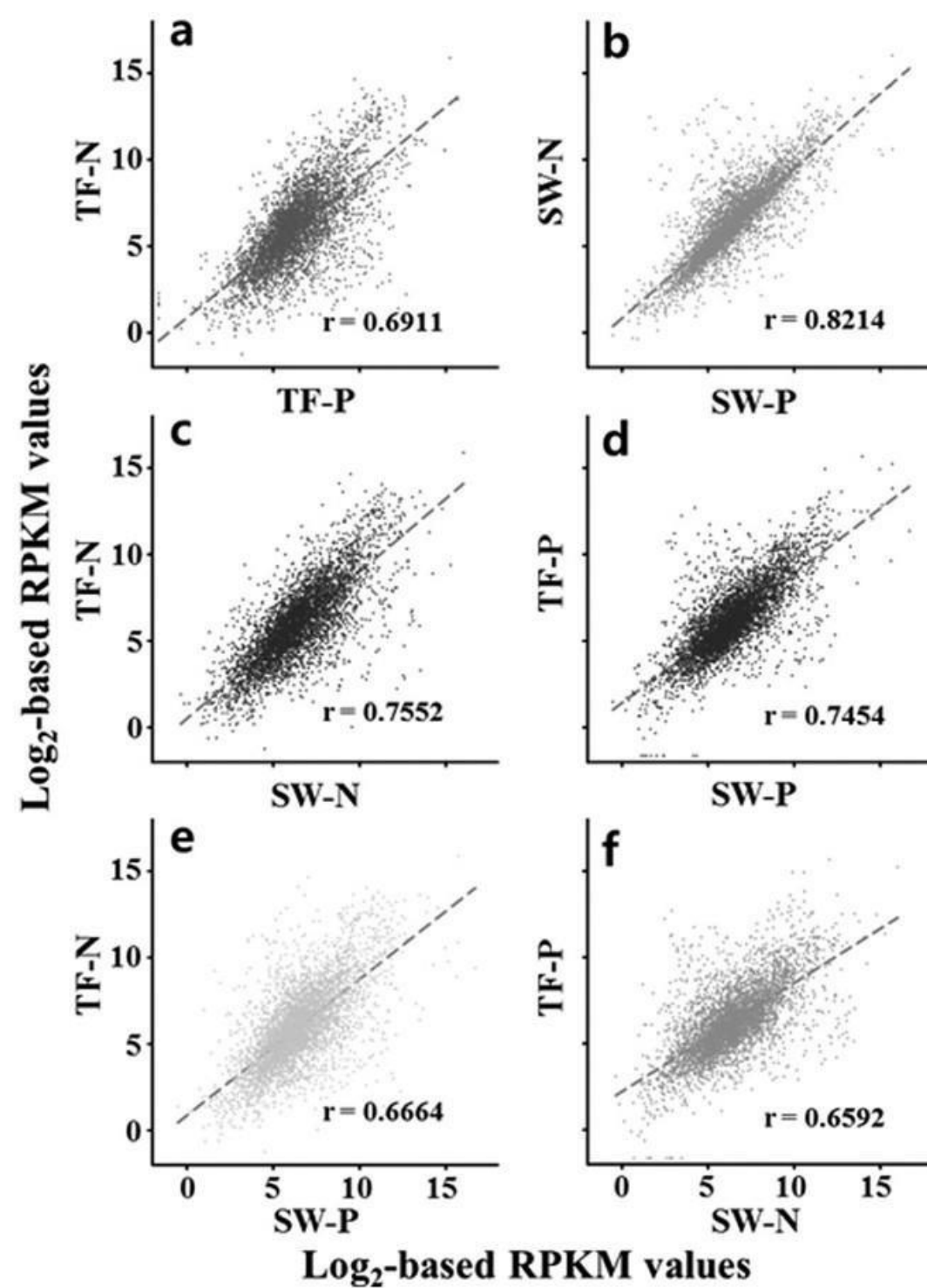


Figure 2

Figures adapted from *Genome-wide transcriptional responses of Alteromonas naphthalenivorans SN2 to contaminated seawater and marine tidal flat sediment* by Hyun mi Jin et al.

After 12 hours of incubation, how many copies/g of sediment of the 16S rRNA gene are there of the SN2 strain in the TF-N condition?

- A. Greater than 10^8
- B. Between 10^6 and 10^7
- C. Between 10^7 and 10^8

D. Less than 10^6

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

There are between 10^7 and 10^8 gene copies/g of sediment of SN2 in both conditions after the 12-hour timestamp. Consider only the top graph. The trend in Pyruvate and Naphthalene concentrations should be ignored given the question inquires about SN2 specifically. The solid lines indicate change in their concentrations.

QUESTION 659

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

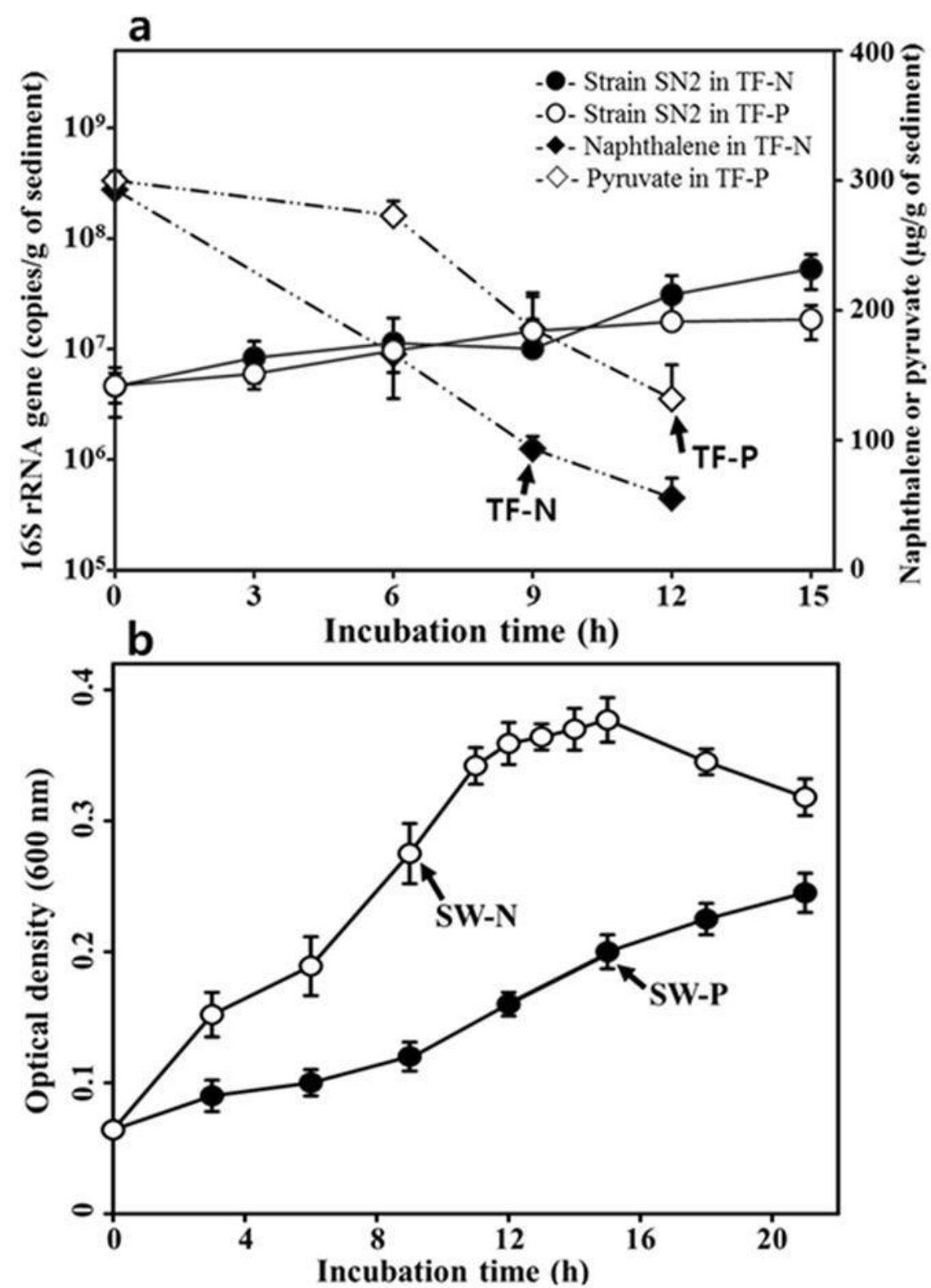


Figure 1

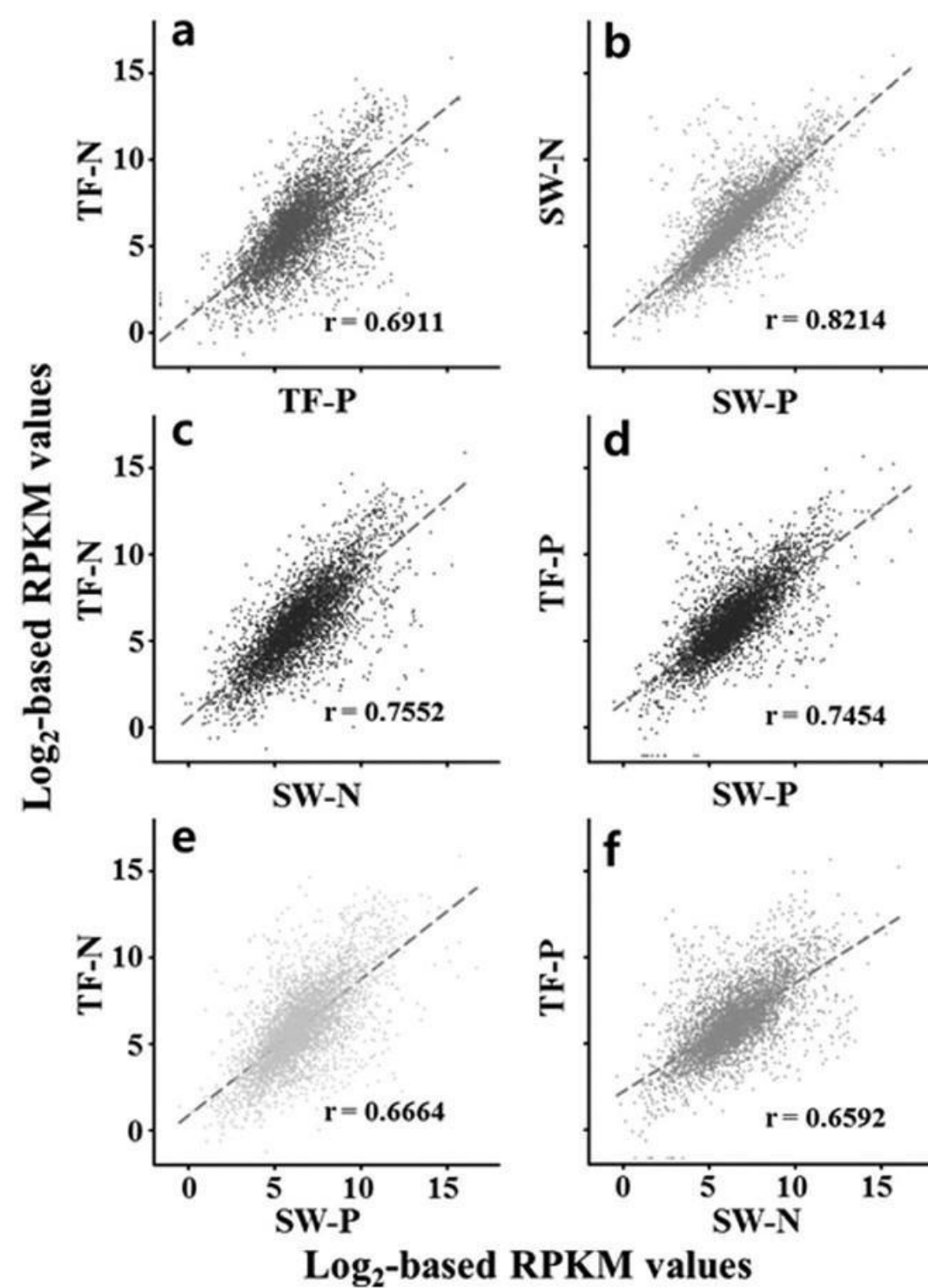


Figure 2

Figures adapted from *Genome-wide transcriptional responses of Alteromonas naphthalenivorans SN2 to contaminated seawater and marine tidal flat sediment* by Hyun mi Jin et al.

In Figure 1, what is the relationship between Pyruvate concentration and strain SN2 in TF-P?

- A. As one decreases, the other increases.
- B. As one decreases, the other does as well.
- C. As one increases, the other does as well.

D. There is no clear relationship between concentrations in Figure 1.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

In Figure 1, as Pyruvate concentration decreases, SN2 TF-P concentration increases. Consider only the top graph and points that are shaded white. During all time intervals Pyruvate concentration was measured, SN2 TF-P concentration increased while Pyruvate concentration decreased.

QUESTION 660

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

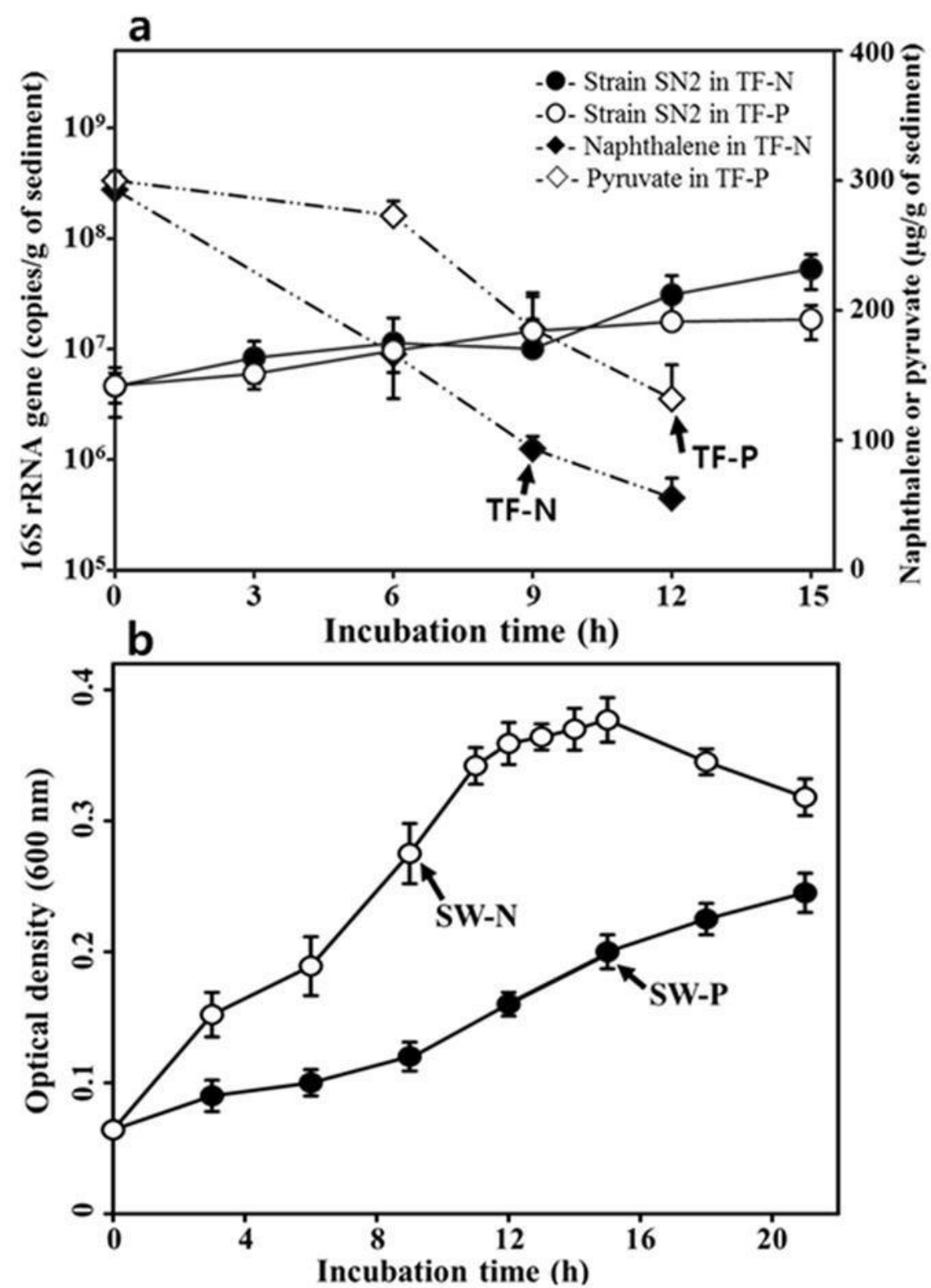


Figure 1

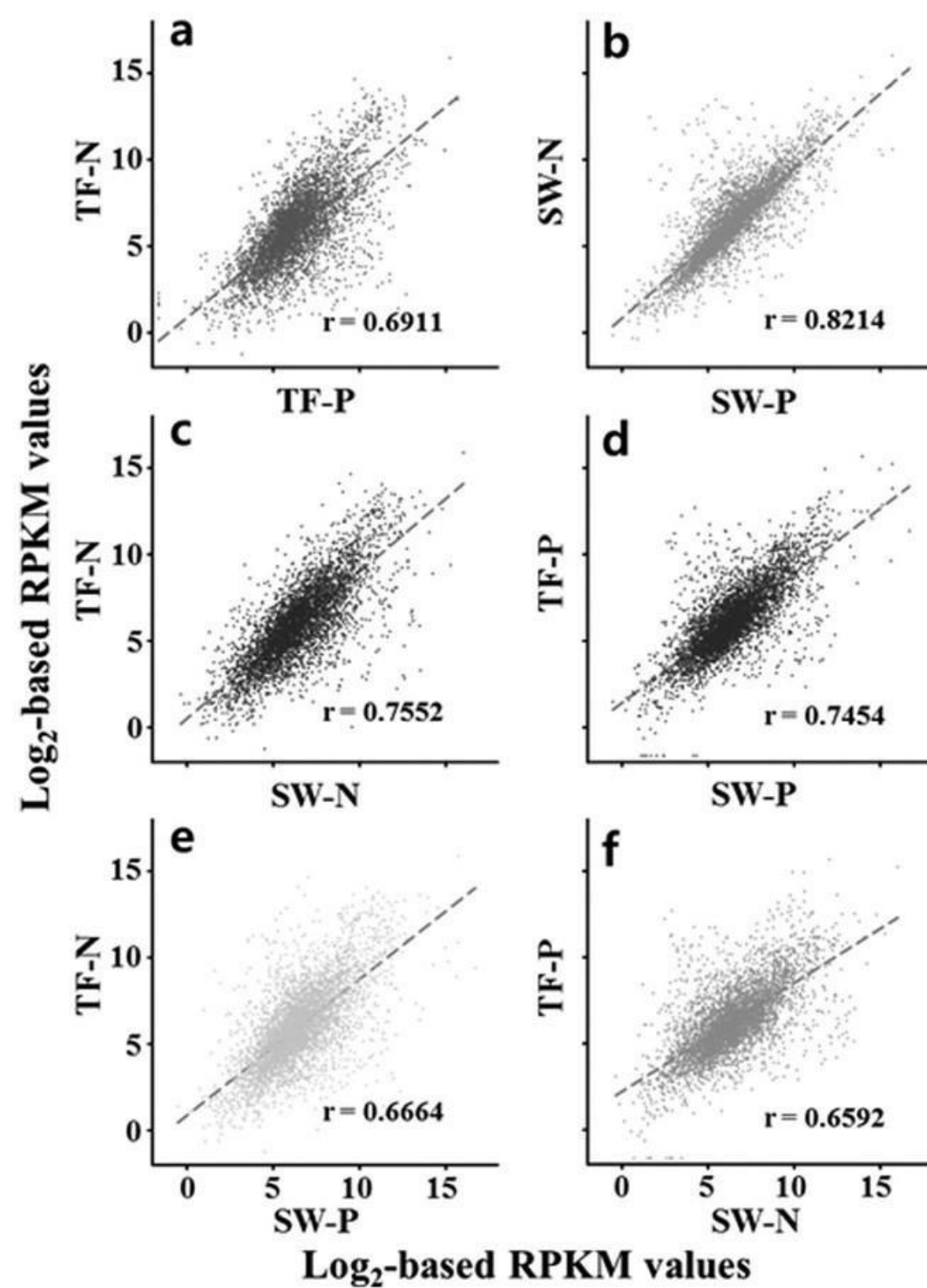


Figure 2

Figures adapted from *Genome-wide transcriptional responses of Alteromonas naphthalenivorans SN2 to contaminated seawater and marine tidal flat sediment* by Hyun mi Jin et al.

The highest optical density of the SW-N condition occurs closest to which incubation time?

- A. 0 hours
 - B. 12 hours
 - C. 16 hours
 - D. 20 hours
- Correct Answer: C**

Section: Science**Explanation****Explanation/Reference:**

Explanation:

The highest optical density in the SW-N period occurs closes to 16 hours. Consider only the bottom graph of Figure 1 and the points that are shaded white. Though measurements taken past 20 hours, values peaked closest to 16 hours of incubation.

QUESTION 661

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

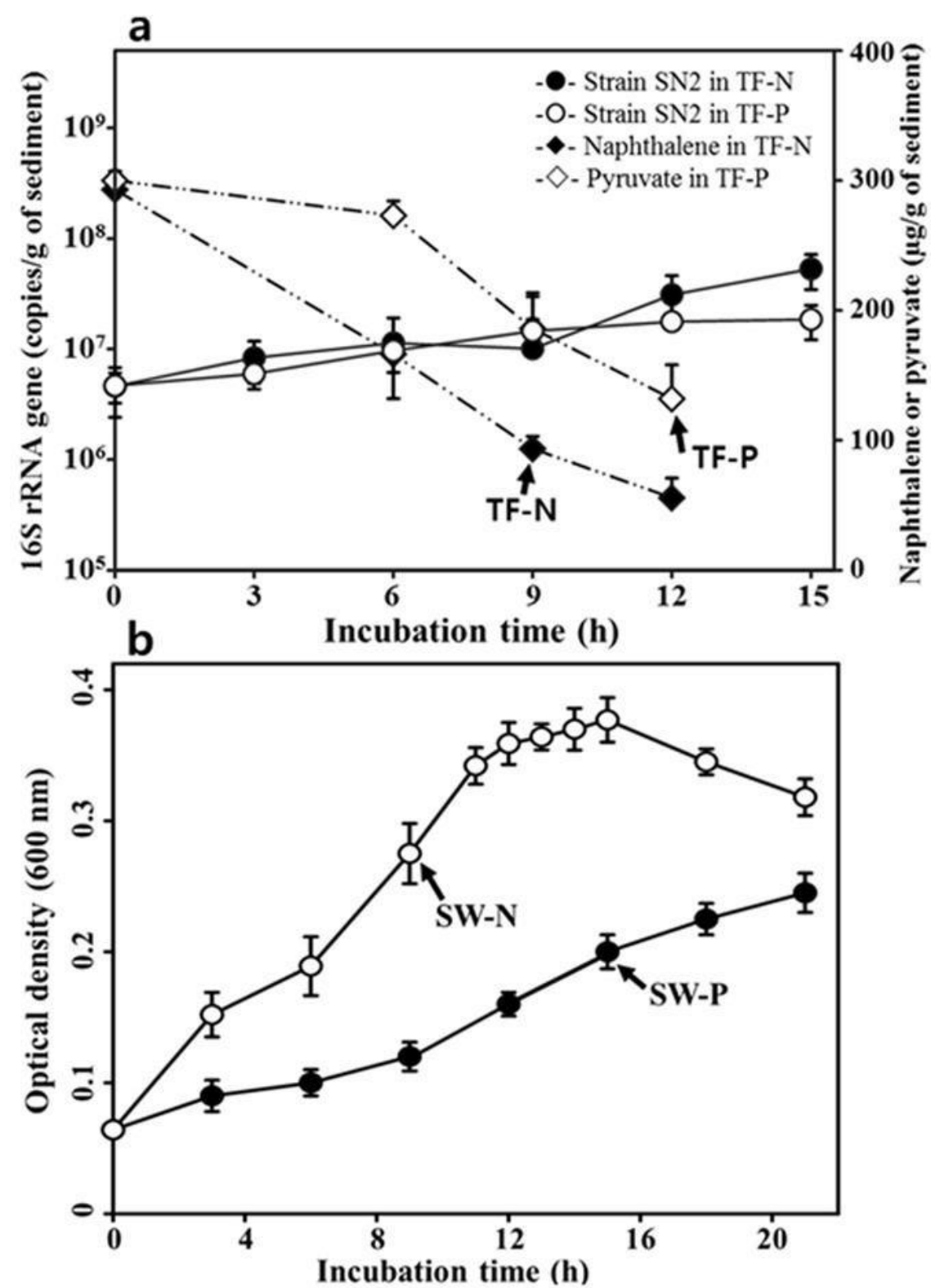


Figure 1

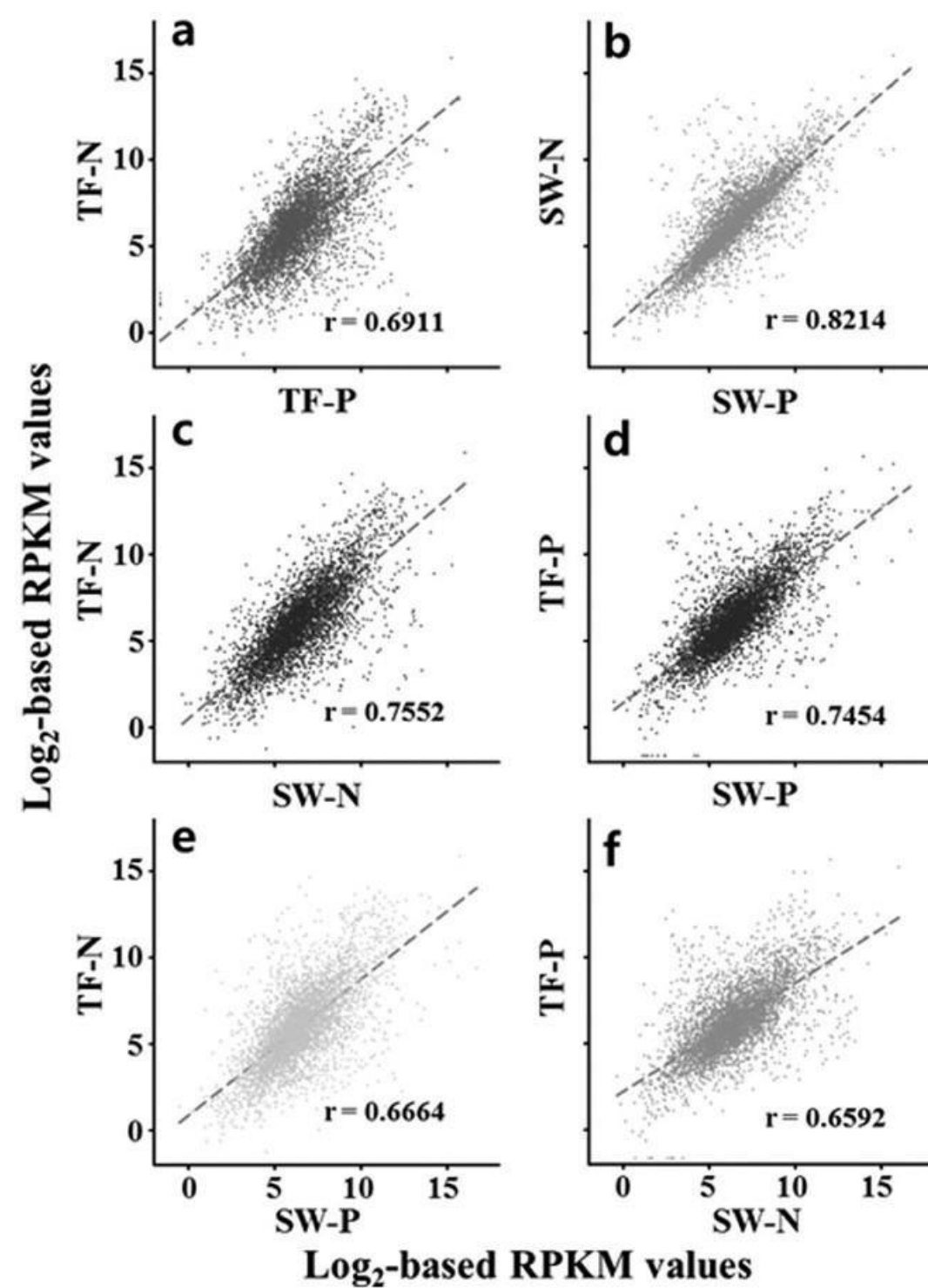


Figure 2

Figures adapted from Genome-wide transcriptional responses of *Alteromonas naphthalenivorans* SN2 to contaminated seawater and marine tidal flat sediment by Hyun mi Jin et al.

Which answer most closely represents the number of hours a decrease in optical density was observed during the seawater conditions?

- A. 0
- B. 4
- C. 16D. 20

**Correct
Answer**
: B

**Section: Science
Explanation**

Explanation/Reference:

Explanation:

A decrease in optical density was observed during approximately 4 hours of incubation in the seawater conditions. Consider only the bottom graph of Figure 1. There is no observable decrease in SW-P during any time interval, but SW-N clearly decreases in optical density around the 16-hour mark. This continues for the remainder of the graph. Though the exact amount of time of decrease is unclear, the best answer available is 4 hours.

QUESTION 662

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

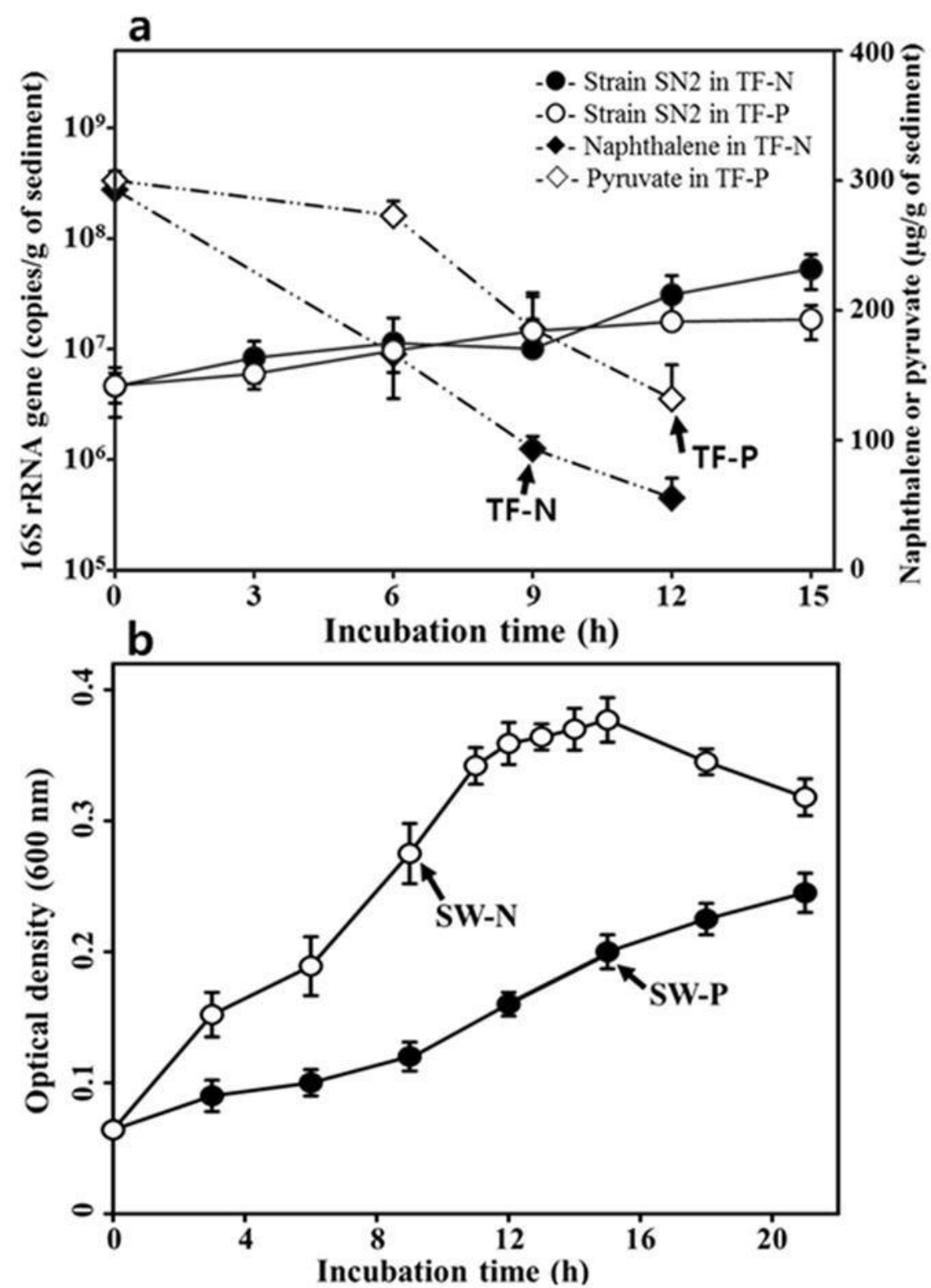


Figure 1

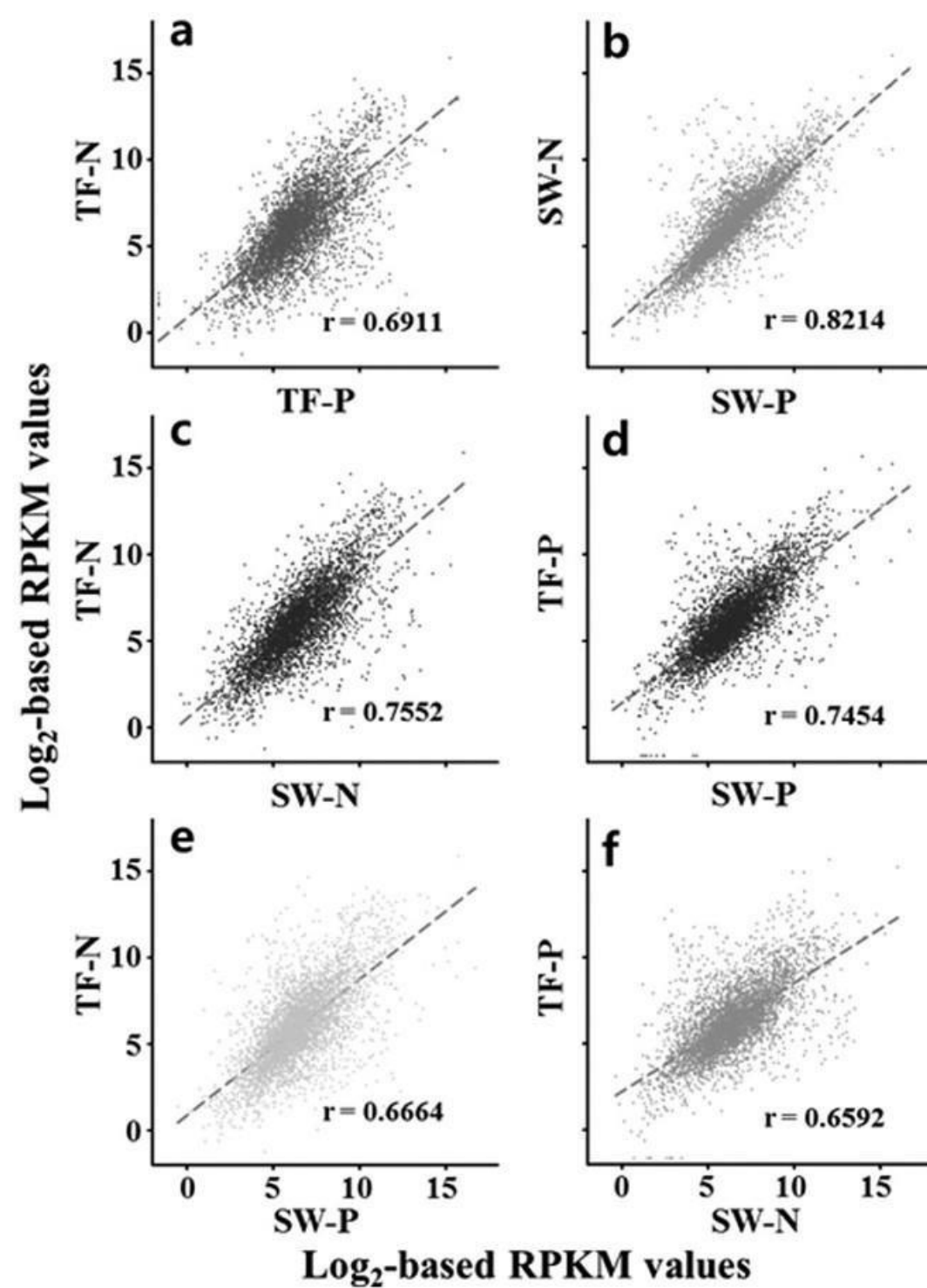


Figure 2

Figures adapted from *Genome-wide transcriptional responses of Alteromonas naphthalenivorans SN2 to contaminated seawater and marine tidal flat sediment* by Hyun mi Jin et al.

In Figure 2, which conditions had the highest correlation?

- A. TF-N and TF-P
- B. TF-N and SW-N
- C. TF-P and SW-P

D. SW-N and SW-P

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

SW-N and SW-P had the highest correlation. The graph comparing these conditions provides an r value (correlation coefficient) of .8214. Given this is the highest r value in the figure, the optical density of both the SW-N and SW-P conditions are most correlated.

QUESTION 663

The bacterial strain SN2 (*Alteromonas naphthalenivorans*) is known to contaminate both tidal flats and seawater. The graphs in Figure 1 show the results of an experiment intended to measure the cell growth of SN2 in a tidal flat environment with added Naphthalene (TF-N) and a tidal flat environment with added Pyruvate (TF-P). The concentration of Naphthalene and Pyruvate were also measured within this experiment. Additionally, changes in the optical density of seawater was measured when both Naphthalene and Pyruvate were added. The goal of this experiment was to better understand the Eco physiological behavior of SN2 in contaminated environments. The graphs in Figure 2 depict levels of correlation in level of gene expression between conditions.

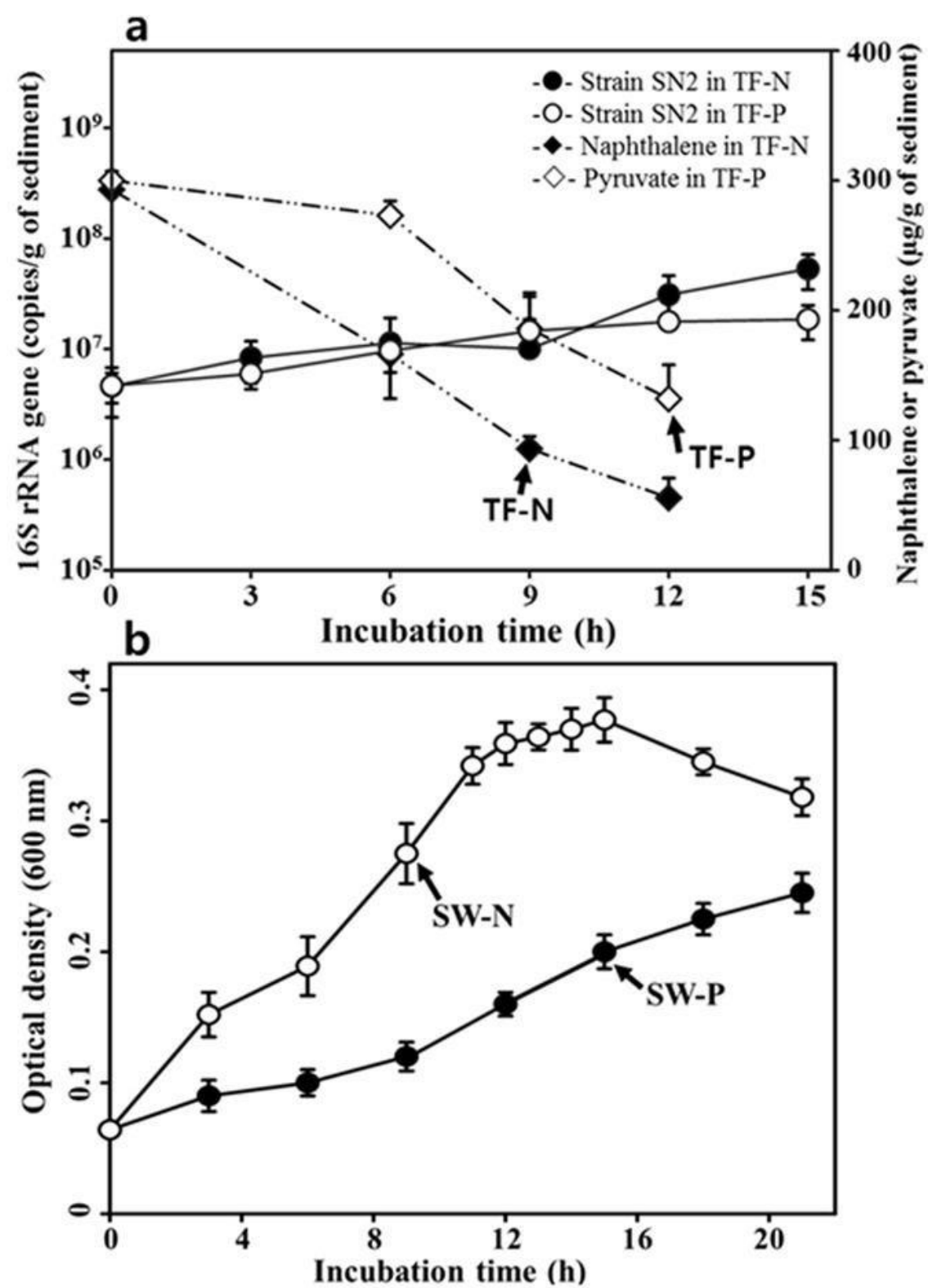


Figure 1

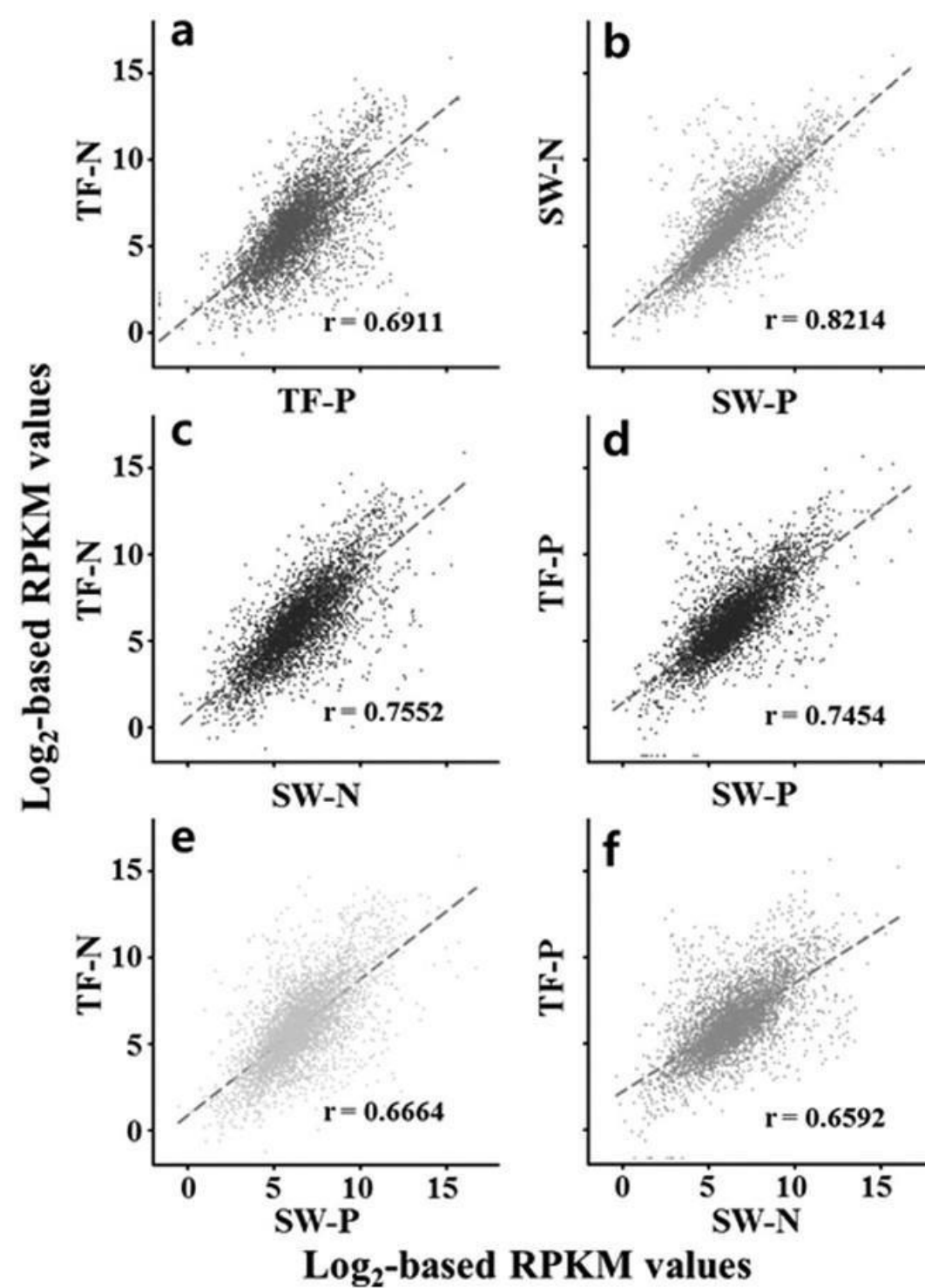


Figure 2

Figures adapted from *Genome-wide transcriptional responses of Alteromonas naphthalenivorans SN2 to contaminated seawater and marine tidal flat sediment* by Hyun mi Jin et al.

In Figure 2, which conditions had the lowest correlation?

- A. SW-N and SW-P
- B. TF-N and TF-P
- C. TF-P and SW-ND. TF-N and SW-P **Correct Answer: C**

Section: Science

Explanation

Explanation/Reference:

Explanation:

TF-P and SW-N had the lowest correlation. The graph comparing these conditions provides an r value (correlation coefficient) of .6592, Given this is the lowest r value in the figure, the results of these conditions are the least correlated.

QUESTION 664

Researchers studied a species of hibernating black Bears. Each year the Black Bears go into hibernation for a 5-7-month period. During this time, they do not consume any food. Researchers explored the metabolic processes that allow black Bears to survive for so long without eating.



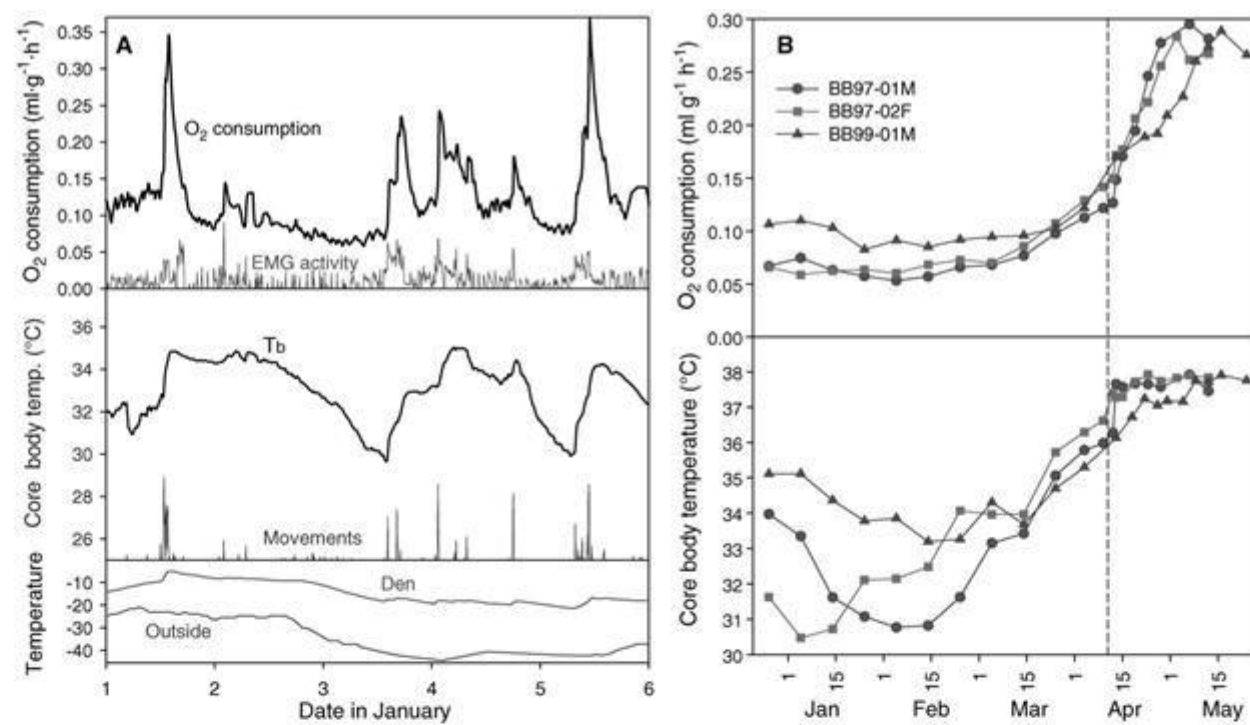


Figure 1

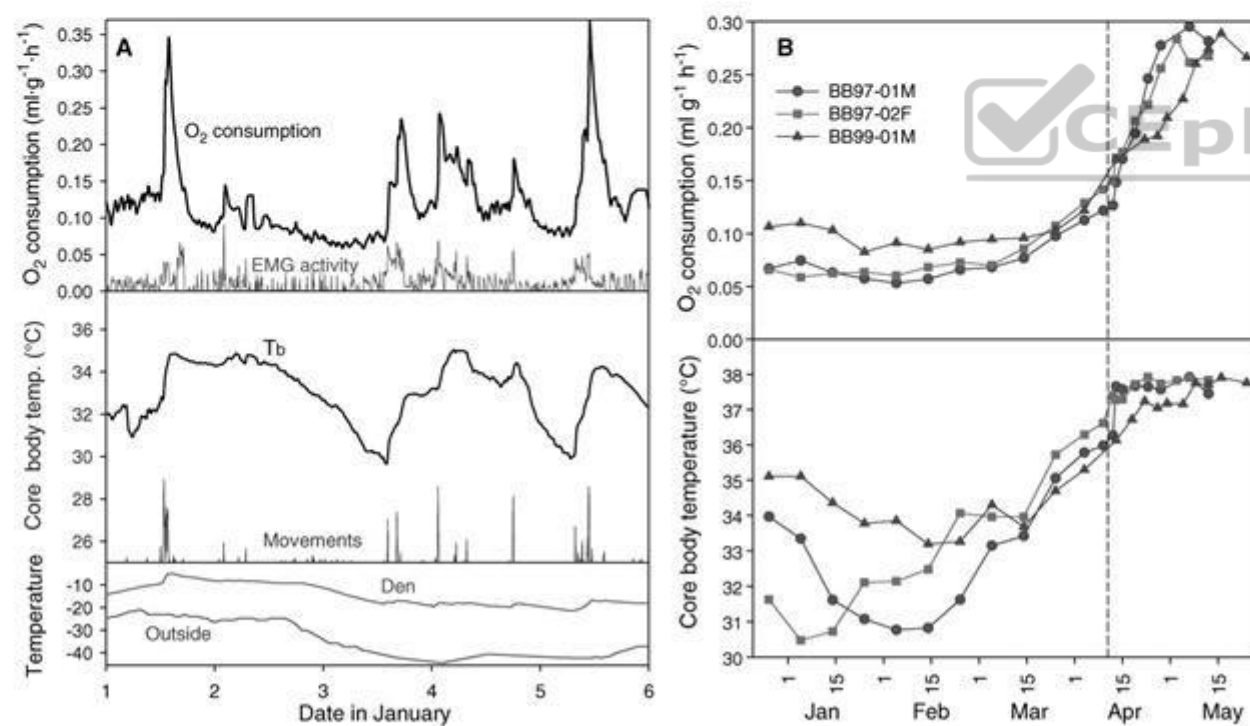


Figure 2

Figures adapted from *Hibernation in Black Bears: Independence of Metabolic Suppression from Body Temperature* by Oivind Toien et al.

Study 1

Researchers gathered black Bears and transported them to facilities in Alaska where they were placed in wooden box habitats. The researchers prepared to measure the Black Bears core body temperature and oxygen consumption during hibernation. Core body temperature was measured through implanted radio transmitters, and oxygen consumption was measured through the constant collection and analysis of air in the habitat. EMG was also surgically implanted to

measure electrical activity. Results representative of a typical six-day period during hibernation can be observed in Figure 1.

Study 2

Researchers had additionally installed devices to track the hibernating Black Bears movements including infrared cameras. Once awake, the researchers continued to analyze the Black Bears metabolisms to better understand the process of recovering from hibernation. After having done so, the researchers decided to graph the last several months of hibernation and the post hibernation period, as can be seen in Figure 2. The legend indicates different individual Black Bears. The dashed line indicates the average date the Black Bears woke up from hibernation.

What is the lowest core body temperature observed during hibernation (Figure 2)

- A. Between 30 and 31 degrees Celsius
- B. Between 31 and 32 degrees Celsius
- C. Between 32 and 33 degrees Celsius
- D. Between 33 and 34 degrees Celsius

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

According to Figure 2, the lowest core body temperature observed during hibernation was between 30 and 31 degrees Celsius. Only consider the bottom graph. Though some Black Bears were observed to have their lowest core body temperature at higher temperatures, the lowest was observed of BB97-02F.

QUESTION 665

Researchers studied a species of hibernating black Bears. Each year the Black Bears go into hibernation for a 5-7-month period. During this time, they do not consume any food. Researchers explored the metabolic processes that allow black Bears to survive for so long without eating.

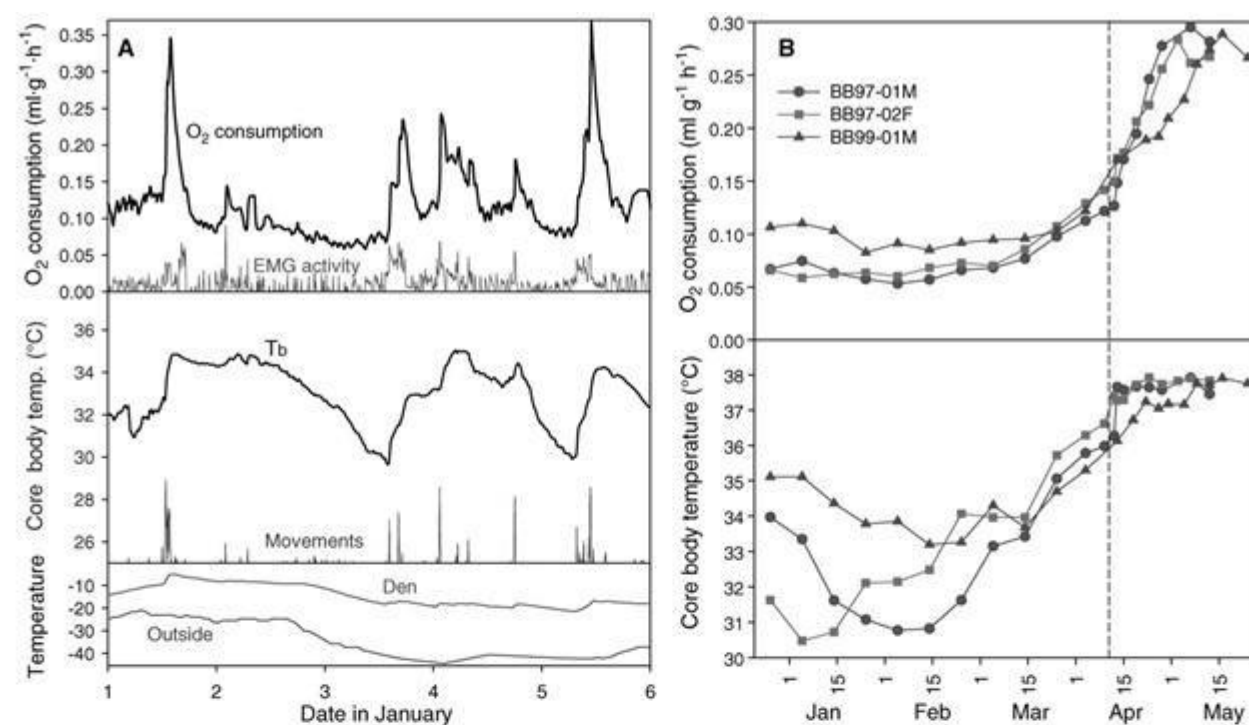


Figure 1

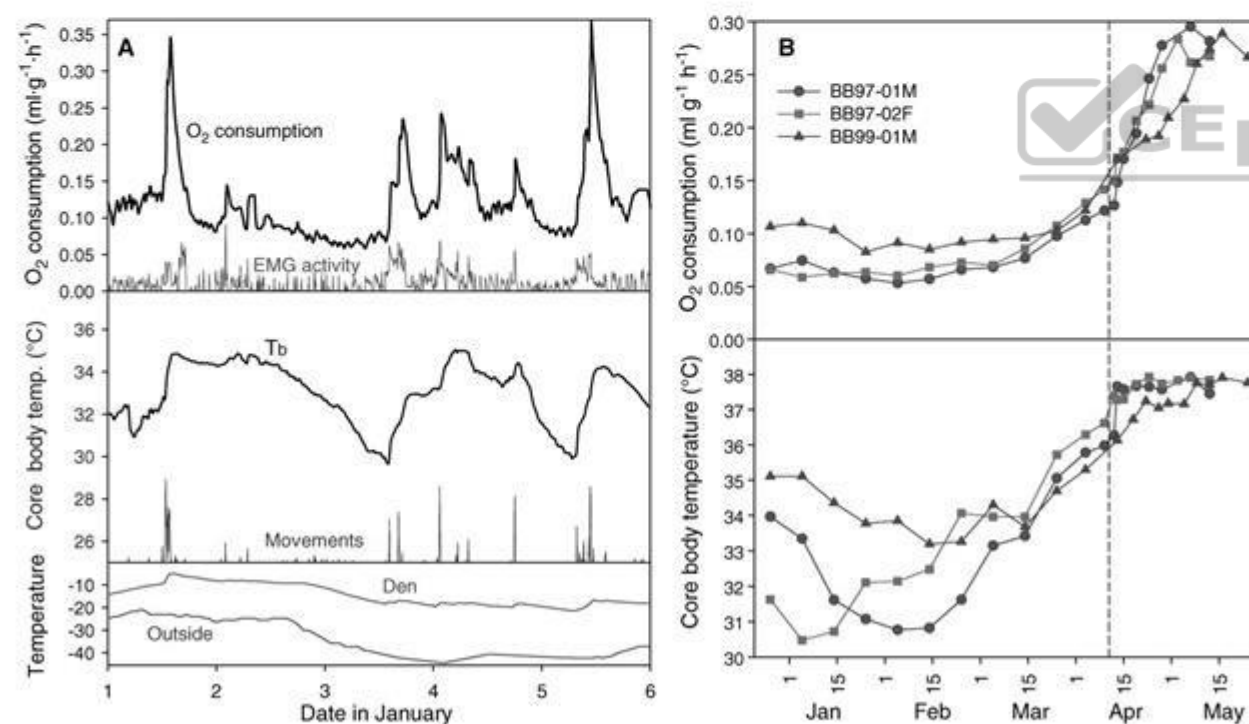


Figure 2

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measure electrical activity. Results representative of a typical six-day period during hibernation can be observed in Figure 1.

Study 2

Researchers had additionally installed devices to track the hibernating Black Bears movements including infrared cameras. Once awake, the researchers continued to analyze the Black Bears metabolisms to better understand the process of recovering from hibernation. After having done so, the researchers decided to graph the last several months of hibernation and the post hibernation period, as can be seen in Figure 2. The legend indicates different individual Black Bears. The dashed line indicates the average date the Black Bears woke up from hibernation.

What is the highest core body temperature observed during hibernation for BB99-01M (Figure 2)?

- A. Between 30 and 32 degrees Celsius
- B. Between 32 and 34 degrees Celsius
- C. Between 34 and 36 degrees Celsius
- D. Between 36 and 38 degrees Celsius

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

The highest core body temperature observed during hibernation for BB99-01M was between 34 and 36 degrees Celsius. Only consider the bottom graph. Though some Black Bears were observed to have their highest core body temperature during hibernation at higher temperatures, the highest for BB99-01M fell with the 34 and 36-degree range. After hibernation ended, the bear had an even higher core body temperature, but temperatures after the dashed line should be ignored.

QUESTION 666

Researchers studied a species of hibernating black Bears. Each year the Black Bears go into hibernation for a 5-7-month period. During this time, they do not consume any food. Researchers explored the metabolic processes that allow black Bears to survive for so long without eating.

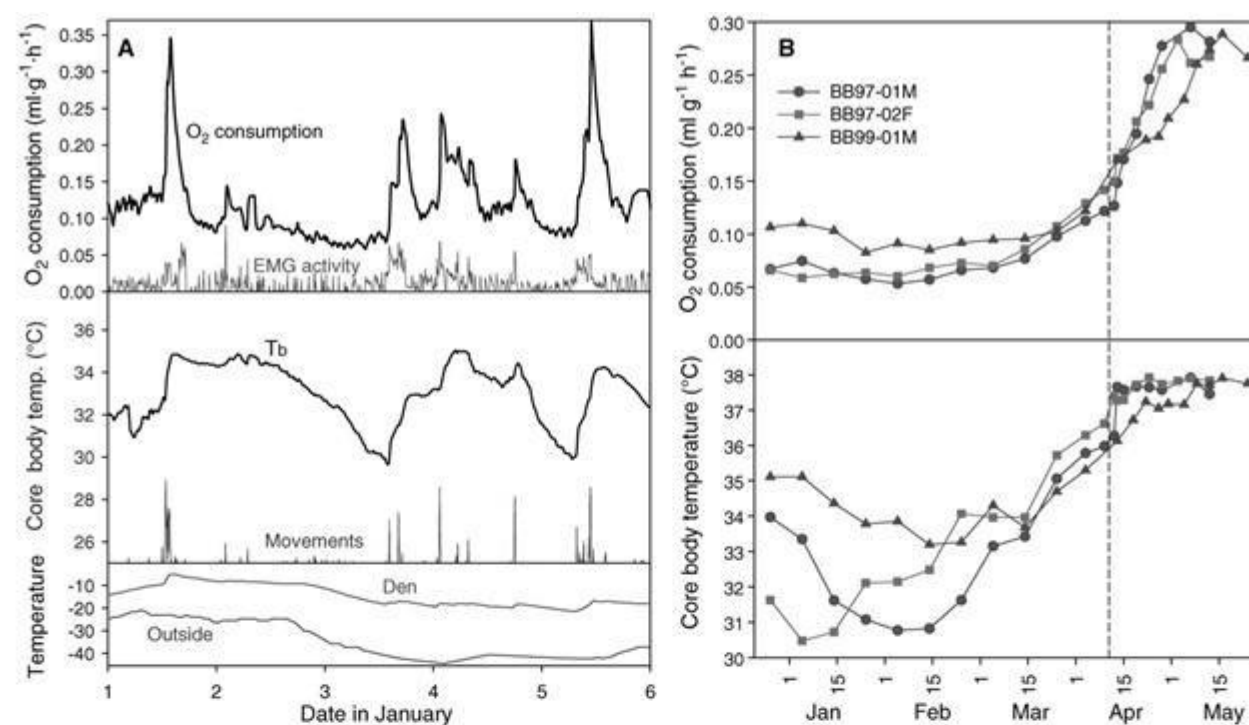


Figure 1

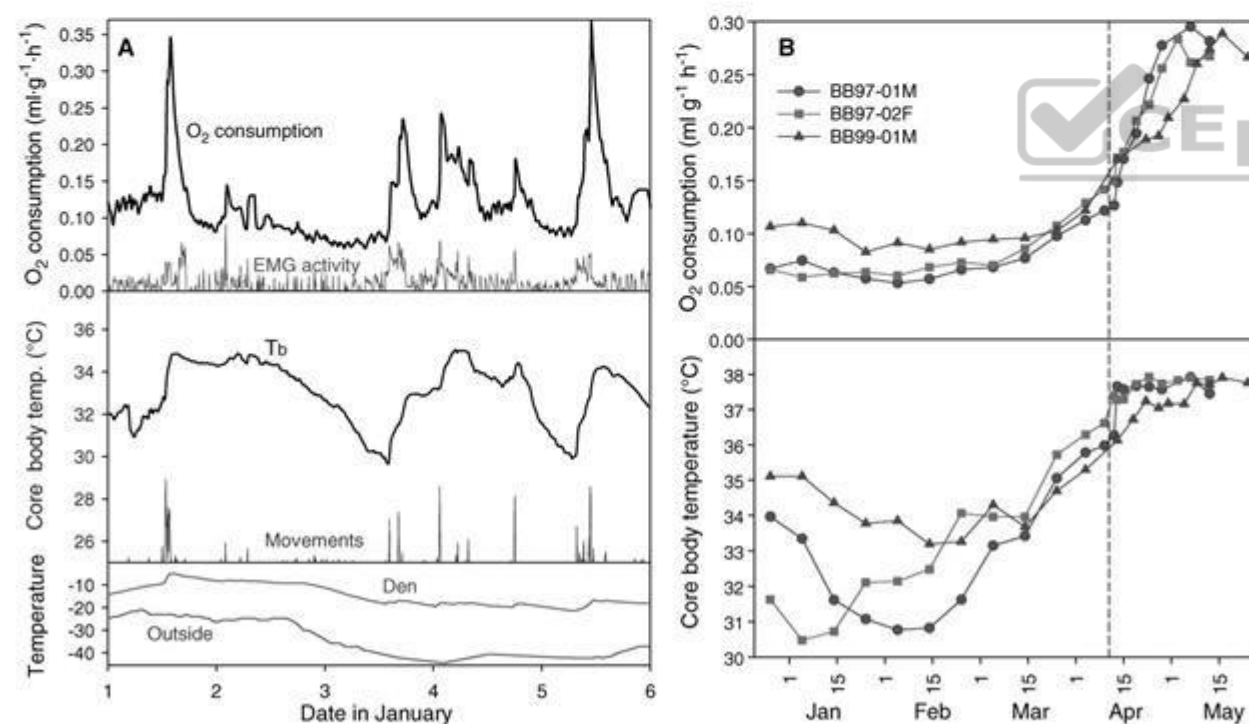


Figure 2

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measure electrical activity. Results representative of a typical six-day period during hibernation can be observed in Figure 1.

Study 2

Researchers had additionally installed devices to track the hibernating Black Bears movements including infrared cameras. Once awake, the researchers continued to analyze the Black Bears metabolisms to better understand the process of recovering from hibernation. After having done so, the researchers decided to graph the last several months of hibernation and the post hibernation period, as can be seen in Figure 2. The legend indicates different individual Black Bears. The dashed line indicates the average date the Black Bears woke up from hibernation.

Why was it important that the researchers tracked the hibernating bear's movements in Study 2?

- A. It allowed the researchers to identify the Black Bears eating habits.
- B. It allowed the researchers to better track the Black Bears core body temperature.
- C. It allowed the researchers to better identify the Black Bears oxygen consumption.
- D. It allowed the researchers to identify when the Black Bears awoke from hibernation.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

It was important that researchers tracked the bear's movements so that they could determine when the Black Bears awoke from hibernation. Knowing the exact moment of awaking can prevent hibernation data from being confounded with data from the recovery period. Tracking the bear's movements did not inform the researchers further on the bear's oxygen consumption or core body temperature. Additionally, the Black Bears did not eat during hibernation making their eating patterns irrelevant.

QUESTION 667

Researchers studied a species of hibernating black Bears. Each year the Black Bears go into hibernation for a 5-7-month period. During this time, they do not consume any food. Researchers explored the metabolic processes that allow black Bears to survive for so long without eating.

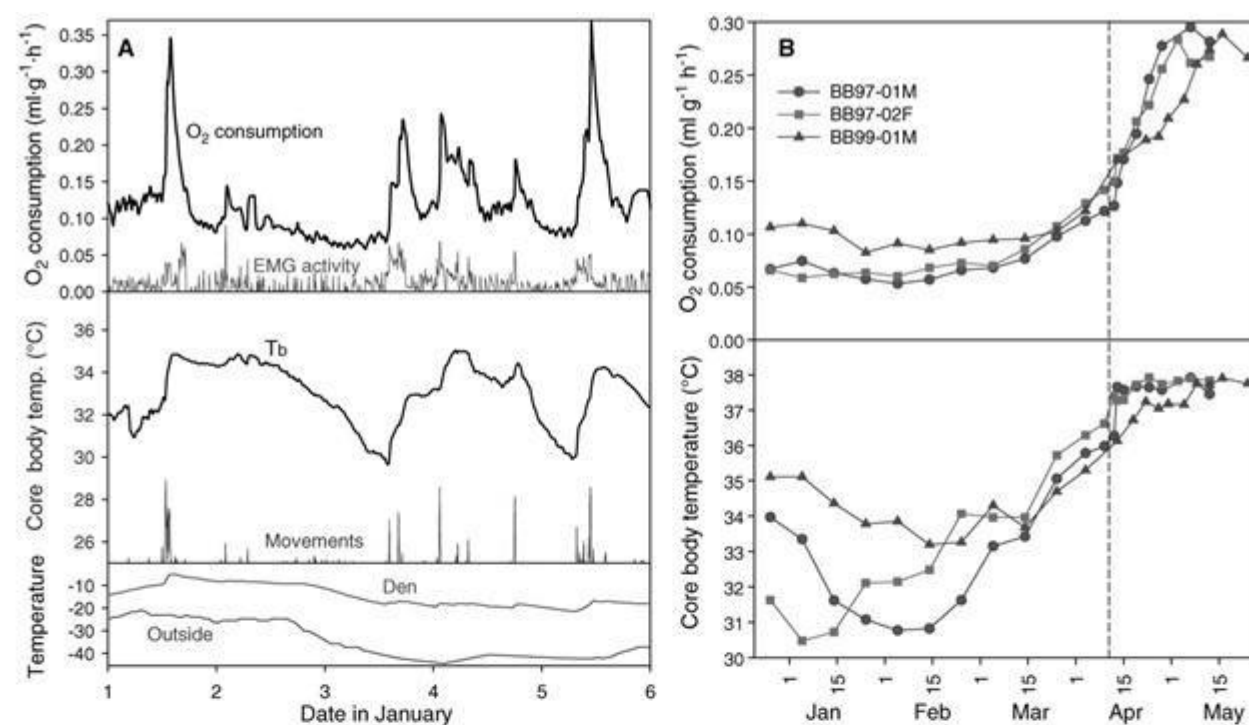


Figure 1

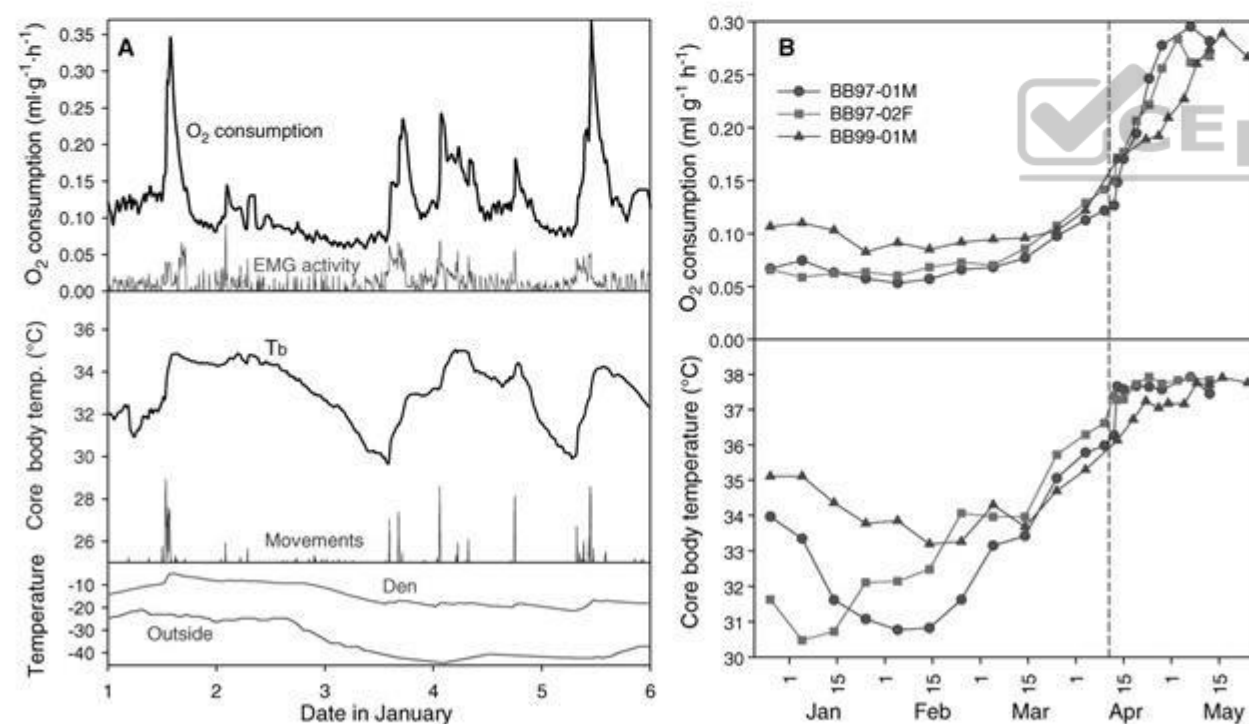


Figure 2

Figures adapted from *Hibernation in Black Bears: Independence of Metabolic Suppression from Body Temperature* by Oivind Toien et al.

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Study 2

Researchers had additionally installed devices to track the hibernating Black Bears movements including infrared cameras. Once awake, the researchers continued to analyze the Black Bears metabolisms to better understand the process of recovering from hibernation. After having done so, the researchers decided to graph the last several months of hibernation and the post hibernation period, as can be seen in Figure 2. The legend indicates different individual Black Bears. The dashed line indicates the average date the Black Bears woke up from hibernation.

What is suggested by the differences in core body temperature between all three Black Bears in Figure 2?

- A. Black Bears either have a lower core body temperature during hibernation than recovery, or a similar one.
- B. Black Bears are similar in hibernation and in recovery from hibernation.
- C. Black Bears differ more in hibernation than in recovery from hibernation.
- D. Black Bears either have a higher core body temperature during hibernation than recovery, or a similar one.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Black Bears differ more in hibernation than recovery from hibernation in core body temperature according to Figure 2. Consider only the bottom graph. Core body temperatures rise and fall at different points in different Black Bears while hibernating, and do so while being several degrees Celsius apart. During the recovery period temperatures fluctuate in a more similar manner and are less degrees Celsius apart.

QUESTION 668

Researchers studied a species of hibernating black Bears. Each year the Black Bears go into hibernation for a 5-7-month period. During this time, they do not consume any food. Researchers explored the metabolic processes that allow black Bears to survive for so long without eating.

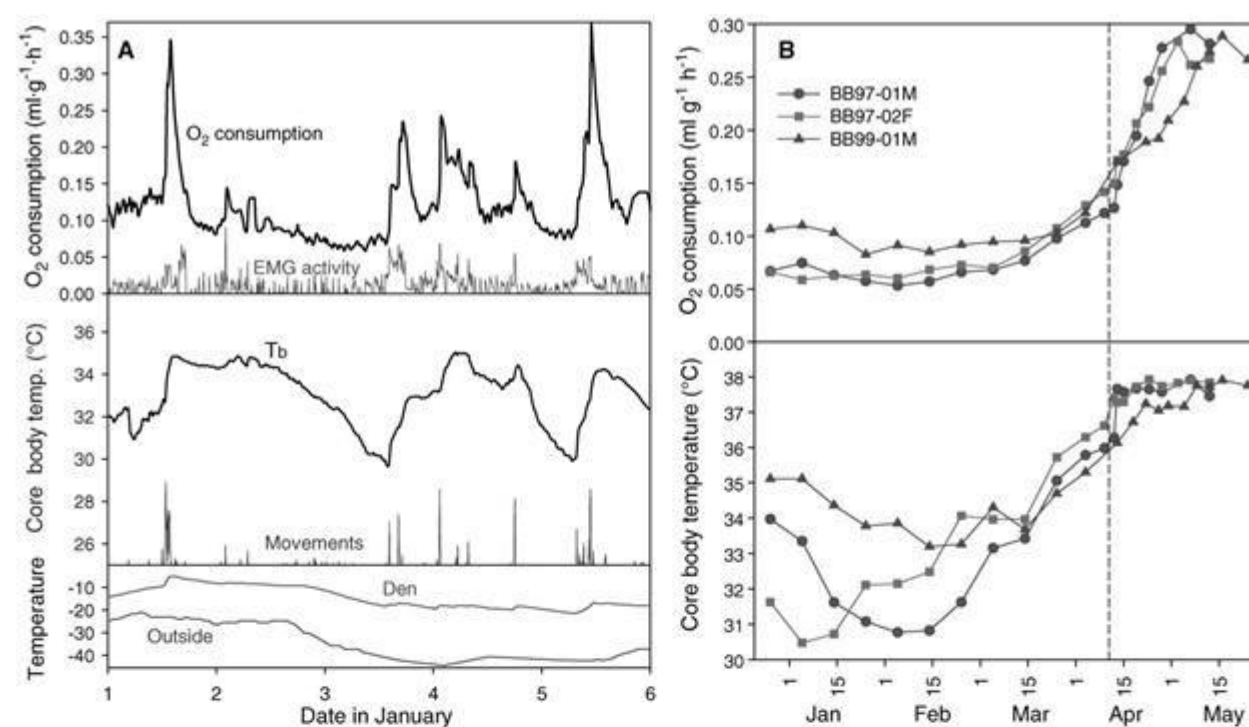


Figure 1

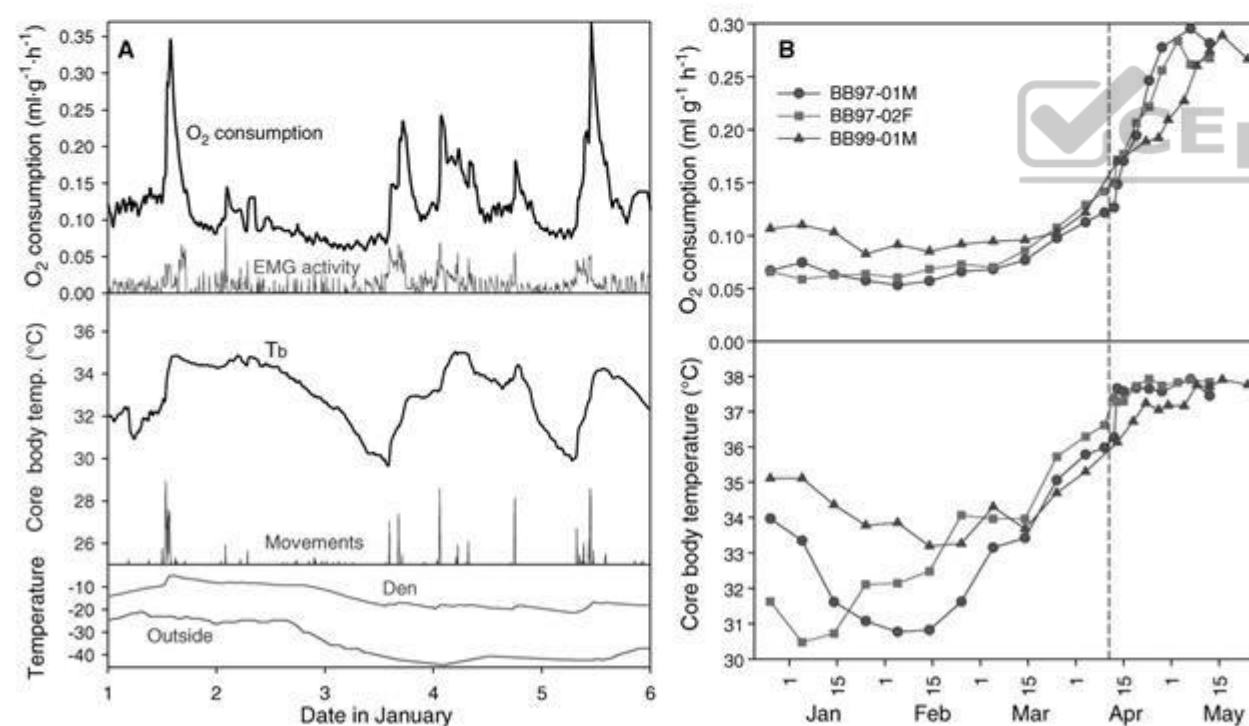


Figure 2

Figures adapted from *Hibernation in Black Bears: Independence of Metabolic Suppression from Body Temperature* by Oivind Toien et al.

Researchers had additionally installed devices to track the hibernating Black Bears movements including infrared cameras. Once awake, the researchers continued to analyze the Black Bears metabolisms to better understand the process of recovering from hibernation. After having done so, the researchers decided to graph the last several months of hibernation and the post hibernation period, as can be seen in Figure 2. The legend indicates different individual Black Bears.

Study 1

Researchers gathered black Bears and transported them to facilities in Alaska where they were placed in wooden box habitats. The researchers prepared to measure the Black Bears core body temperature and oxygen consumption during hibernation. Core body temperature was measured through implanted radio transmitters, and oxygen consumption was measured through the constant collection and analysis of air in the habitat. EMG was also surgically implanted to

measure electrical activity. Results representative of a typical six-day period during hibernation can be observed in Figure 1.

Study 2

The dashed line indicates the average date the Black Bears woke up from hibernation.

Once awoken, what happens to the Black Bears?

- A. Their average oxygen consumption increases.
- B. Their average oxygen consumption decreases.
- C. Their average oxygen consumption remains the same.
- D. Their average core body temperature decreases.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Once awoken, the average oxygen consumption of Black Bears increases. In all three Black Bears oxygen consumption increases significantly upon awakening. It does not decrease or remain the same, and average core body temperature does not decrease for any of the three Black Bears.

QUESTION 669

Researchers studied a species of hibernating black Bears. Each year the Black Bears go into hibernation for a 5-7-month period. During this time, they do not consume any food. Researchers explored the metabolic processes that allow black Bears to survive for so long without eating.

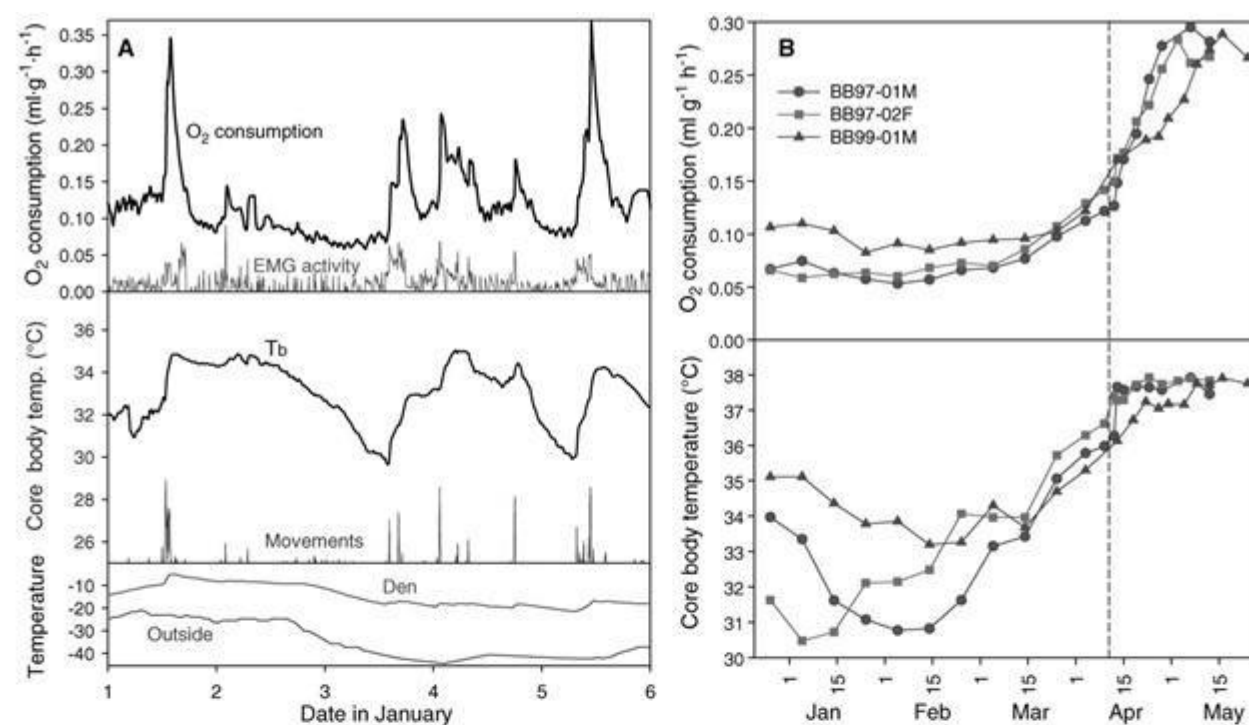


Figure 1

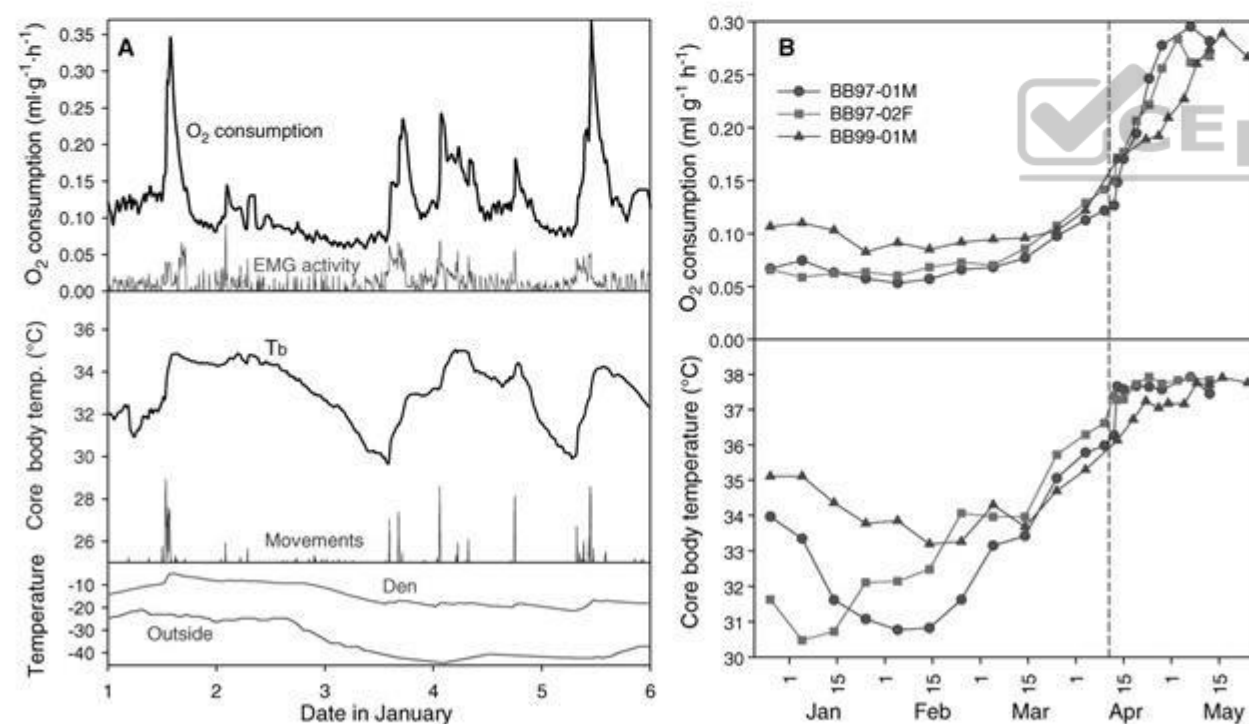


Figure 2

Figures adapted from *Hibernation in Black Bears: Independence of Metabolic Suppression from Body Temperature* by Oivind Toien et al.

Study 1

Researchers gathered black Bears and transported them to facilities in Alaska where they were placed in wooden box habitats. The researchers prepared to measure the Black Bears core body temperature and oxygen consumption during hibernation. Core body temperature was measured through implanted radio transmitters, and oxygen consumption was measured through the constant collection and analysis of air in the habitat. EMG was also surgically implanted to

measure electrical activity. Results representative of a typical six-day period during hibernation can be observed in Figure 1.

Study 2

Researchers had additionally installed devices to track the hibernating Black Bears movements including infrared cameras. Once awake, the researchers continued to analyze the Black Bears metabolisms to better understand the process of recovering from hibernation. After having done so, the researchers decided to graph the last several months of hibernation and the post hibernation period, as can be seen in Figure 2. The legend indicates different individual Black Bears. The dashed line indicates the average date the Black Bears woke up from hibernation.

One of the researchers hypothesized that if the same study were performed again the following year with three new Black Bears instead of the Black Bears from the current studies, the pattern of oxygen consumption would be relatively the same. Do the results of the study support this hypothesis?

- A. Yes, all three Black Bears experienced a consistent decrease in oxygen consumption, magnifying as more time passed.
- B. Yes, all three Black Bears experienced a similar trend in oxygen consumption at all-time intervals suggesting individual Black Bears do not differ
- C. No, some Black Bears had several degrees' higher body temperature than others at the same point in time.
- D. No, oxygen consumption as observed in the current study has no clear pattern and is not replicable.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

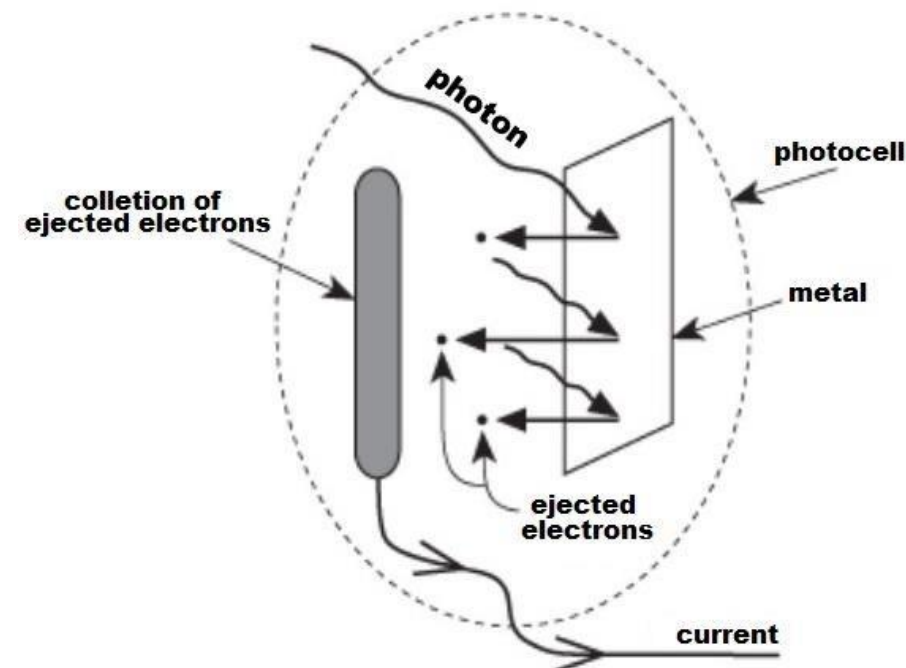
Explanation:

Yes, all three Black Bears experienced a similar trend in oxygen consumption at all-time intervals suggesting individual Black Bears do not differ in this regard. The question only inquires about oxygen consumption, so only consider the top graph of Figure 2. Because all three Black Bears followed a similar trend and there was no evidence to dispute that individual variance between Black Bears is important in determining oxygen consumption during hibernation, it is supported by the study that Black Bears are generally the same in this regard.

QUESTION 670

A photocell is a device for generating an electrical current from light (see Figure 1).

Figure 1



Each photocell contains a metal. A photon of light that strikes the metal can eject an electron from the metal if the photon's energy exceeds the metal's work function. The maximum kinetic energy the ejected electron can have is the photon's energy minus the metal's work function. The amount of electrical current varies with light's relative intensity (a measure of the number of photons with a given energy striking the metal each second).

Table 01 shows the results of 9 trials in which a photocell was exposed to light.

Table 1

Table				
Trial	Energy per photon (eV)*	Relative intensity of light	Electrical current (mA)†	kinetic energy of electron if ejected from metal (eV)
1	2.0	low	0	0.0
2	2.0	medium	0	0.0
3	2.0	high	0	0.0
4	4.0	low	29	0.9
5	4.0	medium	43	0.9
6	4.0	high	60	0.9
7	6.0	low	27	2.9
8	6.0	medium	40	2.9
9	6.0	high	55	2.9
*eV = electron volts				
†mA = milliamps				



When 8.0 eV photons were shone on the photocell, electrons ejected from the metal in the photocell had a maximum kinetic energy of 4.9 eV.

Based on this information and Table 1, the relative intensity of the light shone on the photocell:

- A. was high.
- B. was low.
- C. was medium.
- D. cannot be determined.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

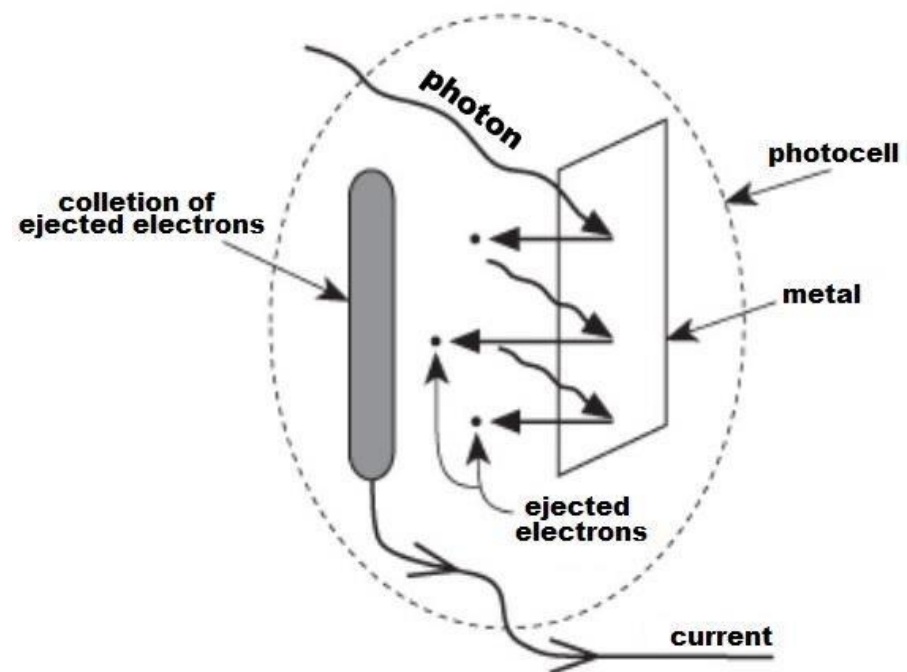
Explanation:

According to the passage, the maximum kinetic energy an ejected electron can have is the photon's energy minus the metal's work function. As Trials 4-6 show, the maximum kinetic energy of an ejected electron is not influenced by the relative intensity of the light. Therefore, one cannot determine the intensity of the light based solely on the energy per photon and the maximum kinetic energy of an ejected electron.

QUESTION 671

A photocell is a device for generating an electrical current from light (see Figure 1).

Figure 1



Each photocell contains a metal. A photon of light that strikes the metal can eject an electron from the metal if the photon's energy exceeds the metal's work function. The maximum kinetic energy the ejected electron can have is the photon's energy minus the metal's work function. The amount of electrical current varies with light's relative intensity (a measure of the number of photons with a given energy striking the metal each second).

Table 1 shows the results of 9 trials in which a photocell was exposed to light.

Table 1

Table				
Trial	Energy per photon (eV)*	Relative intensity of light	Electrical current (mA)†	kinetic energy of electron if ejected from metal (eV)
1	2.0	low	0	0.0
2	2.0	medium	0	0.0
3	2.0	high	0	0.0
4	4.0	low	29	0.9
5	4.0	medium	43	0.9
6	4.0	high	60	0.9
7	6.0	low	27	2.9
8	6.0	medium	40	2.9
9	6.0	high	55	2.9
*eV = electron volts				
†mA = milliamps				



When 8.0 eV photons were shone on the photocell, electrons ejected from the metal in the photocell had a maximum kinetic energy of 4.9 eV.

Consider the following results, obtained using 5.0 eV photons and the same photocell that is discussed in the passage.

Table		
Relative intensity of light	Electrical current (mA)	Maximum kinetic energy of ejected electron (eV)
low	28	3.1
medium	42	3.1
high	58	3.1

The maximum kinetic energy of the ejected electron, 3.1 eV, was not the expected value. The expected value was:

- A. 0.0 eV
- B. between 0.1 eV and 0.8 eV
- C. between 0.9 eV and 2.9 eV
- D. greater than 3.0 eV

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

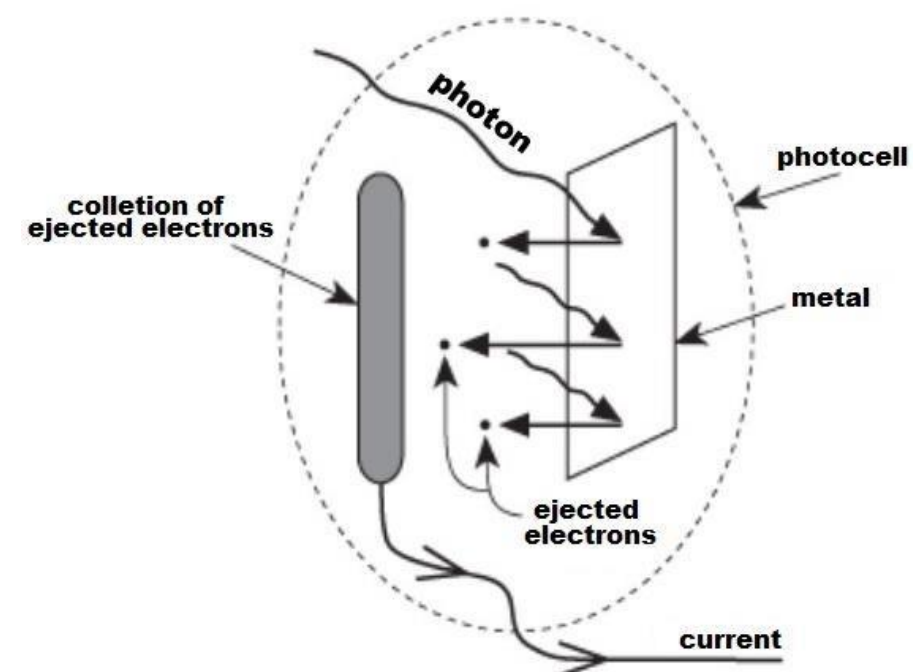
Explanation:

According to the passage, the maximum kinetic energy an ejected electron can have is the photon's energy minus the metal's work function. In Trials 4-6, the energy per photon was 4.0 eV and the maximum kinetic energy of the electrons ejected from the metal was 0.9. In Trials 7-9, the energy per photon was 6.0 eV and the maximum kinetic energy of the electrons ejected from the metal was 2.9. Thus, the work function was 3.1 eV. If 5.0 eV photons were directed at the metal, the maximum kinetic energy of an ejected electron would be the photon's energy minus the work function: 5.0 eV minus 3.1 eV, or 1.9 eV.

QUESTION 672

A photocell is a device for generating an electrical current from light (see Figure 1).

Figure 1



Each photocell contains a metal. A photon of light that strikes the metal can eject an electron from the metal if the photon's energy exceeds the metal's work function. The maximum kinetic energy the ejected electron can have is the photon's energy minus the metal's work function. The amount of electrical current varies with light's relative intensity (a measure of the number of photons with a given energy striking the metal each second).

Table 1 shows the results of 9 trials in which a photocell was exposed to light.

Table 1

Table				
Trial	Energy per photon (eV)*	Relative intensity of light	Electrical current (mA)†	kinetic energy of electron if ejected from metal (eV)
1	2.0	low	0	0.0
2	2.0	medium	0	0.0
3	2.0	high	0	0.0
4	4.0	low	29	0.9
5	4.0	medium	43	0.9
6	4.0	high	60	0.9
7	6.0	low	27	2.9
8	6.0	medium	40	2.9
9	6.0	high	55	2.9
*eV = electron volts				
†mA = milliamps				



When 8.0 eV photons were shone on the photocell, electrons ejected from the metal in the photocell had a maximum kinetic energy of 4.9 eV.

Based on Table 1, which of the following statements best explains the results of Trials 1-3?

- A. The light was too intense to eject electrons from the metal in the photocell.
- B. The light was too intense to eject photons from the metal in the photocell.
- C. The energy per electron was too high to eject photons from the metal in the photocell.
- D. The energy per photon was too low to eject electrons from the metal in the photocell.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

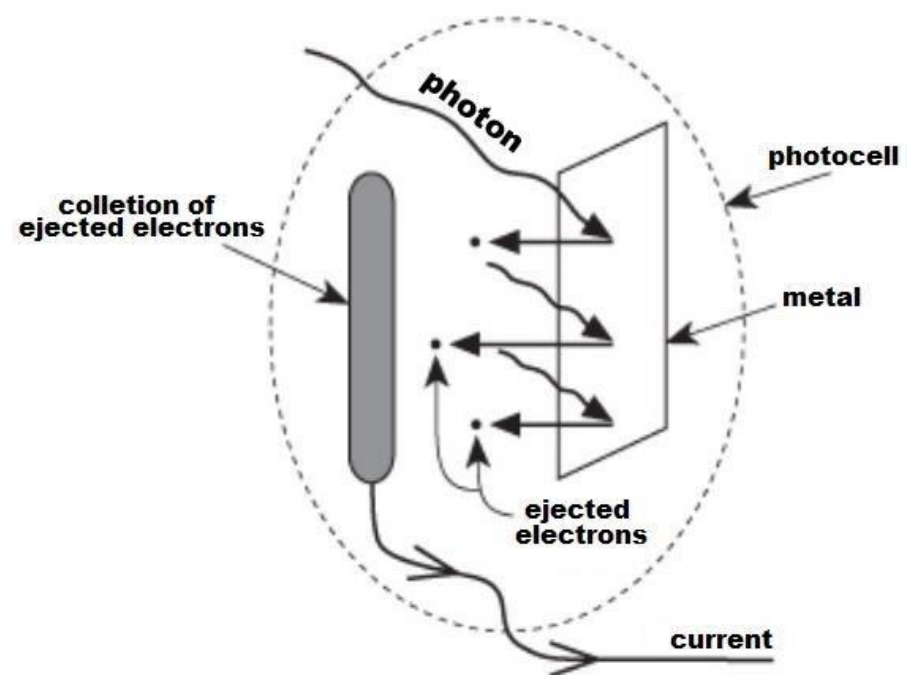
Explanation:

The results in Table 1 show that the energy per electron was too low to eject photons from the metal in the photocell. This can be seen by noting that Trials 1-3 used electrons with a lower energy per photon (2.0 eV) than did Trials 4-6 (4.0 eV) and Trials 7-9 (6.0 eV). In Trials 4-9, electrons were ejected.

QUESTION 673

A photocell is a device for generating an electrical current from light (see Figure 1).

Figure 1



Each photocell contains a metal. A photon of light that strikes the metal can eject an electron from the metal if the photon's energy exceeds the metal's work function. The maximum kinetic energy the ejected electron can have is the photon's energy minus the metal's work function. The amount of electrical current varies with light's relative intensity (a measure of the number of photons with a given energy striking the metal each second).

Table 1 shows the results of 9 trials in which a photocell was exposed to light.

Table 1

Table				
Trial	Energy per photon (eV)*	Relative intensity of light	Electrical current (mA)†	kinetic energy of electron if ejected from metal (eV)
1	2.0	low	0	0.0
2	2.0	medium	0	0.0
3	2.0	high	0	0.0
4	4.0	low	29	0.9
5	4.0	medium	43	0.9
6	4.0	high	60	0.9
7	6.0	low	27	2.9
8	6.0	medium	40	2.9
9	6.0	high	55	2.9
*eV = electron volts				
†mA = milliamps				



When 8.0 eV photons were shone on the photocell, electrons ejected from the metal in the photocell had a maximum kinetic energy of 4.9 eV.

In the photocell discussed in the passage, suppose the work function of the metal had been 5.1 eV. If the energy per photon had been the same as in Trials 7-9, the maximum kinetic energy of electrons that were ejected from the metal would have been:

- A. 0.9 eV
- B. 2.0 eV
- C. 4.0 eV
- D. 5.1 eV

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

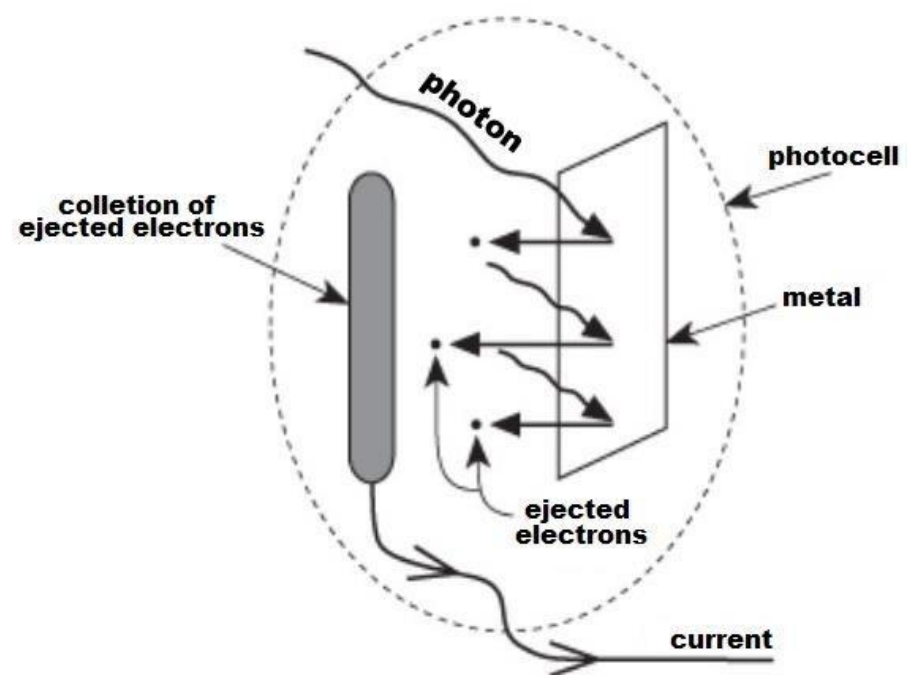
Explanation:

According to the passage, the maximum kinetic energy an ejected electron can have is the photon's energy minus the metal's work function. In Trials 7-9, the energy per photon was 6.0 eV. If the work function had been 5.1 eV, then the maximum kinetic energy of an electron that was ejected from the metal would have been 6.0 eV minus 5.1 eV, or 0.9 eV.

QUESTION 674

A photocell is a device for generating an electrical current from light (see Figure 1).

Figure 1



Each photocell contains a metal. A photon of light that strikes the metal can eject an electron from the metal if the photon's energy exceeds the metal's work function. The maximum kinetic energy the ejected electron can have is the photon's energy minus the metal's work function. The amount of electrical current varies with light's relative intensity (a measure of the number of photons with a given energy striking the metal each second).

Table 1 shows the results of 9 trials in which a photocell was exposed to light.

Table 1

Table				
Trial	Energy per photon (eV)*	Relative intensity of light	Electrical current (mA)†	kinetic energy of electron if ejected from metal (eV)
1	2.0	low	0	0.0
2	2.0	medium	0	0.0
3	2.0	high	0	0.0
4	4.0	low	29	0.9
5	4.0	medium	43	0.9
6	4.0	high	60	0.9
7	6.0	low	27	2.9
8	6.0	medium	40	2.9
9	6.0	high	55	2.9
*eV = electron volts				
†mA = milliamps				



When 8.0 eV photons were shone on the photocell, electrons ejected from the metal in the photocell had a maximum kinetic energy of 4.9 eV.

Based on the passage and Table 1, the work function of the metal used in the photocell was:

- A. 2.0 eV
- B. 3.1 eV
- C. 4.9 eV
- D. 6.0 eV

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

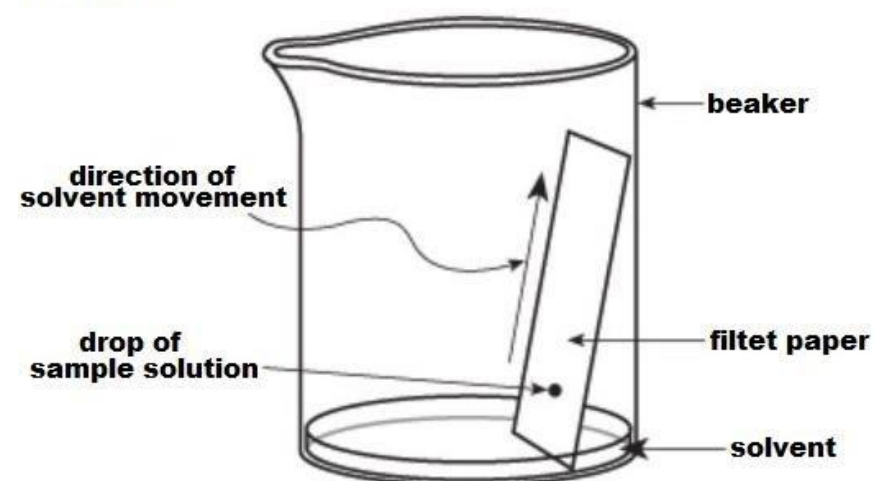
Explanation:

According to the passage, the maximum kinetic energy an ejected electron can have is the photon's energy minus the metal's work function. In Trials 4-6, the energy per photon was 4.0 eV and the maximum kinetic energy of the electrons ejected from the metal was 0.9. In Trials 7-9, the energy per photon was 6.0 eV and the maximum kinetic energy of the electrons ejected from the metal was 2.9. Thus, the work function was 3.1 eV.

QUESTION 675

Paper chromatography can be used to identify metal ions in wastewater. A drop of sample solution is placed on filter paper. The bottom of the paper is set in a solvent that travels up the paper (see Figure 1).

Figure 1



The solvent carries the ions up the paper. Some ions move faster, and therefore farther than others, resulting in a separation as they move up the paper. The paper is dried, then stained, causing the ions to appear as colored spots. R_f values are calculated for each spot:

$$R_f = \frac{\text{total linear distance traveled by ion}}{\text{total linear distance traveled by solvent}}$$

Table 1 shows R_f values for 5 ions. Table 2 shows R_f values from 3 samples of wastewater. The same solvent was used for all ions and samples.

Ion	Molar mass (g/mole)	Distance traveled (cm)	R_f	Spot color
Nickel(Ni^{2+})	58.7	0.8	0.08	pink
Cobalt(Co^{2+})	58.9	3.5	0.35	brown-black
Copper(Cu^{2+})	63.5	6.0	0.60	blue
Cadmium(Cd^{2+})	112.4	7.8	0.78	yellow
Mercury(Hg^{2+})	200.6	9.5	0.95	brown-black

Table 1 adapted from Thomas McCullough, CSC, and Marissa Curlee, "Qualitative Analysis of Cations Using Paper Chromatography." ©1993 by the American Chemical Society.

Note: Samples contain only the metal ions listed in Table 1.

Table 2		
Sample	R _f	Spot color
1	0.60	blue
	0.78	yellow
2	0.35	brown-black
	0.95	brown-black
3	0.08	pink
	0.78	yellow
	0.95	brown-black

Based on the information in Table 1, to best identify a metal ion using paper chromatography, one should know the:

- A. spot color for the ion only
- B. distance the solvent traveled only
- C. R_f value and spot color for the ion only
- D. distance the solvent traveled and spot color of the ion only.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

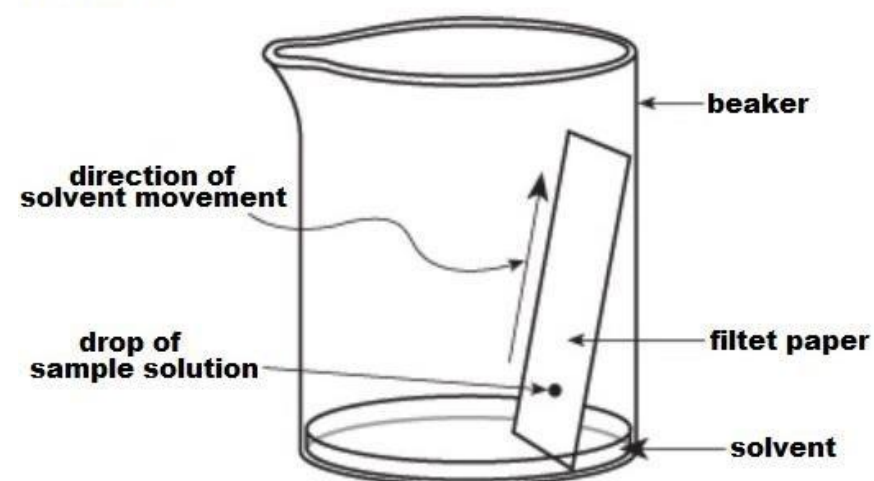
Explanation:

Answer C is correct. Spot color can be used to restrict the range of options used to identify a metal ion. However, some metals, such as cobalt and mercury, have the same spot color (brown-black). To determine the identity of a brownblack spot, one also needs to know the R_f of the spot.

QUESTION 676

Paper chromatography can be used to identify metal ions in wastewater. A drop of sample solution is placed on filter paper. The bottom of the paper is set in a solvent that travels up the paper (see Figure 1).

Figure 1



The solvent carries the ions up the paper. Some ions move faster, and therefore farther than others, resulting in a separation as they move up the paper. The paper is dried, then stained, causing the ions to appear as colored spots. R_f values are calculated for each spot:

$$R_f = \frac{\text{total linear distance traveled by ion}}{\text{total linear distance traveled by solvent}}$$

Table 1 shows R_f values for 5 ions. Table 2 shows R_f values from 3 samples of wastewater. The same solvent was used for all ions and samples.

Ion	Molar mass (g/mole)	Distance traveled (cm)	R_f	Spot color
Nickel(Ni^{2+})	58.7	0.8	0.08	pink
Cobalt(Co^{2+})	58.9	3.5	0.35	brown-black
Copper(Cu^{2+})	63.5	6.0	0.60	blue
Cadmium(Cd^{2+})	112.4	7.8	0.78	yellow
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Note: Samples contain only the metal ions listed in Table 1.

Table 2		
Sample	R _f	Spot color
1	0.60	blue
	0.78	yellow
2	0.35	brown-black
	0.95	brown-black
3	0.08	pink
	0.78	yellow
	0.95	brown-black

Based on the information in Tables 1 and 2, one can conclude that Sample 2 contains:

- A. 1 metal ion only
- B. 2 metal ions only
- C. either 1 or 2 metal ions
- D. more than 2 metal ions

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

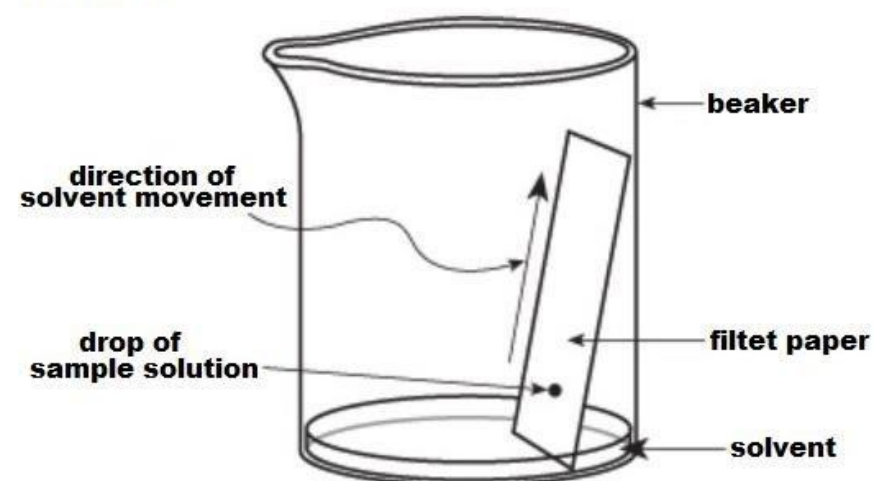
Explanation:

Answer B is correct. Sample 2 had 2 colored spots: a brown-black spot with an $R_f = 0.35$ and a brown-black spot with an $R_f = 0.95$. These 2 spots correspond with 2 spots from Table 1: the brown-black spot with an $R_f = 0.35$ for Co^{2+} and the brown-black spot with an $R_f = 0.95$ for Hg^{2+} . Co^{2+} and Hg^{2+} are metal ions, so Sample 2 contains 2 metal ions.

QUESTION 677

Paper chromatography can be used to identify metal ions in wastewater. A drop of sample solution is placed on filter paper. The bottom of the paper is set in a solvent that travels up the paper (see Figure 1).

Figure 1



The solvent carries the ions up the paper. Some ions move faster, and therefore farther than others, resulting in a separation as they move up the paper. The paper is dried, then stained, causing the ions to appear as colored spots. R_f values are calculated for each spot:

$$R_f = \frac{\text{total linear distance traveled by ion}}{\text{total linear distance traveled by solvent}}$$

Table 1 shows R_f values for 5 ions. Table 2 shows R_f values from 3 samples of wastewater. The same solvent was used for all ions and samples.

Ion	Molar mass (g/mole)	Distance traveled (cm)	R_f	Spot color
Nickel(Ni^{2+})	58.7	0.8	0.08	pink
Cobalt(Co^{2+})	58.9	3.5	0.35	brown-black
Copper(Cu^{2+})	63.5	6.0	0.60	blue
Cadmium(Cd^{2+})	112.4	7.8	0.78	yellow
Mercury(Hg^{2+})	200.6	9.5	0.95	brown-black

Table 1 adapted from Thomas McCullough, CSC, and Marissa Curlee, "Qualitative Analysis of Cations Using Paper Chromatography." ©1993 by the American Chemical Society.

Note: Samples contain only the metal ions listed in Table 1.

Table 2		
Sample	R _f	Spot color
1	0.60	blue
	0.78	yellow
2	0.35	brown-black
	0.95	brown-black
3	0.08	pink
	0.78	yellow
	0.95	brown-black

The information in Tables 1 and 2 supports the conclusion that Sample 3 contains:

- A. Cu²⁺ and Cd²⁺ only
- B. Co²⁺ and Hg²⁺ only
- C. Ni²⁺, Co²⁺, and Cd²⁺ only
- D. Ni²⁺, Cd²⁺, and Hg²⁺ only

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

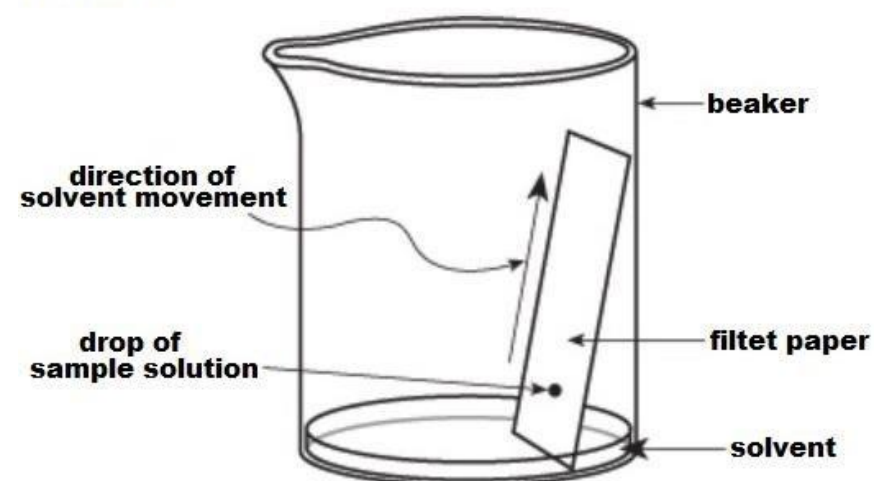
Explanation:

Answer D is correct. Sample 3 had 3 colored spots: a pink spot with an R_f = 0.08, a yellow spot with an R_f = 0.78, and a brown-black spot with an R_f = 0.95. These 3 spots correspond with 3 spots from Table 1: the pink spot with an R_f = 0.08 for Ni²⁺, the yellow spot with an R_f = 0.78 for Cd²⁺, and the brown-black spot with an R_f = 0.95 for Hg²⁺. So Sample 3 contains Ni²⁺, Cd²⁺, and Hg²⁺.

QUESTION 678

Paper chromatography can be used to identify metal ions in wastewater. A drop of sample solution is placed on filter paper. The bottom of the paper is set in a solvent that travels up the paper (see Figure 1).

Figure 1



The solvent carries the ions up the paper. Some ions move faster, and therefore farther than others, resulting in a separation as they move up the paper. The paper is dried, then stained, causing the ions to appear as colored spots. R_f values are calculated for each spot:

$$R_f = \frac{\text{total linear distance traveled by ion}}{\text{total linear distance traveled by solvent}}$$

Table 1 shows R_f values for 5 ions. Table 2 shows R_f values from 3 samples of wastewater. The same solvent was used for all ions and samples.

Ion	Molar mass (g/mole)	Distance traveled (cm)	R_f	Spot color
Nickel(Ni^{2+})	58.7	0.8	0.08	pink
Cobalt(Co^{2+})	58.9	3.5	0.35	brown-black
Copper(Cu^{2+})	63.5	6.0	0.60	blue
Cadmium(Cd^{2+})	112.4	7.8	0.78	yellow
Mercury(Hg^{2+})	200.6	9.5	0.95	brown-black

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Note: Samples contain only the metal ions listed in Table 1.

Table 2		
Sample	R _f	Spot color
1	0.60	blue
	0.78	yellow
2	0.35	brown-black
	0.95	brown-black
3	0.08	pink
	0.78	yellow
	0.95	brown-black

Based on the information in Table 1, which of the following lists the metal ions in order from the fastest to slowest speed with which they moved up the paper?

- A. Hg^{2+} , Cd^{2+} , Cu^{2+} , Co^{2+} , Ni^{2+}
 B. Cd^{2+} , Cu^{2+} , Co^{2+} , Hg^{2+} , Ni^{2+} C. Ni^{2+} , Hg^{2+} , Co^{2+} , Cu^{2+} , Cd^{2+}
 D. Ni^{2+} , Co^{2+} , Cu^{2+} , Cd^{2+} , Hg^{2+}

Correct Answer: A
Section: Science
Explanation

Explanation/Reference:

Explanation:

Answer A is correct. As the R_f value increased, the speed that an ion moved up the paper also increased. Hg^{2+} had the largest R_f , so Hg^{2+} traveled the fastest. Cd^{2+} had the second largest R_f , so Cd^{2+} traveled the second fastest. Cu^{2+} was the third fastest. Co^{2+} was the fourth fastest. Ni^{2+} was the slowest of the 5 ions.

QUESTION 679

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help totamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
- (3) (Incidentally, dinosaurs were extinct at the end of the Cretaceous period, 65 million years ago. Modern humans did not appear until around 200,000 years ago. Darwin's theory of the origin of species claims natural selection chooses organisms that possess variable and heritable traits and that are best suited for their environments. Also, 365 days is the time it takes for the Earth to travel around the Sun while a single day, 24 hours, is the time it takes for the Earth to spin around once on its axis.)
- (4) More practical knowledge, like what makes diseases caused by viruses and bacteria hard to treat, can help scientists of today and tomorrow to develop more effective approaches for staving off the harmful effects of these factors and advance the cause of medical science. In short, viruses continually change over time, usually by mutation. This change enables the virus to evade the immune system of its host so people are susceptible to infections throughout their lives. Bacteria mutate in the same way and can also become resistant if over-treated with antibiotics. By understanding how these mutations and immunities form, science can develop treatments and medicines that stay one step ahead.
- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

The passage can be best summarized as:

- A. Endorsing the coexistence of science and religion.
- B. Calling out the dangers of teaching evolution as theory.
- C. Endorsing of a wide and comprehensive knowledge for the betterment of mankind.
- D. Critical of Creationism.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer C is correct. While attacks on Creationism are implied, it is never called out specifically. Furthermore, the passage does not directly talk about the dangers of teaching evolution as theory, and it could hardly be considered an endorsement of religion as science, hence corrupting answer A.

QUESTION 680

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
- (3) (Incidentally, dinosaurs were extinct at the end of the Cretaceous period, 65 million years ago. Modern humans did not appear until around 200,000 years ago. Darwin's theory of the origin of species claims natural selection chooses organisms that possess variable and heritable traits and that are best suited for their environments. Also, 365 days is the time it takes for the Earth to travel around the Sun while a single day, 24 hours, is the time it takes for the Earth to spin around once on its axis.)
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

According to the passage, a year lasts 365 days because:

- A. That's how long it takes for the Earth to rotate on its axis.
- B. That's how long it takes for the Earth to complete a full rotation around the sun.
- C. That's how long God decided a year should be.
- D. None of the above.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in third paragraph.

QUESTION 681

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

Why are viruses and bacteria so hard to treat?

- A. They are difficult to pronounce.
- B. They are not well understood among scientists.
- C. They are caused by man.
- D. They are able to mutate and develop immunities to treatments.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph four.

QUESTION 682

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help to tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

How might a scientist explain the significance of the earth's water makeup in reference to climate change?

- A. Earth's composition of 71 percent water is a benchmark for understanding the amount of drinkable water.
- B. Earth's composition of 71 percent water is a benchmark for the Earth's rising temperature. As ice caps melt, sea levels could rise with potentially harmful aftereffects to civilization.
- C. Earth's composition of 71 percent water is a benchmark for understanding the world after the Flood.
- D. None of the above.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

The passage alludes to how an understanding of science is important for facing some of the biggest challenges ahead. Since the Flood of Noah's time (referred to in C) is unproven superstition, this would make A, B, and D the most viable choices. Answer A is not correct because water composition and drinkability are not really linked since much of the earth's water is not drinkable anyway. Increasing water composition, however, is a factor of melting ice caps brought on by climate change, making B the best choice.

QUESTION 683

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).

- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help totamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
- (3) (Incidentally, dinosaurs were extinct at the end of the Cretaceous period, 65 million years ago. Modern humans did not appear until around 200,000 years ago. Darwin's theory of the origin of species claims natural selection choosesorganisms that possess variable and heritable traits and that are best suited for their environments. Also, 365 days is the time it takes for the Earth to travel around the Sun while a single day, 24 hours, is the time it takes for the Earth to spin around once on its axis.)
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

According to the passage, the earth is:

- A. 200,000 years old
- B. 65 million years old
- C. 1 billion years old
- D. The passage does not say.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Most scientists agree the Earth is around 4.6 billion years old. This number is not mentioned in the passage, nor is the actual age of the Earth.

QUESTION 684

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth isabout 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help totamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
- (3) (Incidentally, dinosaurs were extinct at the end of the Cretaceous period, 65 million years ago. Modern humans did not appear until around 200,000 years ago. Darwin's theory of the origin of species claims natural selection choosesorganisms that possess variable and heritable traits and that are best suited for their environments. Also, 365 days is the time it takes for the Earth to travel around the Sun while a single day, 24 hours, is the time it takes for the Earth to spin around once on its axis.)
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

When was the Cretaceous period?

- A. 200,000 years ago.
- B. 4.6 billion years ago.C. 65 million years ago.
- D. The passage does not say.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph three.

QUESTION 685

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help to tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

Which statement offers the best summary of Darwin's theory of natural selection?

- A. Nature decides which species are allowed to live.
- B. The survival of a species is determined by a combination of inherited traits and adaptations to its environment.
- C. Natural selection is a theory – nothing more.
- D. Natural selection is an affront to religion.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answers A and B are the only choices here that aren't ridiculous. Of those, answer B offers the greatest level of detail and coordinates well with the explanation in paragraph three.

QUESTION 686

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

How are viruses and bacteria an example of Darwin's natural selection theory at work?

- A. Viruses and bacteria are able to adapt to outside threats and continually propagate for maximum effect.
- B. Viruses and bacteria are not living things.
- C. Viruses and bacteria can actually be good for mankind.
- D. None of the above.

Correct Answer: A

Section: Science**Explanation****Explanation/Reference:**

Explanation:

Since the theory is all about adapting to survive, it is only choice A that reflects that.

QUESTION 687

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help to tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

The earliest evidence of human beings can be found:

- A. During the Cretaceous period.
- B. At the end of dinosaurs' reign.
- C. About 200,000 years ago.
- D. About 20,000 years ago.



Correct Answer: C

Section: Science**Explanation****Explanation/Reference:**

Explanation:

Explained in paragraph three.

QUESTION 688

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help to tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

Bacteria become resistant when what happens?

- A. They become over-treated with an antibiotic.

- B. They mutate based on what's happening inside their host's body.
- C. They adjust to weather patterns.
- D. They adjust based on the rotation of the Earth around the sun.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph four.

QUESTION 689

- (1) Scientists have often debated the essential knowledge students should know regarding the profession by the time they graduate high school. Some believe it is important to know the Earth's basic chemistry – facts like how the earth is about 71 percent covered in water. Others believe Earth's history is vital to facing many of the challenges that await mankind (such as climate change, for instance).
- (2) While it may seem factoids such as dinosaurs and man never co-existing, Darwin's theory of the origin of species, or why a year consists of 24 hours and 365 days, are superfluous, an understanding of these basic truths can help to tamp down some of the more damaging superstitions that come with non-scientific explanations of our world.
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- (5) Basically, science has yet to figure out all of life's mysteries, but with a deeper understanding of the world as it is and how it has been over time, mankind will find itself more in control of its own destiny.

After reading the passage, it is safe to assume:

- A. The author is not a believer in intelligent design.
- B. The author is a believer in intelligent design.
- C. The author is not sure about where we come from.
- D. The author believes mankind's destiny is dependent on his understanding of science.

Correct Answer: D

Section: Science

Explanation

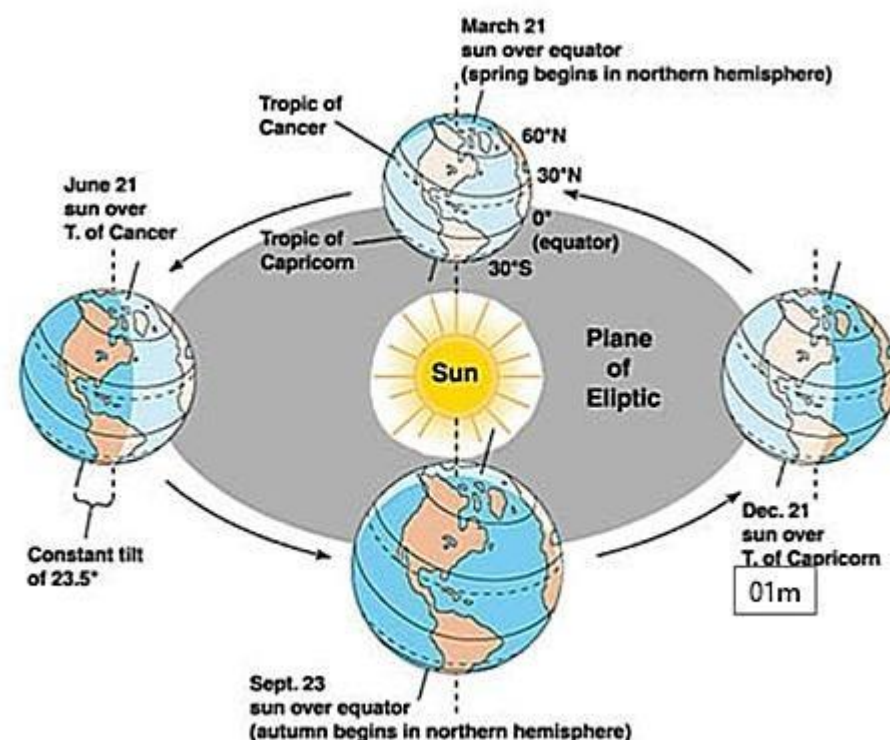
Explanation/Reference:

Explanation:

Answer D is correct. While there may be elements of truth in Answers A and C, they don't really speak to what the passage is about. And while there are scientists, who believe in some form of intelligent design, they are in the minority within the scientific community.

QUESTION 690 *Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>*

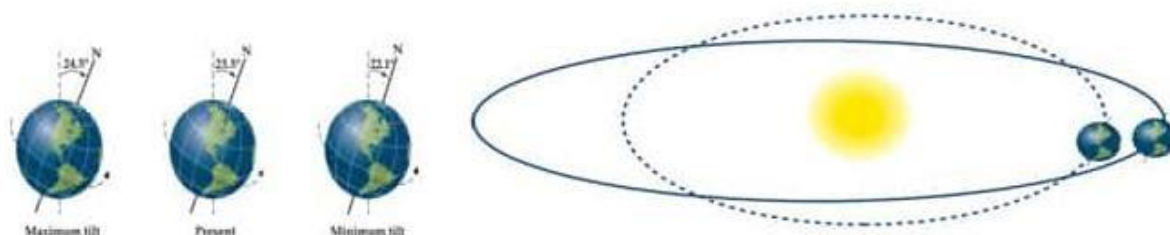
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
- (3) Earth is currently in a cool phase characterized by formation of glaciers (*glacial maxima*), followed by warm periods with glacial melting (*interglacial periods*). These glacial-interglacial cycles occur at frequencies of about 100,000 years. We are currently in an interglacial period; these have lasted about 23,000 years in the past. The last glacial maximum was about 18,000 years ago.
- (4) The glacial-interglacial cycles have been explained by regular changes in the shape of Earth’s orbit and the tilt of its axis – **Milankovitch cycles**.



THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

Sagittarius, etc. Many people believe that zodiac signs determine certain traits and characteristics of people. This is known as “astrology” and is not a legitimate science based on truth or facts. Astrology is simply for entertainment.

REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

(5) Circular rotation causes glaciers to melt; more solar radiation; Elliptical = less radiation. The intensity of solar radiation reaching Earth changes, resulting in climatic change. The shape of Earth's orbit changes in 100,000-year cycles. The angle of axis tilt changes in cycles of about 41,000 years. Earth's orientation relative to other celestial objects changes in cycles of about 22,000 years.

(8) Rotate, as to spin on one's axis (the thing that causes day and night on Earth)? Earth rotates counter-clockwise, as seen from above Earth's north pole, the same direction it revolves around the Sun. But two planets (used to be 3, when Pluto was a planet) rotate clockwise – Venus and Uranus. Some might quibble about Uranus, as it spins on its side, but technically it rotates clockwise.

(9) Why do they all revolve in the same direction, and most rotate in the same direction? Because of the way the solar system formed. It formed out of a nebula – a giant cloud of gas and dust in space. This cloud had a slight rotation to it. Gravity caused the dust and gas to come together, but since the nebula was spinning, it collapsed into a disk instead of a sphere. The center of the disk, that's where the Sun formed. The rest of the disk (now rotating quite nicely) is where the planets formed. So all the planets revolve in the same direction because that's the direction the original nebula was rotating.

(10) Why do some planets now rotate backward? They got clobbered by one or more large asteroids while they were forming, which caused their rotation rate/direction to change. Earth got clobbered, too, at least once – that's how we got our Moon!

Why does the sun set in the west and rise in the east, according to the author of the passage?

- A. It actually sets in the east and rises in the west.
- B. Because it completes one “rotation” every twenty-four hours.
- C. Because it rotates counterclockwise.
- D. It is the sun's movement that causes days, not the Earth's.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

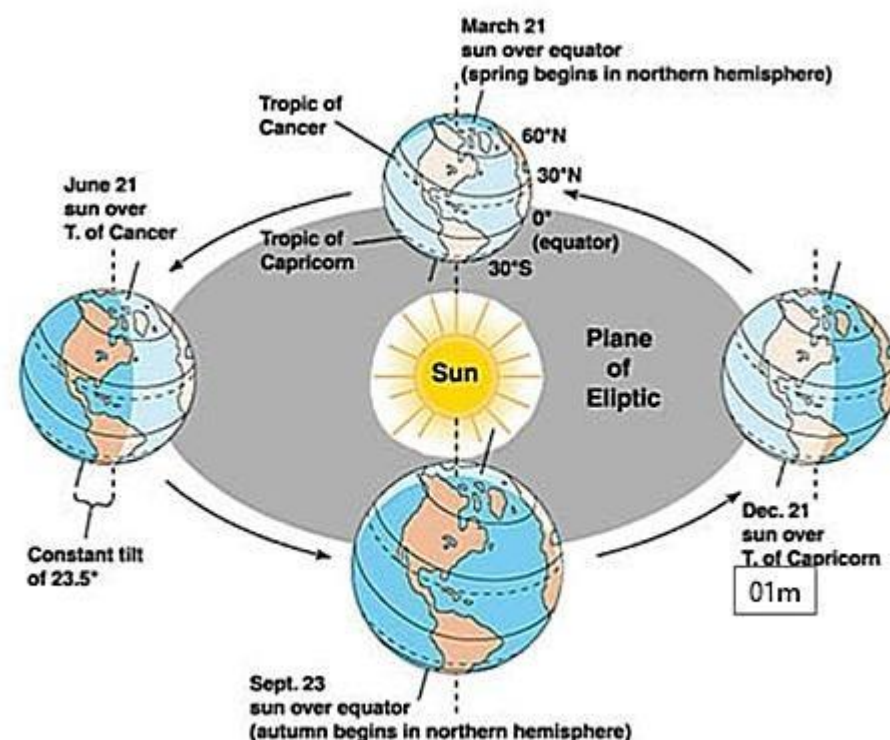
Explanation:

Explained in paragraph one.

QUESTION 691

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

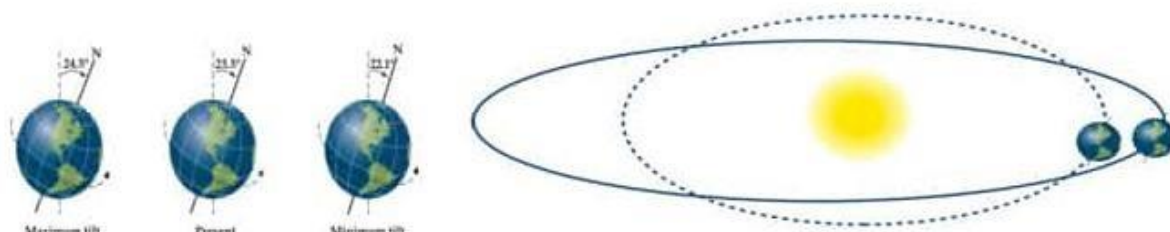
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
- (3) Earth is currently in a cool phase characterized by formation of glaciers (*glacial maxima*), followed by warm periods with glacial melting (*interglacial periods*). These glacial-interglacial cycles occur at frequencies of about 100,000 years. We are currently in an interglacial period; these have lasted about 23,000 years in the past. The last glacial maximum was about 18,000 years ago.
- (4) The glacial-interglacial cycles have been explained by regular changes in the shape of Earth’s orbit and the tilt of its axis – **Milankovitch cycles**.



THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

Sagittarius, etc. Many people believe that zodiac signs determine certain traits and characteristics of people. This is known as “astrology” and is not a legitimate science based on truth or facts. Astrology is simply for entertainment.

REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

(5) Circular rotation causes glaciers to melt; more solar radiation; Elliptical = less radiation. The intensity of solar radiation reaching Earth changes, resulting in climatic change. The shape of Earth's orbit changes in 100,000-year cycles. The angle of axis tilt changes in cycles of about 41,000 years. Earth's orientation relative to other celestial objects changes in cycles of about 22,000 years.

(8) Rotate, as to spin on one's axis (the thing that causes day and night on Earth)? Earth rotates counter-clockwise, as seen from above Earth's north pole, the same direction it revolves around the Sun. But two planets (used to be 3, when Pluto was a planet) rotate clockwise – Venus and Uranus. Some might quibble about Uranus, as it spins on its side, but technically it rotates clockwise.

(9) Why do they all revolve in the same direction, and most rotate in the same direction? Because of the way the solar system formed. It formed out of a nebula – a giant cloud of gas and dust in space. This cloud had a slight rotation to it. Gravity caused the dust and gas to come together, but since the nebula was spinning, it collapsed into a disk instead of a sphere. The center of the disk, that's where the Sun formed. The rest of the disk (now rotating quite nicely) is where the planets formed. So all the planets revolve in the same direction because that's the direction the original nebula was rotating.

(10) Why do some planets now rotate backward? They got clobbered by one or more large asteroids while they were forming, which caused their rotation rate/direction to change. Earth got clobbered, too, at least once – that's how we got our Moon!

Which of the following statements is true about Polaris?

- A. Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation.
- B. Polaris is only seen in the Southern hemisphere and it belongs to the Little Dipper constellation.
- C. Polaris is only seen in the Southern hemisphere and it belongs to the Big Dipper constellation.
- D. Polaris is only seen in the Northern hemisphere and it belongs to the Big Dipper constellation.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

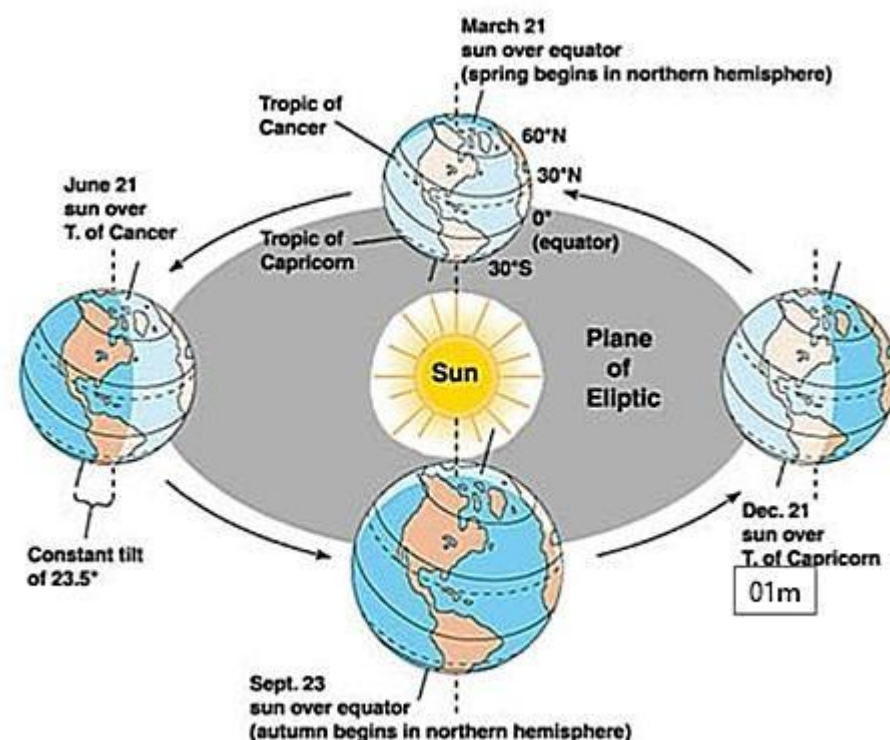
Explained in the last sentence of the opening paragraph.



QUESTION 692

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

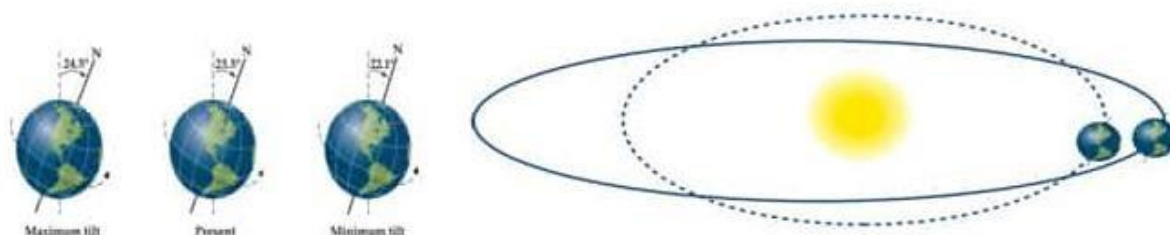
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
- (3) Earth is currently in a cool phase characterized by formation of glaciers (*glacial maxima*), followed by warm periods with glacial melting (*interglacial periods*). These glacial-interglacial cycles occur at frequencies of about 100,000 years. We are currently in an interglacial period; these have lasted about 23,000 years in the past. The last glacial maximum was about 18,000 years ago.
- (4) The glacial-interglacial cycles have been explained by regular changes in the shape of Earth’s orbit and the tilt of its axis – **Milankovitch cycles**.



THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

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REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

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(10) Why do some planets now rotate backward? They got clobbered by one or more large asteroids while they were forming, which caused their rotation rate/direction to change. Earth got clobbered, too, at least once – that's how we got our Moon!

A revolution – what occurs when one object completes a circular path around another – is best used to describe:

- A. The Earth's process of “creating” day and night.
- B. The Earth's yearlong journey around the sun.
- C. The inner workings of the Little Dipper constellation.
- D. The existence of Polaris.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

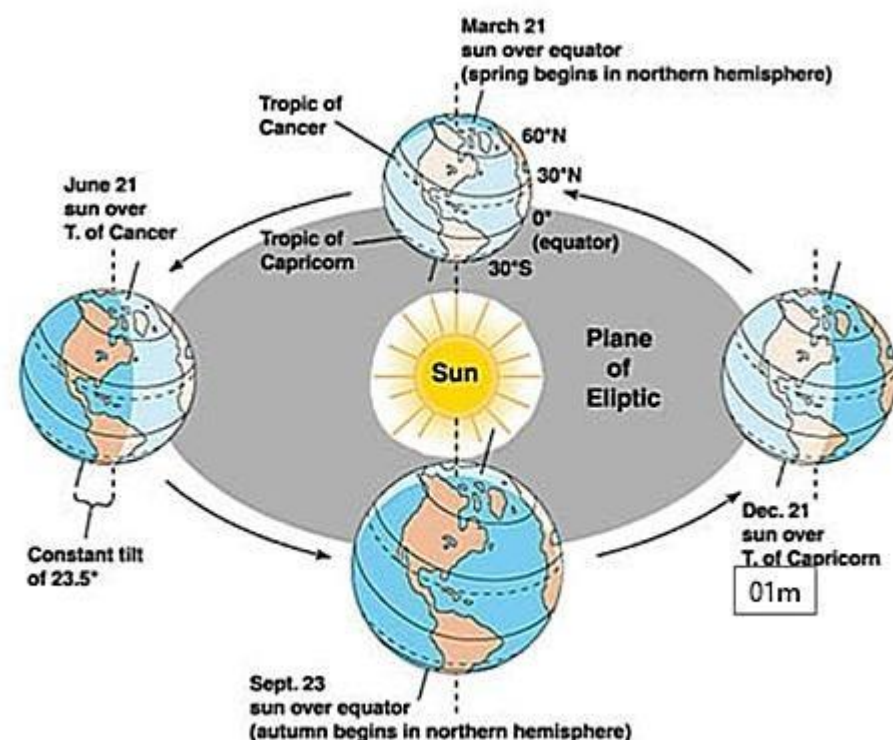
Explanation:

Answer B is correct as evidenced in the second paragraph of the passage.

QUESTION 693

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

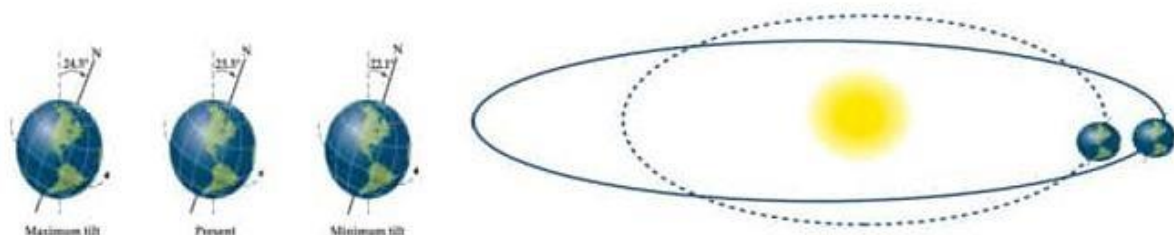
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one "rotation" every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun "rises" in the East and "sets" in the West. It is not the Sun's movement that causes days, but rather the Earth turning around in front of the Sun. The Earth's axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named "Polaris". Polaris is also known as the "North Star" since it is directly above the Earth's axis. Since this star is directly above the Earth's axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it's the last star at the end of the "handle").

THE EFFECT OF THE EARTH'S REVOLUTION

- (2) Another type of motion is known as "revolution". Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
- (3) Earth is currently in a cool phase characterized by formation of glaciers (*glacial maxima*), followed by warm periods with glacial melting (*interglacial periods*). These glacial-interglacial cycles occur at frequencies of about 100,000 years. We are currently in an interglacial period; these have lasted about 23,000 years in the past. The last glacial maximum was about 18,000 years ago.
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THE EFFECT OF PLANET'S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no "light pollution"). The one thing they noticed is that five "stars" seemed to wander faster through the night sky than other stars. These "stars" were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects "wandering stars". Their names were then changed to planets which is after the Greek word "planetes" which means "wanderers". All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for "animal sign" is "zodion". This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the "sign" you have been assigned. For example: Aquarius, Leo, Gemini,

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REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

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According to the passage, exactly how long does it take for the Earth to revolve around the sun?

- A. 365 days.
- B. 365.24 days.
- C. 24 hours.
- D. 8,760 hours.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

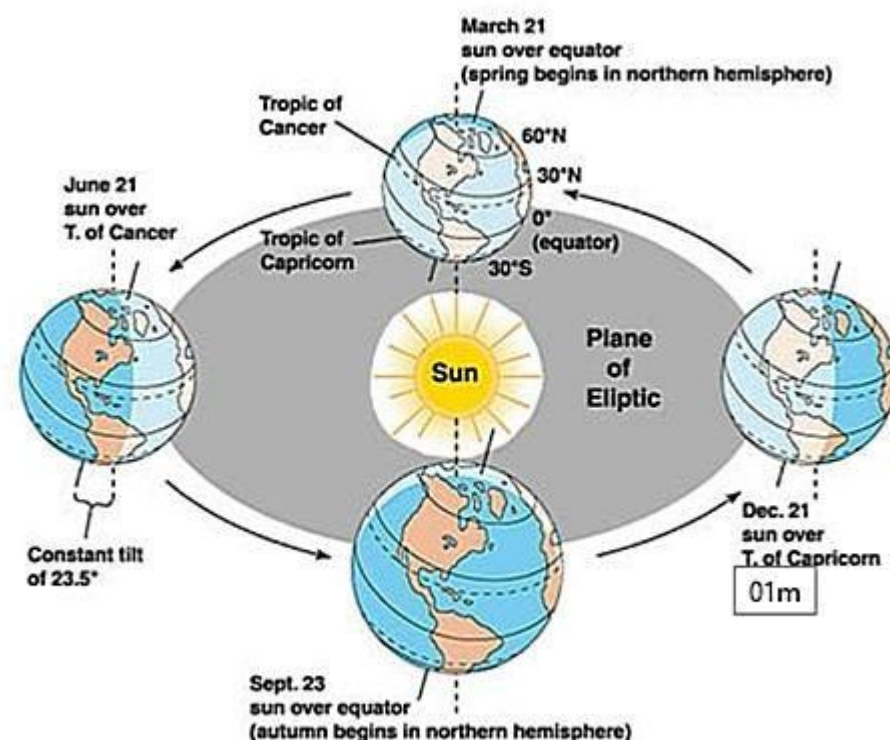
Explanation:

While it is often attributed to being 365 days, this does not account for the overage, which is why there is a “leap year” every four years.

QUESTION 694

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

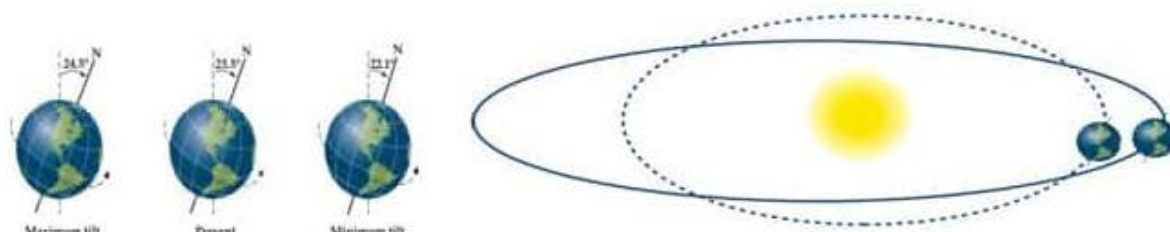
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
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THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

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REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

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The term “glacial maxima” best refers to which of the following?

- A. The formation of glaciers.
- B. The melting of glaciers.
- C. The warming of glaciers.
- D. The earth's warm phase.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

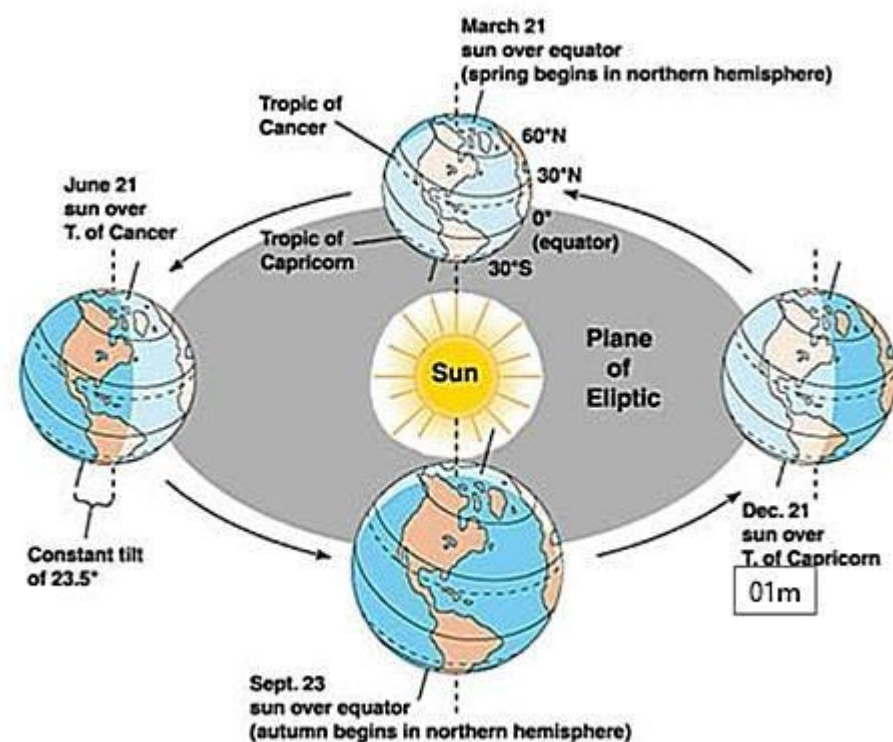
Answer A is correct as evidenced at the start of the third paragraph.



QUESTION 695

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

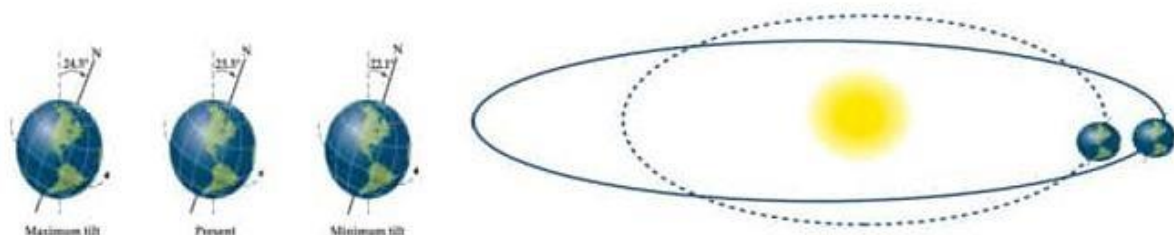
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

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THE EFFECT OF PLANET’S MOTION

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REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

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According to the passage, the last glacial maximum period occurred about:

- A. 18,000 years ago.
- B. 23,000 years ago.
- C. 100,000 years ago.
- D. 41,000 years ago.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

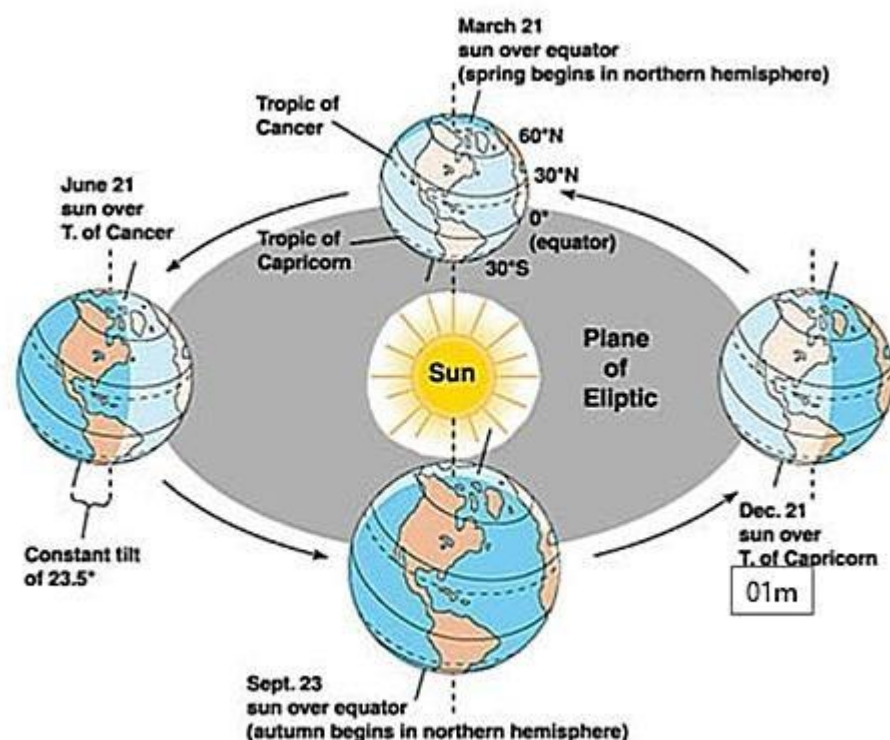
Explanation:

Explained in the last sentence of the third paragraph.

QUESTION 696

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

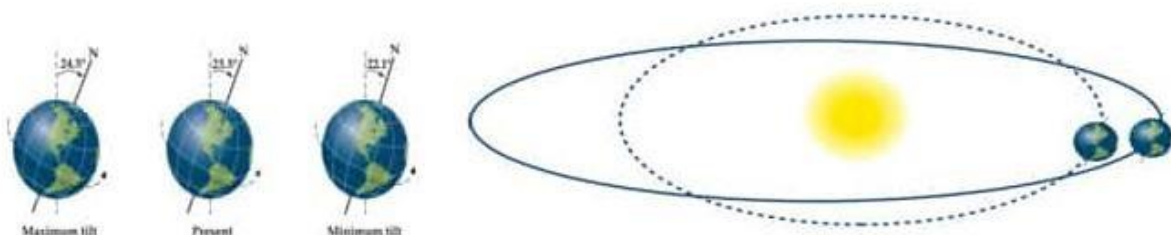
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
- (3) Earth is currently in a cool phase characterized by formation of glaciers (*glacial maxima*), followed by warm periods with glacial melting (*interglacial periods*). These glacial-interglacial cycles occur at frequencies of about 100,000 years. We are currently in an interglacial period; these have lasted about 23,000 years in the past. The last glacial maximum was about 18,000 years ago.
- (4) The glacial-interglacial cycles have been explained by regular changes in the shape of Earth’s orbit and the tilt of its axis – **Milankovitch cycles**.



THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

Sagittarius, etc. Many people believe that zodiac signs determine certain traits and characteristics of people. This is known as “astrology” and is not a legitimate science based on truth or facts. Astrology is simply for entertainment.

REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

(5) Circular rotation causes glaciers to melt; more solar radiation; Elliptical = less radiation. The intensity of solar radiation reaching Earth changes, resulting in climatic change. The shape of Earth's orbit changes in 100,000-year cycles. The angle of axis tilt changes in cycles of about 41,000 years. Earth's orientation relative to other celestial objects changes in cycles of about 22,000 years.

(8) Rotate, as to spin on one's axis (the thing that causes day and night on Earth)? Earth rotates counter-clockwise, as seen from above Earth's north pole, the same direction it revolves around the Sun. But two planets (used to be 3, when Pluto was a planet) rotate clockwise – Venus and Uranus. Some might quibble about Uranus, as it spins on its side, but technically it rotates clockwise.

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(10) Why do some planets now rotate backward? They got clobbered by one or more large asteroids while they were forming, which caused their rotation rate/direction to change. Earth got clobbered, too, at least once – that's how we got our Moon!

What does the author describe as causing climatic change?

- A. The formation of solar radiation.
- B. The formation of glaciers.
- C. Changes in the intensity of solar radiation reaching Earth.
- D. None of the above.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

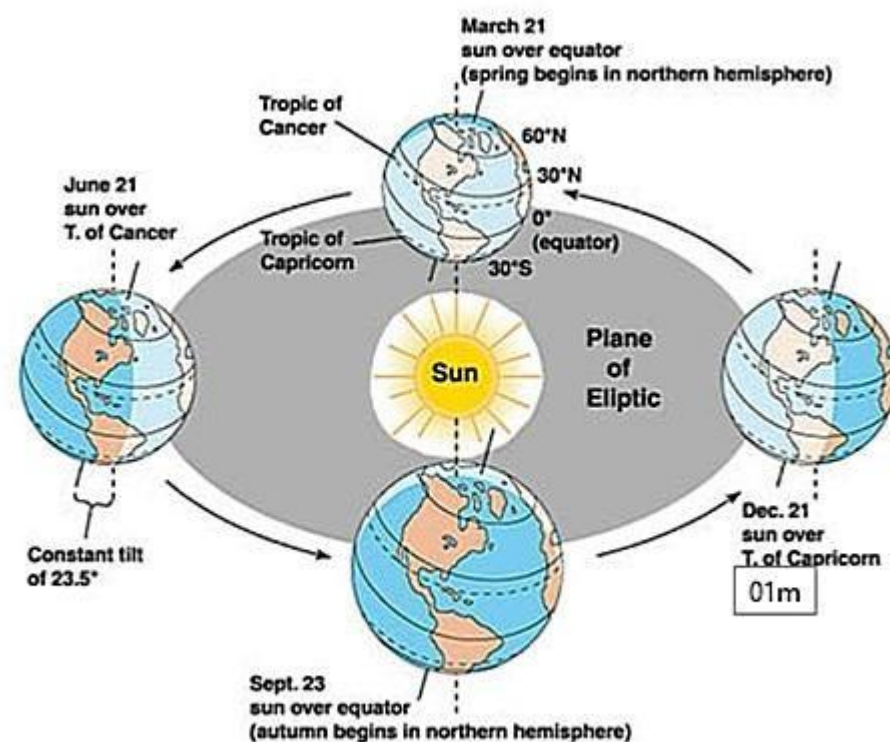
Explained at the start of paragraph five.



QUESTION 697

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

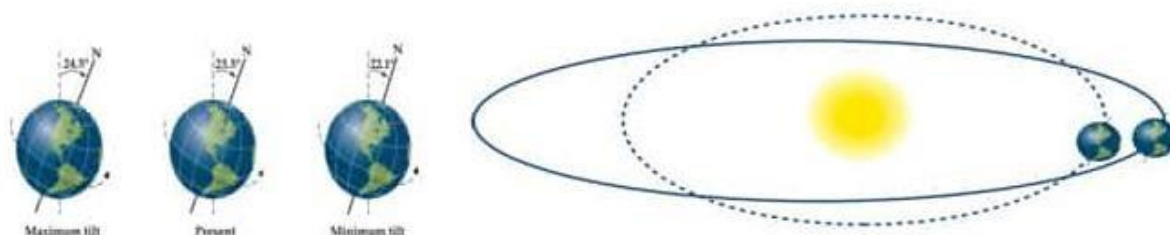
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



- (1) When watching the stars at night, they do appear to move very slowly. This is because the Earth is constantly moving. The Earth completes one “rotation” every twenty-four hours. A rotation is when the planet spins around once. The Earth rotates counterclockwise; this is why the Sun “rises” in the East and “sets” in the West. It is not the Sun’s movement that causes days, but rather the Earth turning around in front of the Sun. The Earth’s axis (the point at which it rotates around, for example, if you were to spin around while standing in one spot, your axis would be an imaginary line running through your head straight down to your feet) is in line with a star named “Polaris”. Polaris is also known as the “North Star” since it is directly above the Earth’s axis. Since this star is directly above the Earth’s axis, it does not appear to move, however the rest of the stars in the sky move around Polaris (for example: when you spin around, the object directly above your head does not appear to move but everything else seems to spin around that object). Polaris is only seen in the Northern hemisphere and it belongs to the Little Dipper constellation (it’s the last star at the end of the “handle”).

THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
- (3) Earth is currently in a cool phase characterized by formation of glaciers (*glacial maxima*), followed by warm periods with glacial melting (*interglacial periods*). These glacial-interglacial cycles occur at frequencies of about 100,000 years. We are currently in an interglacial period; these have lasted about 23,000 years in the past. The last glacial maximum was about 18,000 years ago.
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THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

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REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

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The “wandering stars” historically referenced by an ignorant scientific community are actually:

- A. Comets speeding by from thousands of light years away.
- B. Meteors speeding by from thousands of light years away.
- C. Five planets consisting of Pluto, Neptune, Mercury, Mars, and Venus.
- D. Five planets consisting of Mercury, Venus, Mars, Jupiter, and Saturn.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

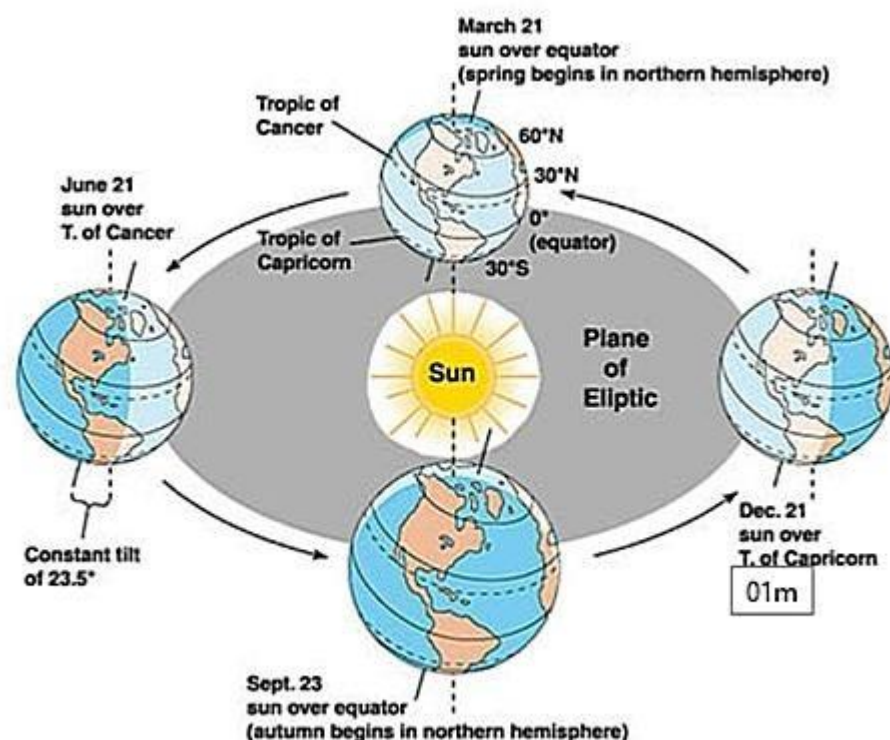
Explanation:

Specifically stated in paragraph six of the passage.

QUESTION 698

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

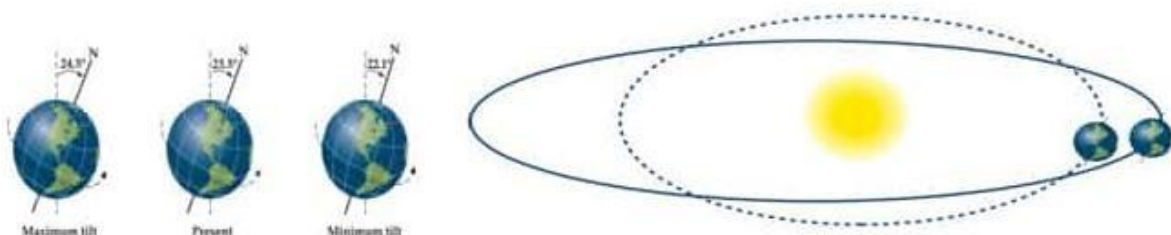
THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION



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THE EFFECT OF THE EARTH’S REVOLUTION

- (2) Another type of motion is known as “revolution”. Revolution is when one object completes a circular path around another object. The Earth takes 365.24 days to revolve around the Sun. This is why a year is 365 days long. During the year the Earth is angled differently towards the Sun. These changing angles provide us with different Sun intensities and therefore we get four different seasons. Since the Earth is at different positions in space over the year, we see different constellations throughout the year.
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THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

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REVOLUTION AROUND THE SUN VS. ROTATION UPON AXIS

(7) Revolve, as in orbiting the Sun? Yes, all the planets in our solar system orbit the Sun in the same direction Earth does. Some comets and asteroids orbit backwards, and some (more so comets than asteroids) orbit virtually perpendicular to the plane of Earth's orbit.

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How do we know that astrology is a viable science, according to the author of the passage?

- A. Astrology is based on the Greek word for “animal sign,” “zodion.”
- B. Astrology is where we get “signs” like Aquarius, Leo, Gemini, and Sagittarius.
- C. Astrology, the author states, is not a legitimate science, but for entertainment purposes only.
- D. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

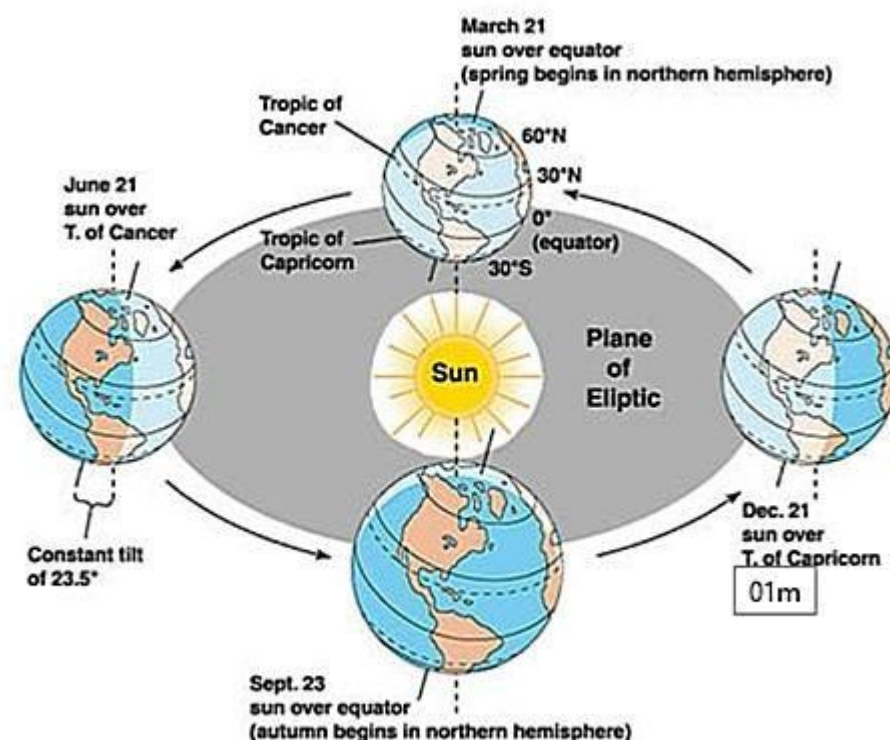
Explained at the end of paragraph six.



QUESTION 699

Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

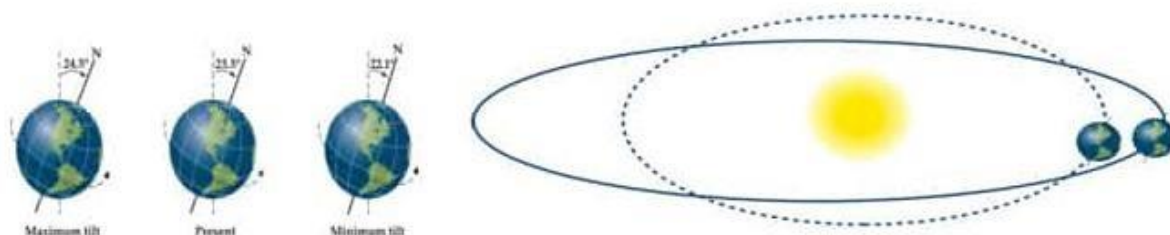
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THE EFFECT OF PLANET’S MOTION

- (6) Thousands of years ago, people were able to clearly see the night sky (no “light pollution”). The one thing they noticed is that five “stars” seemed to wander faster through the night sky than other stars. These “stars” were actually the planets Mercury, Venus, Mars, Jupiter, and Saturn. People called these objects “wandering stars”. Their names were then changed to planets which is after the Greek word “planetes” which means “wanderers”. All planets rotate on their axes and revolve around the Sun, however these times are different for each planet. Planets move through constellations as well. This motion usually takes a few weeks. Many constellations are named after animals. The Greek word for “animal sign” is “zodion”. This is why we have star groups called the zodiac constellations. Depending on which zodiac constellation was visible when you were born is the “sign” you have been assigned. For example: Aquarius, Leo, Gemini,

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Excerpt from <https://schoolworkhelper.net/the-effect-of-the-earth's-rotation-revolution/>

THE EFFECT OF THE EARTH'S ROTATION & REVOLUTION

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What reason does the author offer as explanation for why planets rotate in the same direction?

- A. That's how God created it.
- B. That's how the Big Bang established it.
- C. The author is not certain.
- D. The author states that it is because the solar system formed out of a nebula – a giant cloud of gas and dust in space – and that planets are rotating in the way the original nebula was rotating.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in detail in the next to last paragraph.

QUESTION 700 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>



CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet’s species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet’s climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth’s species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

(4) Though dinosaurs ruled throughout the Cretaceous, the dominant groups shifted and many new types evolved. Sauropods dominated the southern continents but became rare in the north. Herd-dwelling ornithischians like *Iguanodon* spread everywhere but Antarctica. Toward the close of the Cretaceous, vast herds of horned beasts such as *Triceratops* munched cycads and other low-lying plants on the northern continents. The carnivore *Tyrannosaurus rex* dominated the late Cretaceous in the north while monstrous meat-eaters like *Spinosaurus*, which had a huge sail-like fin on its back, thrived in the south. Smaller carnivores likely battled for the scraps.

(5) Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.

- (6) In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.
- (7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.
- (8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

According to the passage, what caused the end of the dinosaurs, pterosaurs, pliosaurs, and ammonites?

- A. The Big Bang.
- B. The Great Flood.
- C. A large asteroid striking the earth.
- D. A still-debated "extinction event."

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer D is the best choice since the passage does not definitively blame an asteroid or comet for ending life in the Cretaceous period.

QUESTION 701 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

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- (1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

- (2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.
- (3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

- (4) Though dinosaurs ruled throughout the Cretaceous, the dominant groups shifted and many new types evolved. Sauropods dominated the southern continents but became rare in the north. Herd-dwelling ornithischians like *Iguanodon* spread everywhere but Antarctica. Toward the close of the Cretaceous, vast herds of horned beasts such as *Triceratops* munched cycads and other low-lying plants on the northern continents. The carnivore *Tyrannosaurus rex* dominated the late Cretaceous in the north while monstrous meat-eaters like *Spinosaurus*, which had a huge sail-like fin on its back, thrived in the south. Smaller carnivores likely battled for the scraps.
- (5) Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.
- (6) In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.
- (7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the newera that dawned after the close of the Mesozoic era.

The passage denotes the Cretaceous period as having lasted:

- A. 65 million years.
- B. 80 million years.C. 4.6 billion years.
- D. None of the above.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explicitly stated in the first paragraph.

QUESTION 702 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

(4) Though dinosaurs ruled throughout the Cretaceous, the dominant groups shifted and many new types evolved. Sauropods dominated the southern continents but became rare in the north. Herd-dwelling ornithischians like *Iguanodon* spread everywhere but Antarctica. Toward the close of the Cretaceous, vast herds of horned beasts such as *Triceratops* munched cycads and other low-lying plants on the northern continents. The carnivore *Tyrannosaurus rex* dominated the late Cretaceous in the north while monstrous meat-eaters like *Spinosaurus*, which had a huge sail-like fin on its back, thrived in the south. Smaller carnivores likely battled for the scraps.

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(6) In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.

(7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the newera that dawned after the close of the Mesozoic era.

According to the second paragraph, what internal event may have been responsible for the extinction of half the Earth's species?

- A. A comet strike.

- B. An asteroid strike.
- C. A volcanic eruption.
- D. None of the above.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in the sentence, “An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.”

QUESTION 703 *Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>*

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

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(5) Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.

(6) In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.

(7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, gingkoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

According to the third paragraph, what statement best describes a pterosaur?

- A. A land-roaming dinosaur that feeds mostly on bugs and vegetation.
- B. A flying dinosaur.
- C. A birdlike dinosaur incapable of flight.
- D. None of the above.

Correct Answer: B

Section: Science**Explanation****Explanation/Reference:**

Explanation:

The context clue of grouping pterosaurs with “hairy-feathered birds” that “filled the skies,” and, of course, the “-saur” word portion combine to create the image of a flying dinosaur.

QUESTION 704 *Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>*

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet’s species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet’s climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth’s species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

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(6) In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.

(7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

Which of the following dinosaurs are described in the passage as being “snakelike”?

- A. mosasaurs
- B. pterosaurs
- C. Tyrannosaurus rex
- D. sauropods

Correct Answer: A

Section: Science**Explanation****Explanation/Reference:**

Explanation:

The specific description can be found in paragraph six.

QUESTION 705 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

(4) Though dinosaurs ruled throughout the Cretaceous, the dominant groups shifted and many new types evolved. Sauropods dominated the southern continents but became rare in the north. Herd-dwelling ornithischians like *Iguanodon* spread everywhere but Antarctica. Toward the close of the Cretaceous, vast herds of horned beasts such as *Triceratops* munched cycads and other low-lying plants on the northern continents. The carnivore *Tyrannosaurus rex* dominated the late Cretaceous in the north while monstrous meat-eaters like *Spinosaurus*, which had a huge sail-like fin on its back, thrived in the south. Smaller carnivores likely battled for the scraps.

(5) Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.

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(7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

The following creatures – frogs, salamanders, turtles, crocodiles, and snakes – proliferated during which described period:

- A. Cretaceous
- B. Mesozoic
- C. Jurassic
- D. None of the above.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Paragraph five is where we find out these creatures have proliferated. It is established in paragraph four that this is part of a series of developments taking place in the Cretaceous period.

QUESTION 706 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

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EXTINCT SPECIES

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NEW DINOSAURS

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(7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.



According to the passage, the *Iguanodon* can best be described as:

- A. A mammal.
- B. A loner reptilian.
- C. A Herd-dwelling ornithischian that preferred cold weather.
- D. A Herd-dwelling ornithischian.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer D is correct. Answers C and D are the only viable choices given what is known about the modern iguana, but C is disqualified for remarking that the creature preferred cold climates. (Note the “everywhere but Antarctica” reference.)

QUESTION 707 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

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NEW DINOSAURS

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(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

The author most likely believes the major land development of the Cretaceous period to be:

- A. A volcanic eruption.
- B. The proliferation of flora.
- C. The breaking up of the Pangean supercontinent.
- D. The drying up of ocean life.



Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer C is correct. Until the Cretaceous period, the author notes, the Earth's land mass was pushed together into one major supercontinent. While there is some debate still as to what caused it to break apart, there is less argument to the fact that it did.

QUESTION 708 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

NEW DINOSAURS

(4) Though dinosaurs ruled throughout the Cretaceous, the dominant groups shifted and many new types evolved. Sauropods dominated the southern continents but became rare in the north. Herd-dwelling ornithischians like *Iguanodon* spread everywhere but Antarctica. Toward the close of the Cretaceous, vast herds of horned beasts such as *Triceratops* munched cycads and other low-lying plants on the northern continents. The carnivore *Tyrannosaurus rex* dominated the late Cretaceous in the north while monstrous meat-eaters like *Spinosaurus*, which had a huge sail-like fin on its back, thrived in the south. Smaller carnivores likely battled for the scraps.

(5) Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.

(6) In the warm, shallow seas that spilled onto the continents, the long-necked plesiosaurs gave way to the giant, snakelike mosasaurs. Rays and modern sharks became common. Sea urchins and sea stars (starfish) thrived; coral reefs continued to grow. Diatoms, a type of shelled plankton, made their first radiation into the ocean.

(7) But it was the rapid dispersal of flowering plants that stole the show – a spread enhanced with the help of insects from bees and wasps to ants and beetles. Magnolia, ficus, and sassafras quickly outnumbered ferns, conifers, ginkgoes, and cycads.

(8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

The Chicxulub crater was likely caused by:

- A. A volcanic eruption.
- B. An asteroid or comet.
- C. The Pangean supercontinent's breaking apart.
- D. Stomping dinosaur.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in first sentence of second paragraph. The author leaves it to a choice between the two.

QUESTION 709 Excerpt from <http://www.nationalgeographic.com/science/prehistoric-world/cretaceous/>

CRETACEOUS PERIOD

During this period, oceans formed as land shifted and broke out of one big supercontinent into smaller ones.

(1) Continents were on the move in the Cretaceous, busy remodeling the shape and tone of life on Earth. At the start of the period, dinosaurs ruled the loosening remnants of the supercontinent Pangaea as rodents scurried at their feet through forests of ferns, cycads, and conifers. At the end of the period, about 80 million years later, oceans filled yawning gaps between isolated continents shaped much as they are today. Flowering plants were spreading across the landscape. And mammals sat poised to fill the void that soon would be left by the vanished dinosaurs. A giant crater smoldered on what would become known as the Yucatán Peninsula.

EXTINCT SPECIES

(2) Whether or not the asteroid or comet that carved the Chicxulub crater caused the extinction of more than half the planet's species at the end of the Cretaceous remains a matter of scientific debate. But the shifted continents, expanded coasts, and widened oceans had cooled and moistened the planet's climate and set in motion dramatic changes to the flora and fauna. An extraterrestrial impact or a bout of volcanism from within was perhaps too much for many of Earth's species to handle.

(3) Long before the carnage began, the Cretaceous picked up where the Jurassic left off: Gigantic sauropods led parades of dinosaurs through the forests, over the plains, and along the coasts; long-necked and toothy marine reptiles terrorized fish, ammonites, and mollusks in the seas; pterosaurs and hairy-feathered birds filled the skies. But as the continents spread, the ocean currents churned with ever more vigor. After a temperature spike in the mid-Cretaceous, the climate began to cool, and the tenor changed.

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- (5) Other creatures, such as frogs, salamanders, turtles, crocodiles, and snakes, proliferated on the expanded coasts. Shrewlike mammals scurried about the forests. The largest pterosaur known soared overhead though the group as a whole faced ever stiffening competition from fast diversifying birds: ancestors to modern grebes, cormorants, pelicans, and sandpipers all show up in the Cretaceous.
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- (8) Much of this rich life – including all dinosaurs, pterosaurs, pliosaurs, and ammonites – perished in the extinction event at the end of the period 65 million years ago. In fact, the land, seas, and skies would never be the same in the new era that dawned after the close of the Mesozoic era.

Which type of animal sat “poised to fill the void” left by dinosaurs?

- A. Birds
- B. Reptiles
- C. Humans
- D. Mammals

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer D is correct because while humans are mammals, the passage states the larger group, not just humans.

QUESTION **710** *Excerpt* *from*

<http://www.bbc.co.uk/science/0/21143412> **Why can't we**

beat viruses?

Every winter, cold and flu sweep across the country, bringing aches, runny noses and fever to millions. The flu virus can kill vulnerable people and a full-blown pandemic can cause a national health crisis.

Scientists have been studying viruses for years. Some, like measles and smallpox, can be defeated with vaccines and drugs.

But some viruses return every year to wreak havoc. So why are they so hard to beat?

How a virus works

Viruses are about a hundred times smaller than human cells. They come in many different shapes and are present wherever there are cells to infect. In fact, viruses are the most common biological unit on Earth, outnumbering all other types put together.

When a virus enters our body it tries to attack a cell.

If our immune system recognises the virus as an intruder, it will be destroyed before the virus can gain entry to a cell. If not, the process of infection begins.

Once inside the cell, the virus can hijack the cell's own replication machinery, which starts to make many copies of the virus. These viruses burst out of the cell, destroying it, and will attempt to infect many more cells unless tackled by the immune system. The infection can also start to spread to other people.

This can happen fast, with devastating consequences. The 1918 Spanish flu was one of the most aggressive viral pandemics in recent history. It is thought to have caused up to 50 million deaths worldwide. **Stopping**

the virus in its tracks

The human immune system is remarkably effective at dealing with viral invaders.

Some of the symptoms caused by viruses – such as fever, vomiting and tiredness – are a result of the body's defence mechanisms. In many cases of flu and cold the immune system destroys the infection.

The immune response leads to something called acquired immunity – the body 'remembers' viruses so that it can quickly destroy them, should they return, and also make us resistant to them in future. A single case of measles as a child, for example, gives us lifelong resistance.

Scientists have used this concept to protect people against viruses, with some notable success. By 'tricking' our immune systems into recognising viruses, without actually getting infected, we can develop effective resistance to real viruses.

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What we can do to reduce the risk?

Because of the limitations of vaccines and drugs, doctors and health protection agencies often recommend 'good practice' aimed at reducing the chance of infection. Staying at home when infected will avoid spreading the infection to others, and minimising contact with virus particles by thoroughly washing hands and cleaning surfaces will limit the spread of the virus to others.

Viruses are incredibly simple organisms but are extremely effective at infecting us. We may never be able to totally beat viruses, but by harnessing the power of vaccination, the latest anti-virals and adopting the right behaviour, we stand a good chance of keeping one step ahead of viruses' most harmful effects.

What is the most common biological unit on earth, according to the passage?

- A. Viruses
- B. Bacteria
- C. Human cells
- D. Animal cells

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explained in paragraph immediately following "**How a virus works**" section.

QUESTION **711** *Excerpt* *from*

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Viruses are incredibly simple organisms but are extremely effective at infecting us. We may never be able to totally beat viruses, but by harnessing the power of vaccination, the latest anti-virals and adopting the right behaviour, we stand a good chance of keeping one step ahead of viruses' most harmful effects.

What happens if the immune system recognizes the virus as an intruder?

- A. It will be allowed entry into the cell, thus causing infection.
- B. It will be destroyed before it can gain entry to the cell.
- C. It will result in a brief sickness.
- D. None of the above.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer B is correct as indicated in third paragraph under “**How a virus works**” subheading.

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All of the following can happen if a virus gains access to a cell's "replication machinery" EXCEPT:

- A. The virus can begin to make copies of itself.
- B. The virus and its copies can destroy the cell.
- C. The virus and its copies can attack other cells and spread to others.
- D. The virus will eventually eliminate itself due to excessive self-replication.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer D is correct because Answers A, B, and C, can and do happen, as evidenced with the referenced 1918 pandemic that killed up to 50 million people.

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Based on the passage, it can be determined that the human immune system is:

- A. poorly equipped to handle viral invaders.
- B. wonderfully equipped to handle viral invaders.
- C. poorly equipped to handle bacteria.
- D. wonderfully equipped to handle bacteria.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Explicitly stated in the first sentence under subheading, **"Stopping the virus in its tracks."**

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The author of the passage believes viruses are:

- A. Simple organisms that are ineffective at creating infections.
- B. Complex organisms that are ineffective at creating infections.
- C. Complex organisms that are effective at creating infections.
- D. Simple organisms that are highly effective at creating infections.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer D is correct as explicitly stated in the first sentence of the last paragraph.

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Drugs are another line of defence. Unfortunately, they are less effective against viruses than they are against bacteria. Antibiotic drugs kill bacteria by disrupting their cell walls. But virus' external covering, known as the viral envelope, is almost identical to the host cell's membranes, making them difficult to target.

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Used in combination, some antiviral drugs have proved effective against specific viruses. Anti-viral drugs can dramatically prolong the lives of people affected by HIV

What we can do to reduce the risk?

Because of the limitations of vaccines and drugs, doctors and health protection agencies often recommend 'good practice' aimed at reducing the chance of infection. Staying at home when infected will avoid spreading the infection to others, and minimising contact with virus particles by thoroughly washing hands and cleaning surfaces will limit the spread of the virus to others.

Viruses are incredibly simple organisms but are extremely effective at infecting us. We may never be able to totally beat viruses, but by harnessing the power of vaccination, the latest anti-virals and adopting the right behaviour, we stand a good chance of keeping one step ahead of viruses' most harmful effects.

The first vaccine was developed to fight:

- A. Typhoid
- B. HIV
- C. Smallpox
- D. None of the above.

Correct Answer: C

Section: Science
Explanation

Explanation/Reference:

Explanation:

The passage states “in 1796, British physician Edward Jenner developed the first vaccine (for smallpox) which led to a complete eradication of the disease by 1980.”

QUESTION **716** *Excerpt* *from*
http://www.bbc.co.uk/science/0/21143412 **Why can't**
we beat viruses?

Every winter, cold and flu sweep across the country, bringing aches, runny noses and fever to millions. The flu virus can kill vulnerable people and a full-blown pandemic can cause a national health crisis.

Scientists have been studying viruses for years. Some, like measles and smallpox, can be defeated with vaccines and drugs.

But some viruses return every year to wreak havoc. So why are they so hard to beat?

How a virus works

Viruses are about a hundred times smaller than human cells. They come in many different shapes and are present wherever there are cells to infect. In fact, viruses are the most common biological unit on Earth, outnumbering all other types put together.

When a virus enters our body it tries to attack a cell.

If our immune system recognises the virus as an intruder, it will be destroyed before the virus can gain entry to a cell. If not, the process of infection begins.

Once inside the cell, the virus can hijack the cell's own replication machinery, which starts to make many copies of the virus. These viruses burst out of the cell, destroying it, and will attempt to infect many more cells unless tackled by the immune system. The infection can also start to spread to other people.

This can happen fast, with devastating consequences. The 1918 Spanish flu was one of the most aggressive viral pandemics in recent history. It is thought to have caused up to 50 million deaths worldwide. **Stopping**

the virus in its tracks

The human immune system is remarkably effective at dealing with viral invaders.

Some of the symptoms caused by viruses – such as fever, vomiting and tiredness – are a result of the body's defence mechanisms. In many cases of flu and cold the immune system destroys the infection.

The immune response leads to something called acquired immunity – the body ‘remembers’ viruses so that it can quickly destroy them, should they return, and also make us resistant to them in future. A single case of measles as a child, for example, gives us lifelong resistance.

Scientists have used this concept to protect people against viruses, with some notable success. By ‘tricking’ our immune systems into recognising viruses, without actually getting infected, we can develop effective resistance to real viruses.

In the 17th century, a method of smallpox immunisation saw people snort or rub dried smallpox scabs into their skin to create an immune response, which then protected them from contracting the virus.

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Used in combination, some antiviral drugs have proved effective against specific viruses. Anti-viral drugs can dramatically prolong the lives of people affected by HIV **What**

we can do to reduce the risk?

Because of the limitations of vaccines and drugs, doctors and health protection agencies often recommend 'good practice' aimed at reducing the chance of infection. Staying at home when infected will avoid spreading the infection to others, and minimising contact with virus particles by thoroughly washing hands and cleaning surfaces will limit the spread of the virus to others.

Viruses are incredibly simple organisms but are extremely effective at infecting us. We may never be able to totally beat viruses, but by harnessing the power of vaccination, the latest anti-virals and adopting the right behaviour, we stand a good chance of keeping one step ahead of viruses' most harmful effects.

According to the passage, vaccinations cannot yet work against all types of viruses because:

- A. The immune system is unable to recognize proteins on the surface of the virus because they keep changing as the virus mutates, so a vaccine developed one year might not work the next.
- B. The immune system is able to recognize proteins on the surface of the virus even though they keep changing as the virus mutates.
- C. Vaccinations prevent the virus from mutating.
- D. Mutations are caused when the virus interacts with bacteria.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer A is correct because it is the changing protein that keeps a vaccine ineffective over the long haul.

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How are drugs effective at stopping viruses?

- A. They disrupt cell walls of the virus.
- B. They disrupt a part of the virus' lifecycle.
- C. They help facilitate the virus' attachment to the cell.
- D. They aid the virus' genetic material in being incorporated inside the host cell.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer B is correct. Answers C and D are patently false while Answer A is referring to how drugs help fight bacteria, not viruses.

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Viruses are incredibly simple organisms but are extremely effective at infecting us. We may never be able to totally beat viruses, but by harnessing the power of vaccination, the latest anti-virals and adopting the right behaviour, we stand a good chance of keeping one step ahead of viruses' most harmful effects.

From the information given in the passage, it can be assumed HIV has successfully avoided vaccines because:

- A. its proteins are in a state of continual mutation.
- B. it is not actually a virus.
- C. the more contagious a virus is, the harder it is to vaccinate.
- D. None of the above.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer A is correct as implied when the author explains the immune system works "by recognising the proteins on the surface of the virus. But in certain types of virus, these proteins keep changing as the virus mutates, so a vaccine developed one year might not work the next. ... Viruses like HIV have proved impossible to develop any kind of vaccine for at all."

QUESTION 719 *Excerpt from*

<http://www.bbc.co.uk/science/0/21143412>

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All of the following are good ways to reduce the risk of viral infection EXCEPT: A.

Staying at home when infected.

- B. Minimizing contact with virus particles by thoroughly washing hands.
- C. Minimizing contact with virus particles by thoroughly cleaning surfaces.
- D. Avoiding certain types of food and alcoholic beverages.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

Explanation:

Answer D is correct. Answers A, B, and C, are all stated as effective in the next to last paragraph of the passage.

QUESTION 720

A study was conducted to examine whether female *Blattella germanica* (a species of cockroach) prefer to eat cat food, cheese, ham, or peanuts. First, 200 mg of each of the 4 foods was separately placed into a single box. Then, adult female *B. germanica* were added to the box. Figure 1 shows how the mass, in mg, of each food in the box changed over time after the addition of the *B. germanica*. Table 1 shows the percent by mass of carbohydrates, lipids, proteins, and water, respectively, present in each of the 4 foods tested in the study.

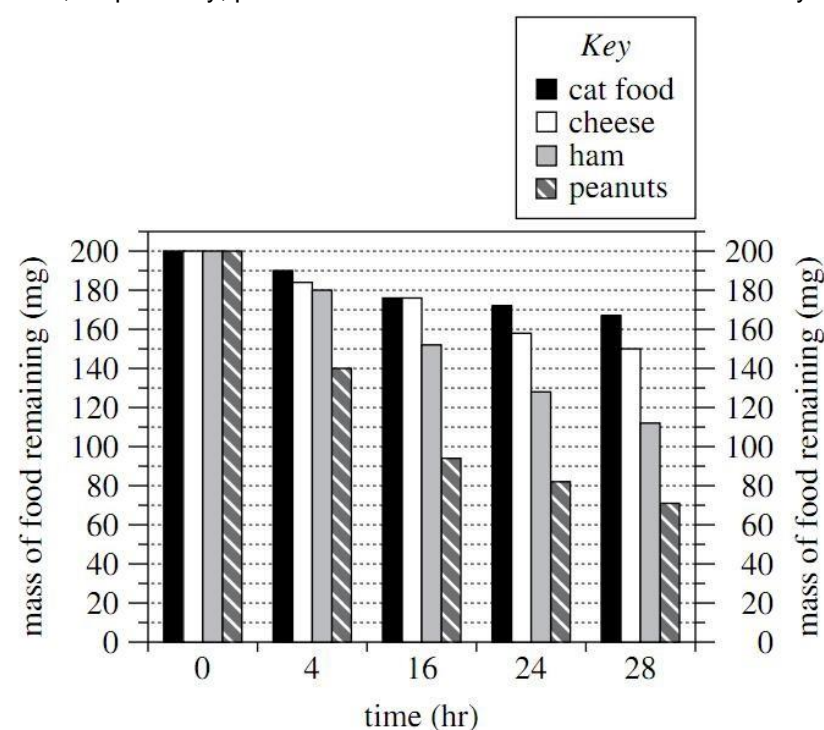


Figure 1

Figure adapted from Prachumporn Lauprasert et al., "Food Preference and Feeding Behavior of the German Cockroach, *Blattella germanica* (Linnaeus)." ©2006 by the Faculty of Science, Chulalongkorn University.

Table 1				
Food	Percent by mass			
	carbohydrates	lipids	proteins	water
Cat food	1.2	6.0	16.9	66.2
Cheese	0.5	27.7	20.8	48.4
Ham	0.0	18.2	23.6	57.1
Peanuts	15.8	49.6	26.2	6.4

Table adapted from U.S. Department of Agriculture, *USDA National Nutrient Database for Standard Reference*, Release 24. 2011.

According to Figure 1, the mass of cheese remaining at 4 hr was closest to which of the following values?

- A. 140 mg
- B. 176 mg
- C. 185 mg
- D. 190 mg

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

QUESTION 721

A study was conducted to examine whether female *Blattella germanica* (a species of cockroach) prefer to eat cat food, cheese, ham, or peanuts. First, 200 mg of each of the 4 foods was separately placed into a single box. Then, adult female *B. germanica* were added to the box. Figure 1 shows how the mass, in mg, of each food in the box changed over time after the addition of the *B. germanica*. Table 1 shows the percent by mass of carbohydrates, lipids, proteins, and water, respectively, present in each of the 4 foods tested in the study.

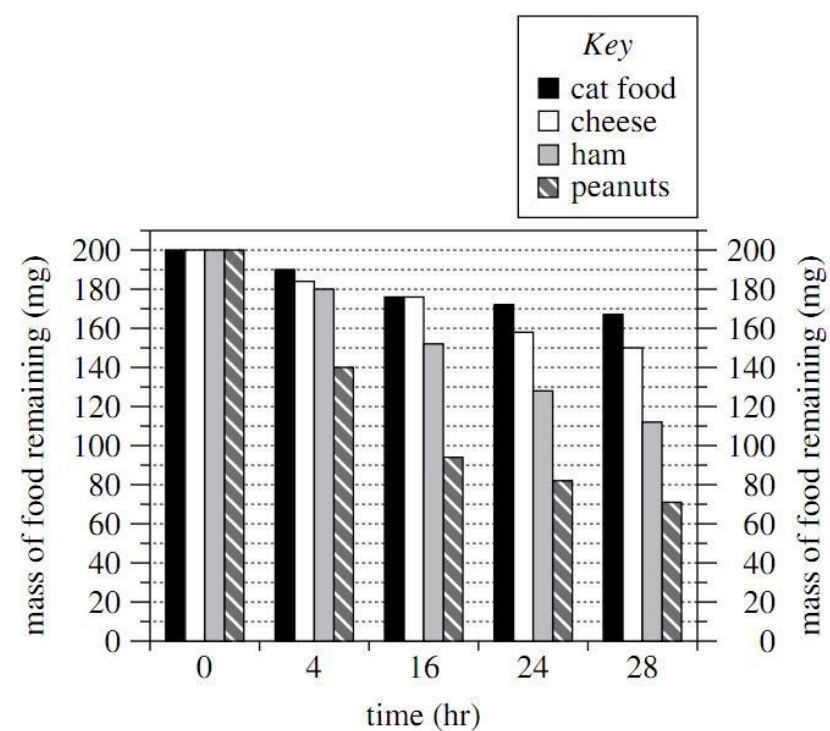


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Peanuts	15.8	49.6	26.2	6.4

Table adapted from U.S. Department of Agriculture, *USDA National Nutrient Database for Standard Reference, Release 24*. 2011.

Suppose a company wants to use food as bait in a trap designed to capture female *B. germanica*. Based on Figure 1, which of the 4 foods should the company place in the trap to maximize the chance of capturing female *B. germanica*?

- A. Cat food
- B. Cheese
- C. Ham
- D. Peanuts

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 722

A study was conducted to examine whether female *Blattella germanica* (a species of cockroach) prefer to eat cat food, cheese, ham, or peanuts. First, 200 mg of each of the 4 foods was separately placed into a single box. Then, adult female *B. germanica* were added to the box. Figure 1 shows how the mass, in mg, of each food in the box changed over time after the addition of the *B. germanica*. Table 1 shows the percent by mass of carbohydrates, lipids, proteins, and water, respectively, present in each of the 4 foods tested in the study.

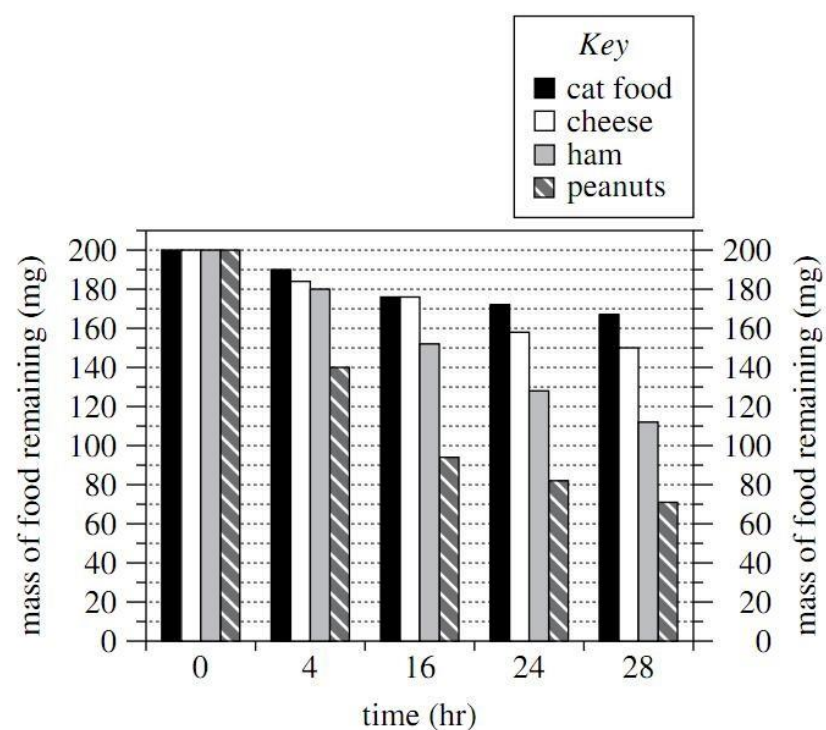


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Table adapted from U.S. Department of Agriculture, *USDA National Nutrient Database for Standard Reference*, Release 24. 2011.

Consider the 4 foods in order of the percent by mass of proteins, from lowest to highest. From food to food, as the percent by mass of proteins increased, the mass of food remaining at 28 hr:

- A. increased only.
- B. decreased only.
- C. increased and then decreased.
- D. decreased and then increased.

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

QUESTION 723

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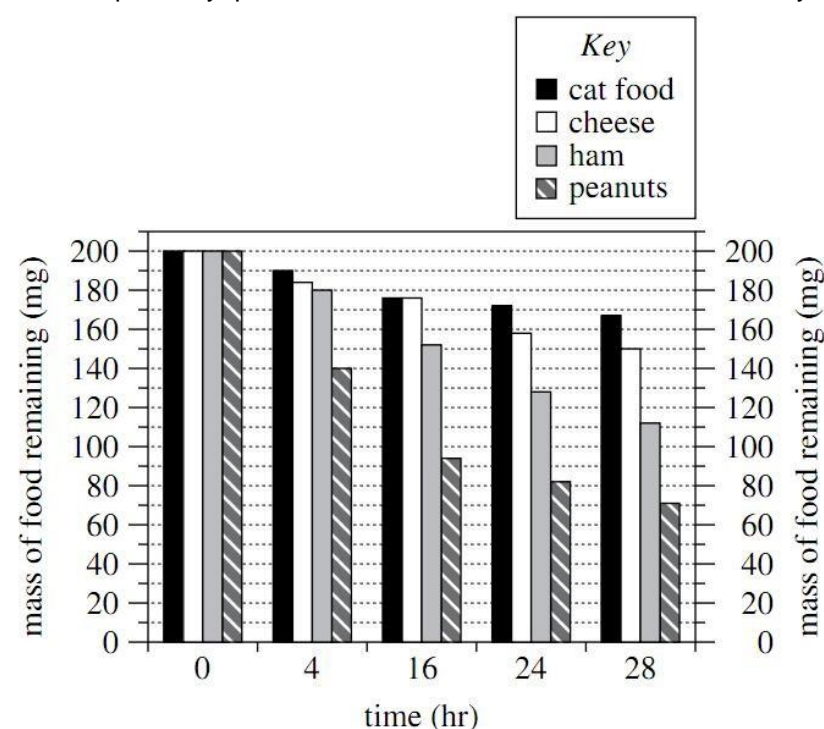


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Table adapted from U.S. Department of Agriculture, *USDA National Nutrient Database for Standard Reference, Release 24*. 2011.

Consider the statement "The *B. germanica* ate the food between 0 hr and 4 hr, between 4 hr and 16 hr, between 16 hr and 24 hr, and between 24 hr and 28 hr." This statement is consistent with the data in Figure 1 for how many of the 4 foods?

- A. 1
- B. 2
- C. 3
- D. 4

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 724

A study was conducted to examine whether female *Blattella germanica* (a species of cockroach) prefer to eat cat food, cheese, ham, or peanuts. First, 200 mg of each of the 4 foods was separately placed into a single box. Then, adult female *B. germanica* were added to the box. Figure 1 shows how the mass, in mg, of each food in the box changed over time after the addition of the *B. germanica*. Table 1 shows the percent by mass of carbohydrates, lipids, proteins, and water, respectively, present in each of the 4 foods tested in the study.

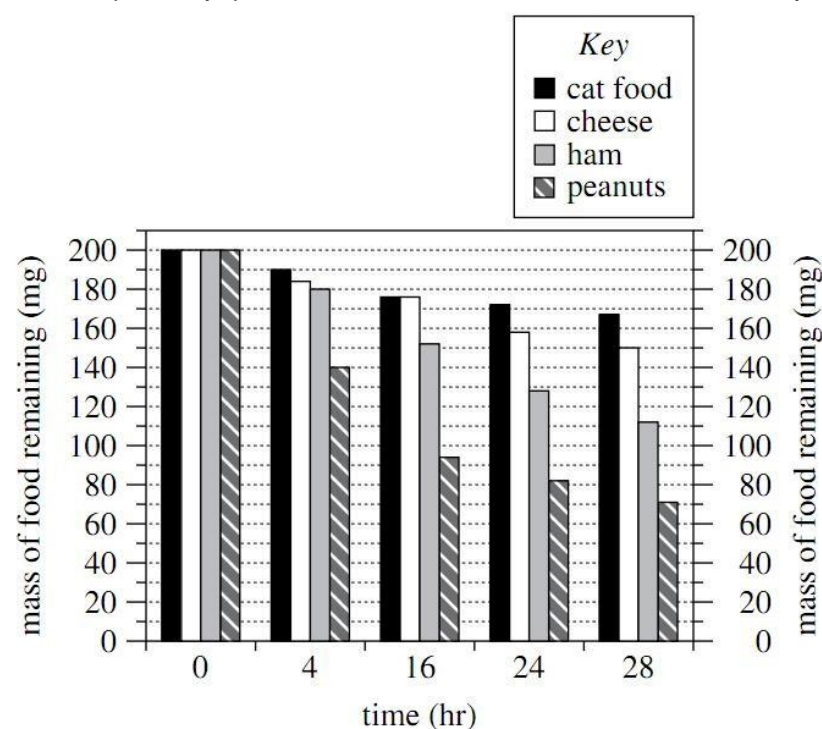


Figure 1

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Table adapted from U.S. Department of Agriculture, *USDA National Nutrient Database for Standard Reference, Release 24*. 2011.

A student predicted that the *B. germanica* would eat less cat food than ham by the end of the study. Do the data in Figure 1 support this prediction?

- A. Yes; at 28 hr, the mass of cat food remaining was about 55 mg greater than the mass of ham remaining.
- B. Yes; at 28 hr, the mass of cat food remaining was about 95 mg greater than the mass of ham remaining.

- C. No; at 28 hr, the mass of cat food remaining was about 55 mg less than the mass of ham remaining.
D. No; at 28 hr, the mass of cat food remaining was about 95 mg less than the mass of ham remaining.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 725

A study was conducted to examine whether female *Blattella germanica* (a species of cockroach) prefer to eat cat food, cheese, ham, or peanuts. First, 200 mg of each of the 4 foods was separately placed into a single box. Then, adult female *B. germanica* were added to the box. Figure 1 shows how the mass, in mg, of each food in the box changed over time after the addition of the *B. germanica*. Table 1 shows the percent by mass of carbohydrates, lipids, proteins, and water, respectively, present in each of the 4 foods tested in the study.

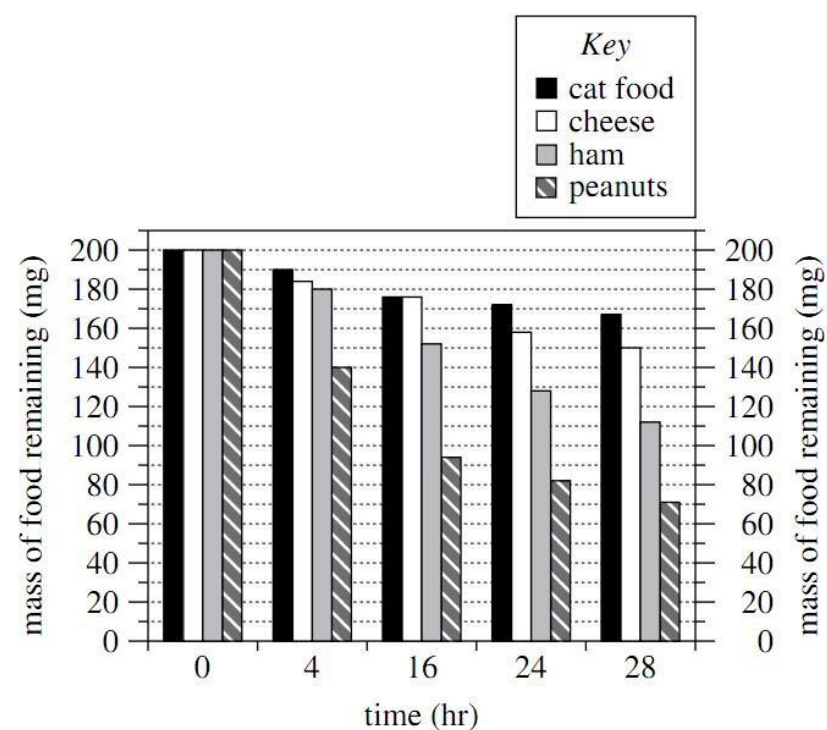


Figure 1

Figure adapted from Prachumporn Lauprasert et al., "Food Preference and Feeding Behavior of the German Cockroach, *Blattella germanica* (Linnaeus)." ©2006 by the Faculty of Science, Chulalongkorn University.

Table 1				
Food	Percent by mass			
	carbohydrates	lipids	proteins	water
Cat food	1.2	6.0	16.9	66.2
Cheese	0.5	27.7	20.8	48.4
Ham	0.0	18.2	23.6	57.1
Peanuts	15.8	49.6	26.2	6.4

Table adapted from U.S. Department of Agriculture, *USDA National Nutrient Database for Standard Reference*, Release 24. 2011.

Based on Table 1, when 200 mg of each of the 4 foods was placed in the box, water accounted for more than 100 mg of the mass of which food(s)?

- A. Peanuts only
- B. Cat food and ham only
- C. Cheese and peanuts only
- D. Cat food, cheese, and ham only

Correct Answer: B

Section: Science Explanation

Explanation/Reference:

QUESTION 726

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.



The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Based on Student 1's explanation, the same substance composes both of the samples in which of the following pairs?

- A. Samples A and B
- B. Samples B and C
- C. Samples C and D

D. Samples D and E

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

QUESTION 727

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.



The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Based on Student 3's explanation, the same substance composes both of the samples in which of the following pairs?

- A. Samples A and C
- B. Samples B and E
- C. Samples F and G
- D. Samples G and H

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 728

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.

The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Suppose that the temperature of Sample A is increased to 250°C at 1 atm of pressure. At 250°C, would Sample A be a solid or a liquid?

- A. Solid, because the melting point of Sample A is 126°C.
- B. Solid, because the melting point of Sample A is 747°C.
- C. Liquid, because the melting point of Sample A is 126°C.
- D. Liquid, because the melting point of Sample A is 747°C.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

QUESTION 729

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.

The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Consider the claim that 2 samples having the same density will always be composed of the same substance, regardless of the values of the other 4 properties. Which of the students, if any, would be likely to agree with this claim?

- A. Students 1 and 2 only
- B. Students 2, 3, and 4 only
- C. All of the students
- D. None of the students

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 730

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.

The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Which of Students 2, 3, and 4 would be likely to agree that Sample A and Sample B are composed of the same substance?

- A. Students 2 and 3 only
- B. Students 2 and 4 only
- C. Students 3 and 4 only
- D. Students 2, 3, and 4

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 731

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.

The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Consider the statement “Two samples that have the same mass, volume, density, and boiling point are composed of the same substance, even if the two samples have different melting points.” Which of Students 2 and 4, if either, would be likely to agree with this statement?

- A. Student 2 only
- B. Student 4 only
- C. Both Student 2 and Student 4
- D. Neither Student 2 nor Student 4

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 732

A teacher provided the table below to the students in a science class. The table gives 5 properties for each of Sample A-H. The students were told to assume that each sample is a completely solid cube composed of a single hypothetical pure substance.

Sample	Mass (g)	Volume (cm ³)	Density (g/cm ³)	Melting point (°C)	Boiling point (°C)
A	8.0	4.0	2.0	126	747
B	8.0	4.0	2.0	342	959
C	6.0	3.0	2.0	237	885
D	6.0	3.0	2.0	237	885
E	8.0	2.0	4.0	126	747
F	8.0	2.0	4.0	126	747
G	4.0	1.0	4.0	126	747
H	4.0	1.0	4.0	342	959

Note: Assume that mass, volume, and density were determined at 20°C and that all 5 properties were determined at 1 atmosphere (atm) of pressure.

The teacher asked each of 4 students to explain how these data could be used to predict which samples are composed of the same substance.

Student 1

If 2 samples have the same values for all 5 properties, they are composed of the same substance. If 2 samples have different values for any of the 5 properties, they are composed of different substances.

Student 2

If 2 samples have the same values for any 3 or more of the 5 properties, they are composed of the same substance. If 2 samples have the same values for fewer than 3 of the 5 properties, they are composed of different substances.

Student 3

If 2 samples have the same mass, volume, and density, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither melting point nor boiling point, by itself, can distinguish between substances.

Student 4

If 2 samples have the same density, melting point, and boiling point, they are composed of the same substance. If 2 samples have different values for any of these 3 properties, they are composed of different substances. Neither mass nor volume, by itself, can distinguish between substances.

Suppose that the temperature of Sample D is increased to 890°C at 1 atm of pressure. Will the sample's density be lower than or higher than it was at 20°C and 1 atm?

- Lower; Sample D will be a gas, and gases generally have lower densities than do solids.
- Lower; Sample D will be a liquid, and liquids generally have lower densities than do solids.
- Higher; Sample D will be a gas, and gases generally have higher densities than do solids.
- Higher; Sample D will be a liquid, and liquids generally have higher densities than do solids.

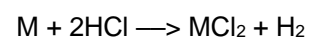
Correct Answer: A

Section: Science

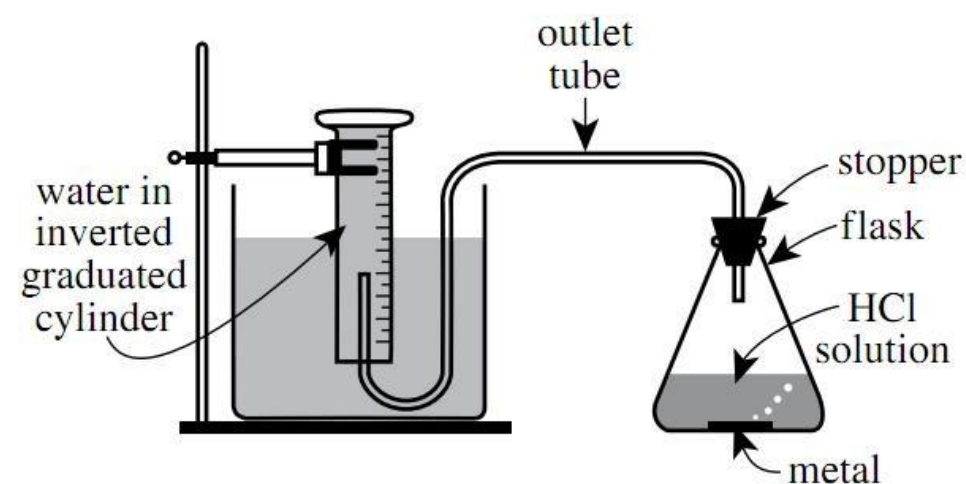
Explanation

Explanation/Reference:

QUESTION 733 When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H₂ gas occurs:



Two experiments were conducted to study the production of H₂ in this reaction. The apparatus shown in the diagram below was used to collect the H₂ gas produced in each trial.



Diagram

As H₂ was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H₂ did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H₂ and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H₂ production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps. *Experiment 1*

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).

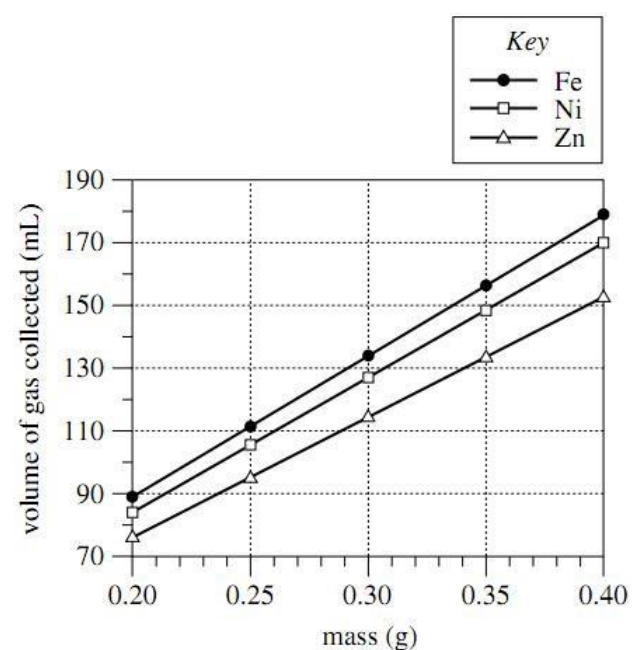


Figure 1

Experiment 2

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).

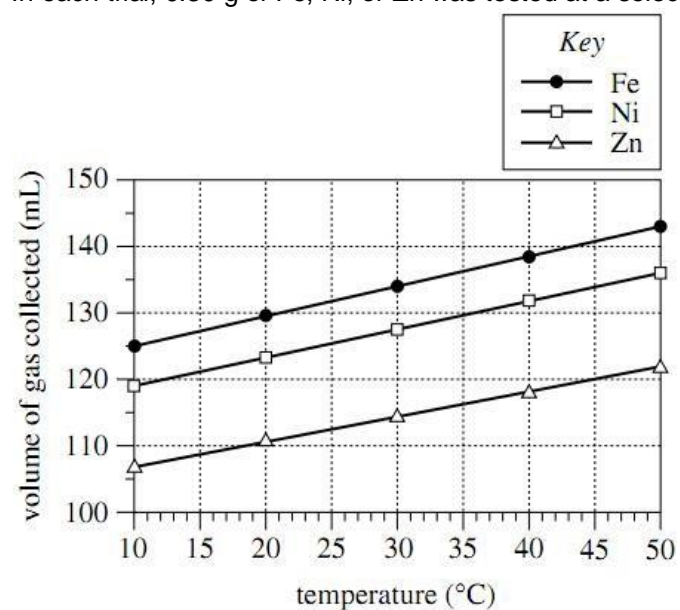


Figure 2

Consider the volume of gas collected in the trial in *Experiment 2* for Ni at 30°C. The same approximate volume of gas was collected in the trial in *Experiment 1* for what mass of Ni?

- A. 0.20 g B. 0.25 g C. 0.30 g
D. 0.35 g

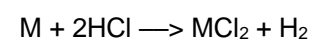
Correct Answer: C

Section: Science Explanation

Explanation/Reference:

QUESTION 734

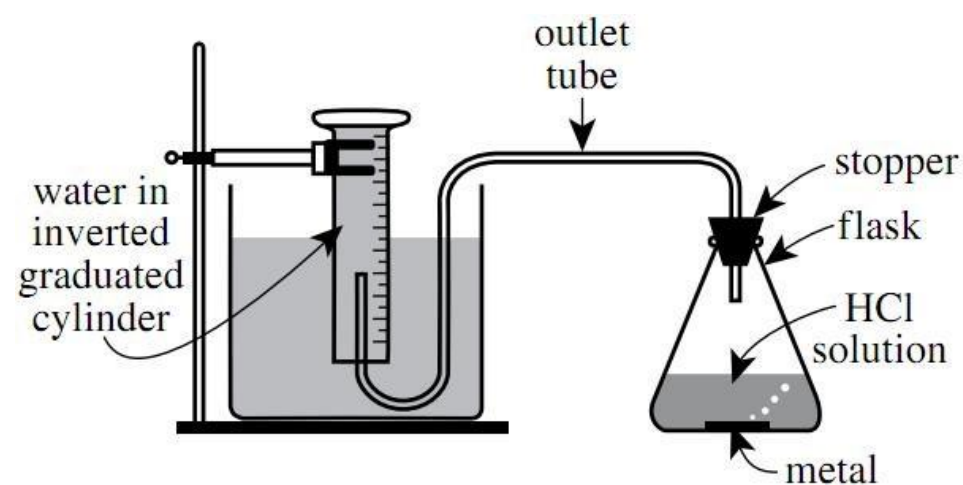
When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H₂ gas occurs:



Two experiments were conducted to study the production of H₂ in this reaction. The apparatus shown in the diagram below was used to collect the H₂ gas produced in each trial.



In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).



Diagram

As H_2 was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H_2 did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H_2 and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H_2 production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

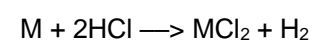
The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps.

Experiment 1

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).



When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H_2 gas occurs:



Two experiments were conducted to study the production of H_2 in this reaction. The apparatus shown in the diagram below was used to collect the H_2 gas produced in each trial.

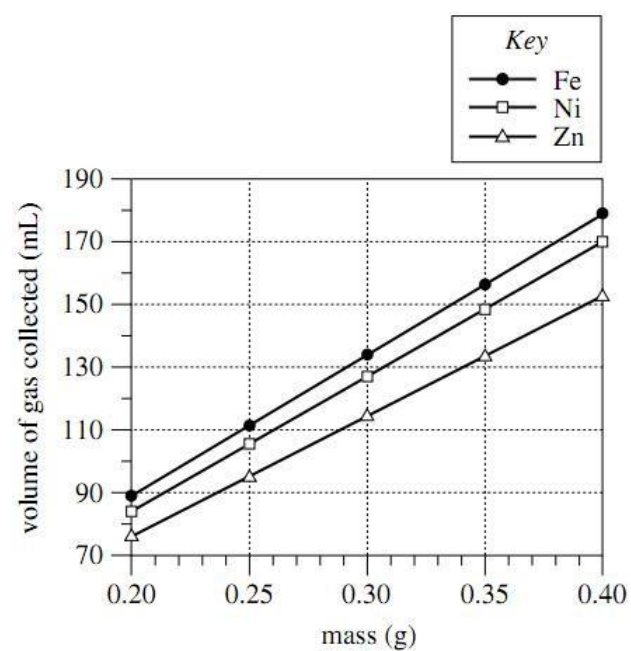


Figure 1

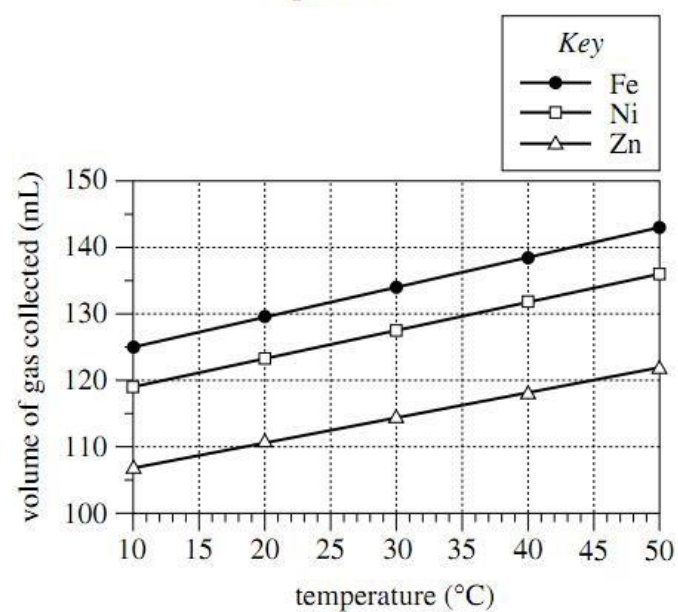


Figure 2

How many temperatures were tested in *Experiment 1*, and how many temperatures were tested in *Experiment 2*?

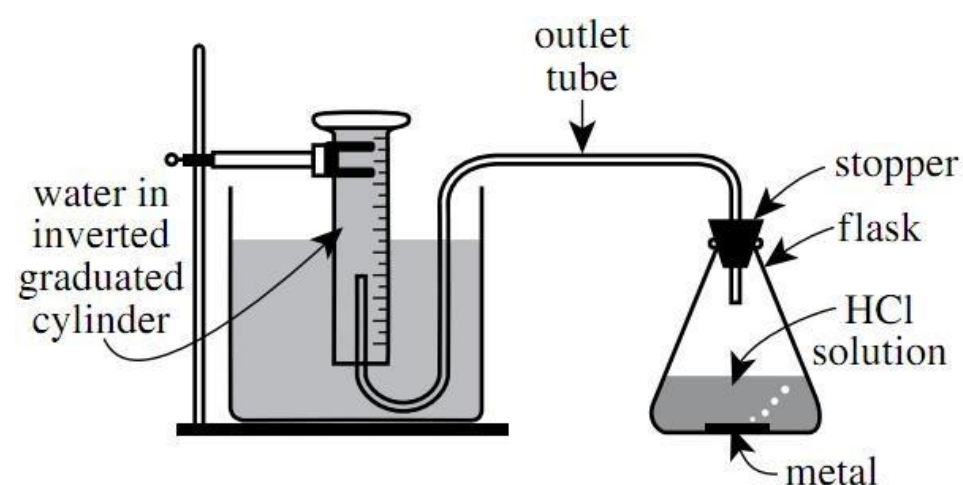
- A. *Experiment 1*: 1; *Experiment 2*: 1 B. *Experiment 1*: 1; *Experiment 2*: 5 C. *Experiment 1*: 5; *Experiment 2*: 1
D. *Experiment 1*: 5; *Experiment 2*: 5

Correct Answer: B

Section: Science Explanation

Experiment 2

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).



Diagram

Explanation/Reference:

QUESTION 735

As H_2 was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H_2 did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H_2 and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

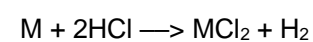
1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H_2 production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps.

Experiment 1

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).

When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H_2 gas occurs:



Two experiments were conducted to study the production of H_2 in this reaction. The apparatus shown in the diagram below was used to collect the H_2 gas produced in each trial.

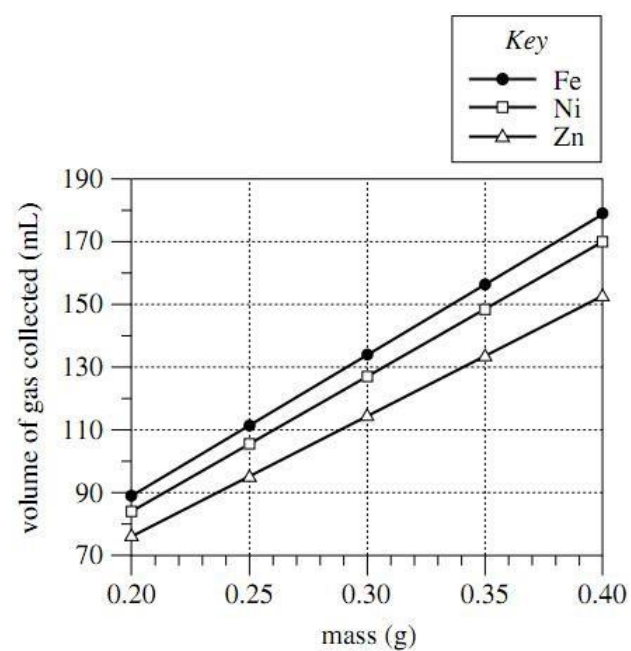


Figure 1

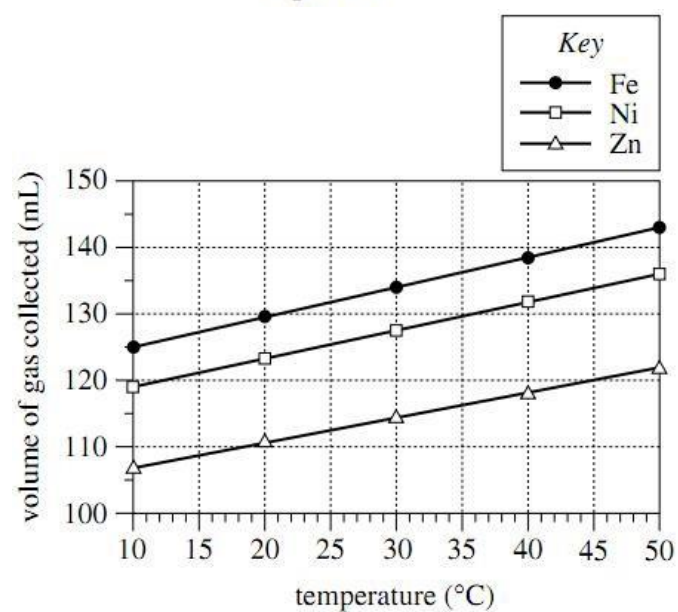


Figure 2

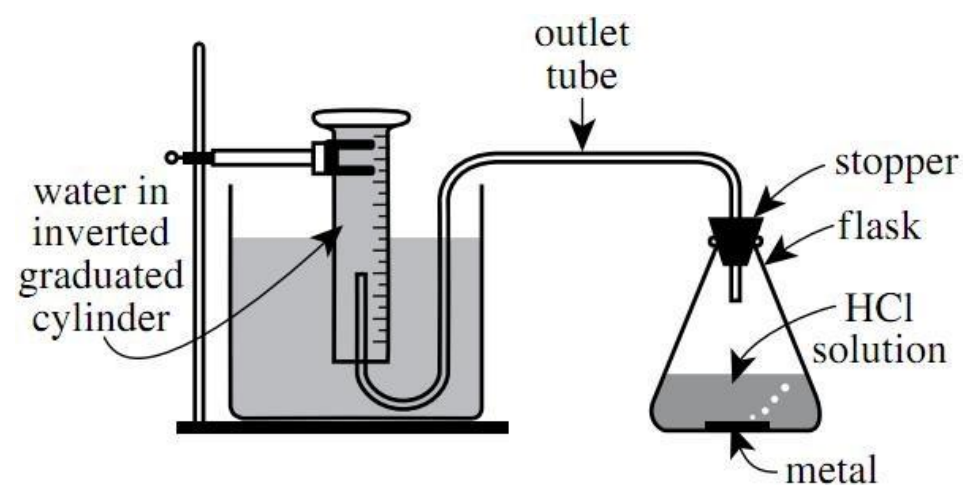
Which of the following statements describes a difference between *Experiments 1* and *2*? In *Experiment 1*:

- A. only Fe was tested, but in *Experiment 2*, Fe, Ni, and Zn were tested. B. Fe, Ni, and Zn were tested, but in *Experiment 2*, only Fe was tested.
 C. the same mass value of each metal was tested, but in *Experiment 2*, multiple mass values of each metal were tested. D. multiple mass values of each metal were tested, but in *Experiment 2*, the same mass value of each metal was tested.

Correct Answer: D

Experiment 2

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).



Diagram

Section: Science Explanation

Explanation/Reference:

QUESTION 736

As H_2 was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H_2 did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H_2 and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

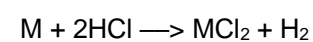
1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H_2 production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps.

Experiment 1

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).

When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H_2 gas occurs:



Two experiments were conducted to study the production of H_2 in this reaction. The apparatus shown in the diagram below was used to collect the H_2 gas produced in each trial.

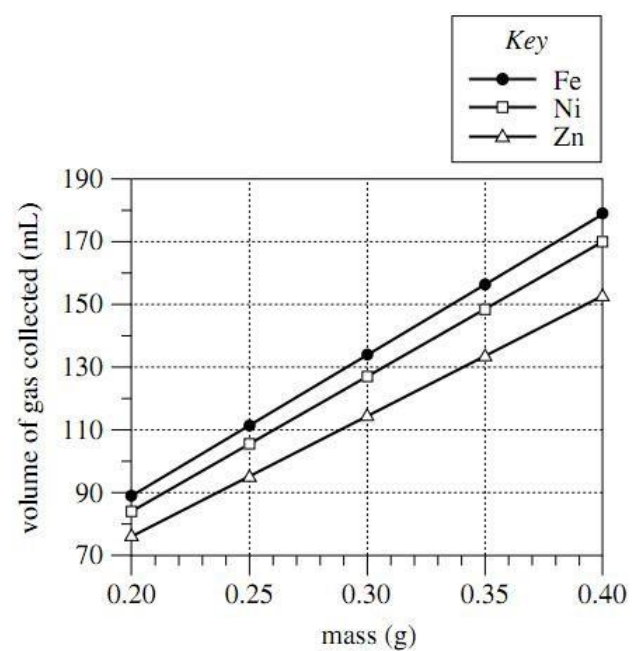


Figure 1

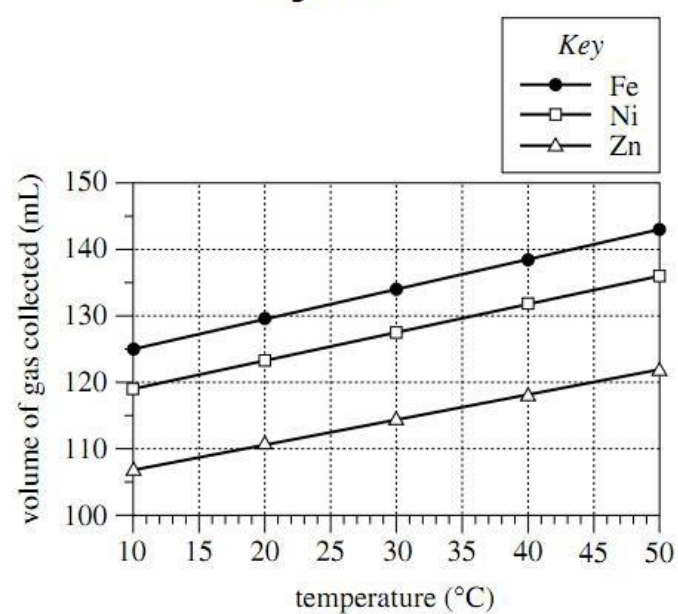


Figure 2

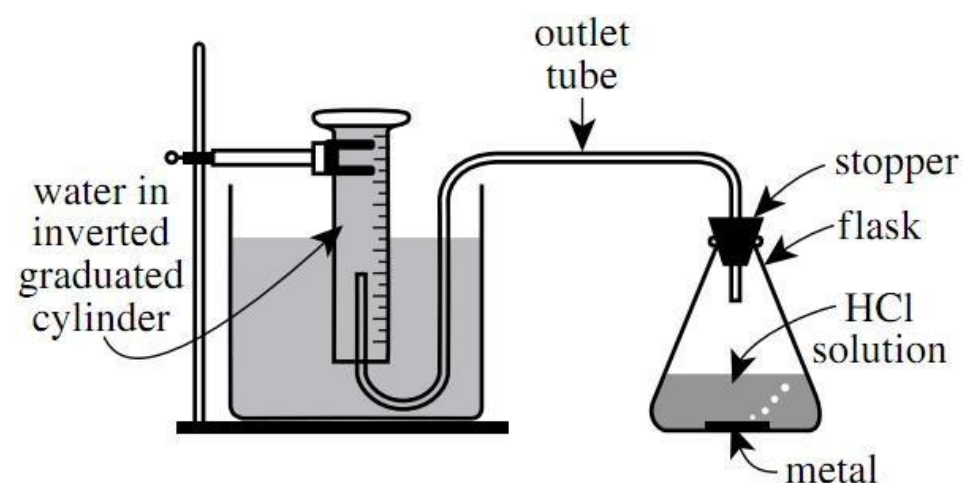
Which of the following variables remained constant throughout both experiments?

- A. Atmospheric pressure
- B. Mass of metal
- C. Temperature
- D. Volume of gas collected

Correct Answer: A

Experiment 2

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).



Diagram

Section: Science Explanation

Explanation/Reference:

QUESTION 737

As H_2 was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H_2 did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H_2 and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

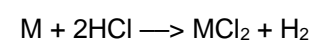
1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H_2 production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps.

Experiment 1

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).

When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H_2 gas occurs:



Two experiments were conducted to study the production of H_2 in this reaction. The apparatus shown in the diagram below was used to collect the H_2 gas produced in each trial.

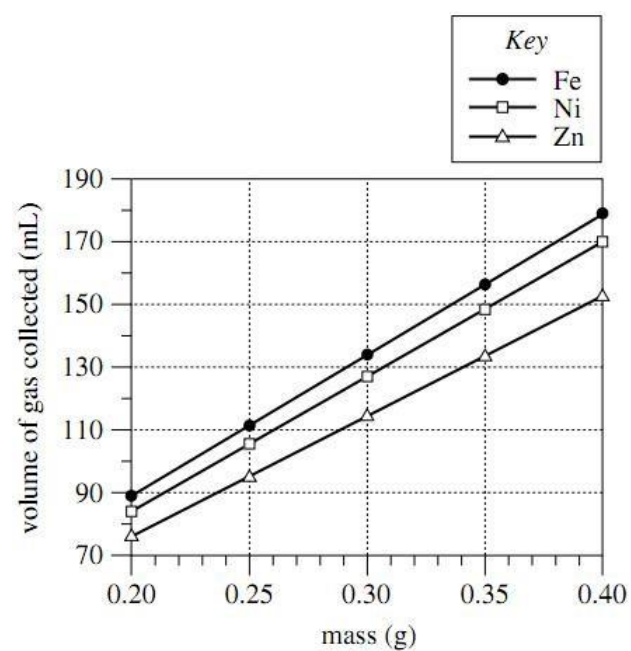


Figure 1

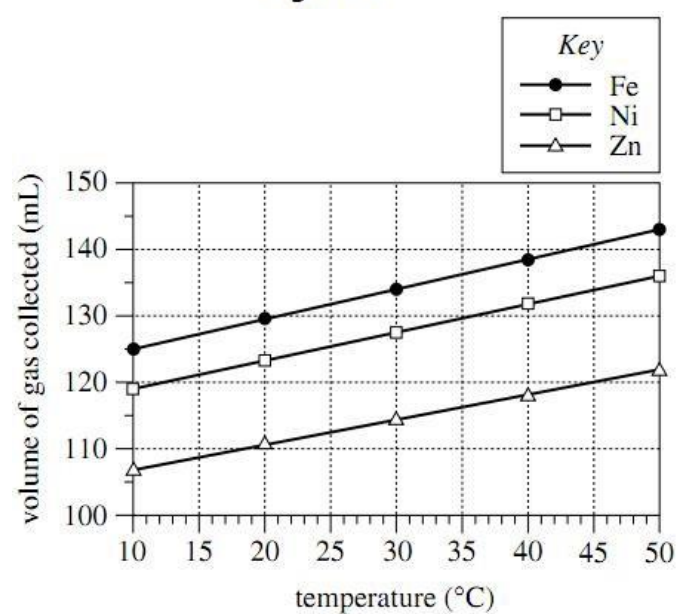


Figure 2

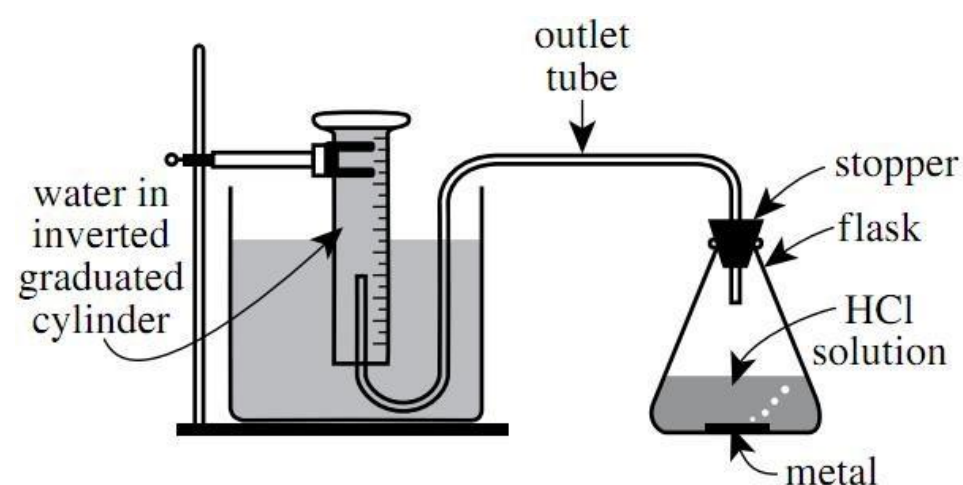
If a temperature of 5°C had been tested in *Experiment 2*, would the volume of gas collected for Zn more likely have been greater than 107 mL or less than 107 mL?

- A. Greater than 107 mL, because for a given metal, the volume of collected gas increased as the temperature decreased.
- B. Greater than 107 mL, because for a given metal, the volume of collected gas increased as the temperature increased.
- C. Less than 107 mL, because for a given metal, the volume of collected gas decreased as the temperature decreased.
- D. Less than 107 mL, because for a given metal, the volume of collected gas decreased as the temperature increased.

Correct Answer: C

Experiment 2

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).



Diagram

Section: Science Explanation

Explanation/Reference:

QUESTION 738

As H_2 was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H_2 did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H_2 and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

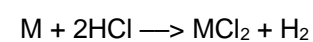
1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H_2 production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps.

Experiment 1

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).

When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H_2 gas occurs:



Two experiments were conducted to study the production of H_2 in this reaction. The apparatus shown in the diagram below was used to collect the H_2 gas produced in each trial.

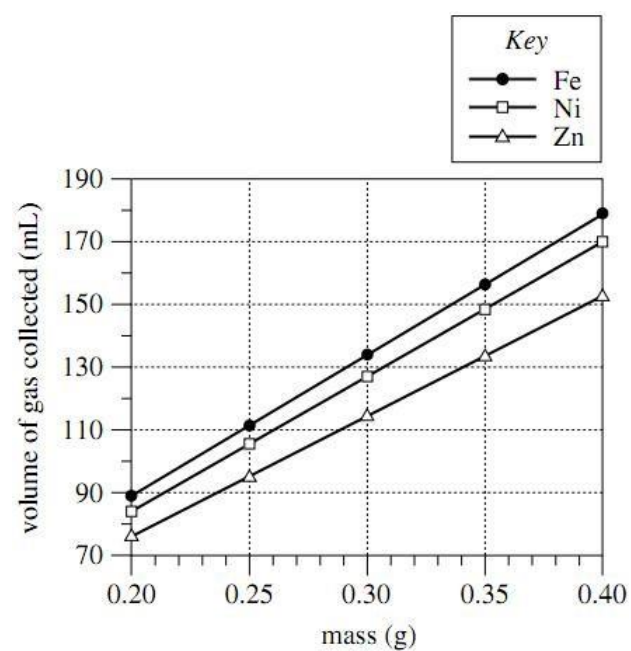


Figure 1

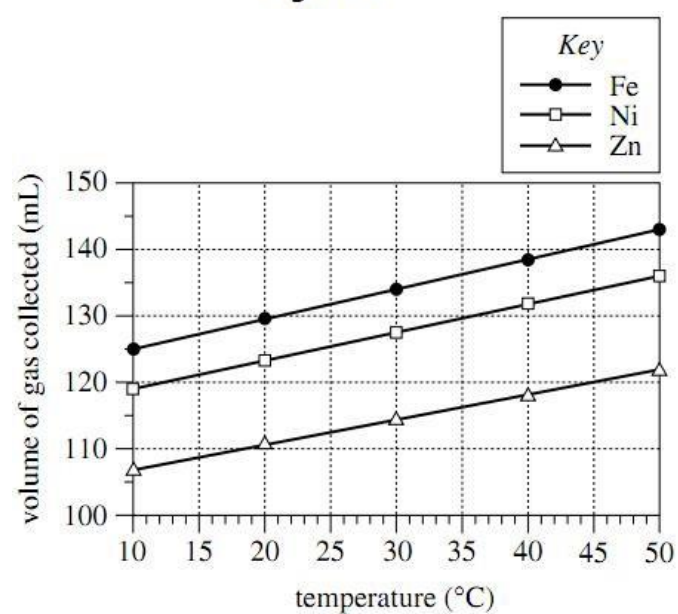


Figure 2

Consider the balanced chemical equation in the passage. Based on this equation, if 10 moles of HCl are consumed, how many moles of H₂ are produced?

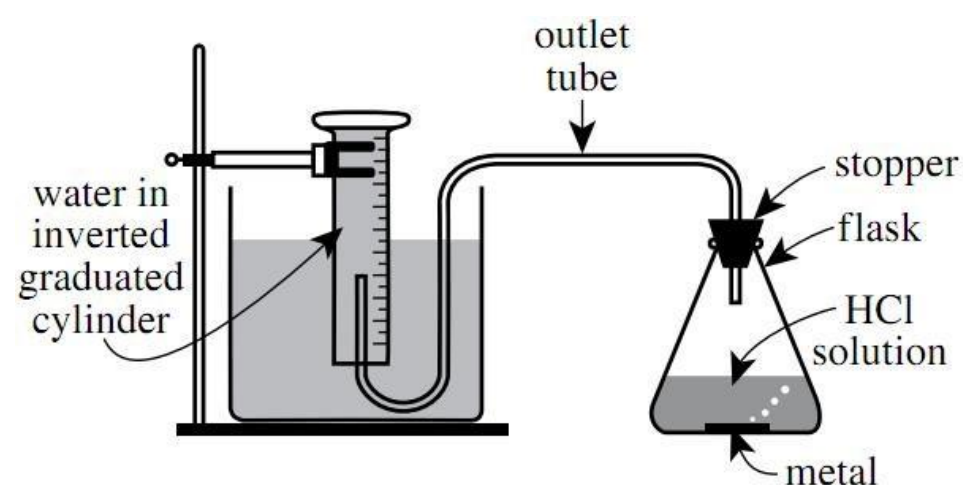
- A. 5
- B. 10
- C. 15
- D. 20

Correct Answer: A

Section: Science Explanation

Experiment 2

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).



Diagram

Explanation/Reference:

QUESTION 739

As H_2 was produced in the stoppered flask, it exited the flask through the outlet tube and displaced the water that had been trapped in the inverted graduated cylinder. (This displacement occurred because the H_2 did not dissolve in the water.) The volume of water displaced equaled the volume of gas (H_2 and water vapor) collected.

In each trial of the experiments, Steps 1-3 were performed:

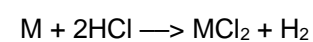
1. The apparatus was assembled, and 25 mL of a 4 moles/L HCl solution was poured into the empty flask.
2. A selected mass of Fe, Ni, or Zn was added to the flask, and the stopper was quickly reinserted into the flask.
3. When H_2 production ceased, the volume of water that was displaced from the graduated cylinder was recorded.

The apparatus and its contents were kept at a selected temperature throughout Steps 2 and 3. The atmospheric pressure was 758 mm Hg throughout all 3 steps.

Experiment 1

In each trial, a selected mass of Fe, Ni, or Zn was tested at 30°C (see Figure 1).

When a solid metal (M) such as iron (Fe), nickel (Ni), or zinc (Zn) is placed in an aqueous hydrochloric acid (HCl) solution, a reaction that produces H_2 gas occurs:



Two experiments were conducted to study the production of H_2 in this reaction. The apparatus shown in the diagram below was used to collect the H_2 gas produced in each trial.

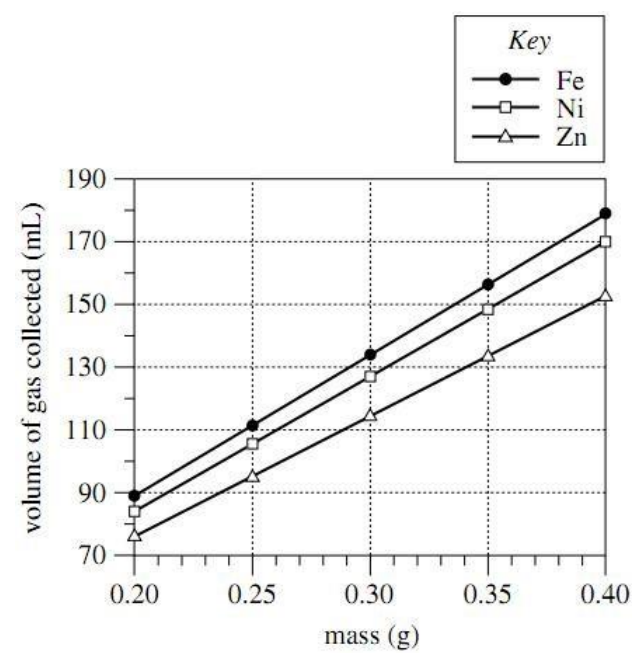


Figure 1

In each trial, 0.30 g of Fe, Ni, or Zn was tested at a selected temperature (see Figure 2).

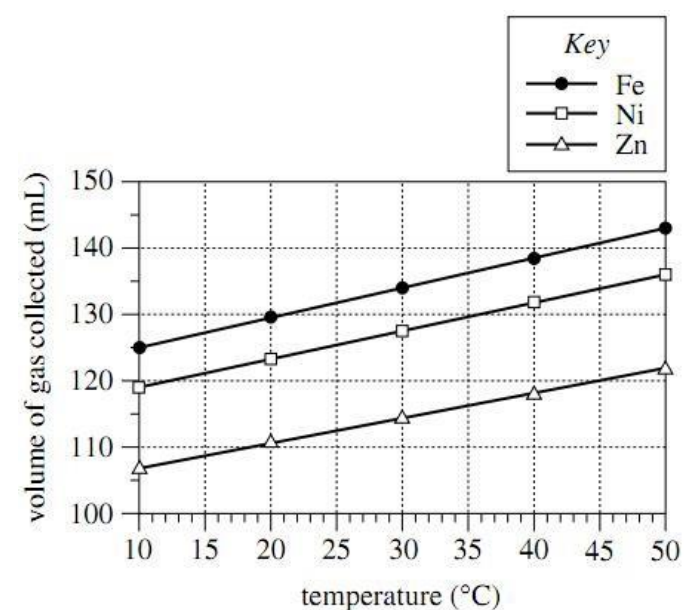


Figure 2

Suppose that the trial in *Experiment 1* with 0.25 g of Zn is repeated, except that the inverted graduated cylinder is replaced by inverted test tubes, each completely filled with 60 mL of water. Based on *Figure 1*, how many test tubes will be needed to collect all the gas?

- A. 1
- B. 2
- C. 3
- D. 4

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

QUESTION 740

Figure 1 is a diagram of an *RLC circuit*. The circuit has a power supply and 3 components: a resistor (R), an inductor (L), and a capacitor (C).

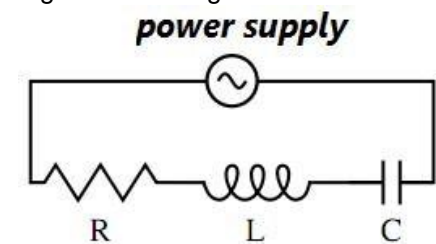


Figure 1

Electric current can flow through the circuit either clockwise (positive current) or counterclockwise (negative current). Figure 2 shows how the electric current in the circuit, I (in amperes, A), and the power supply voltage, V_s (in volts, V), both changed during a 20-millisecond (msec) time interval.

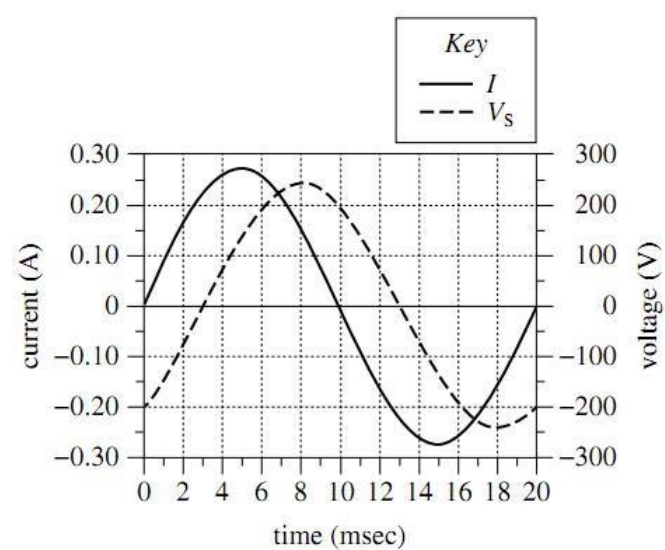


Figure 2

Figure 3 shows how the voltages across the components – V_R , V_L , and V_C , respectively – each changed during the same 20 msec time interval.

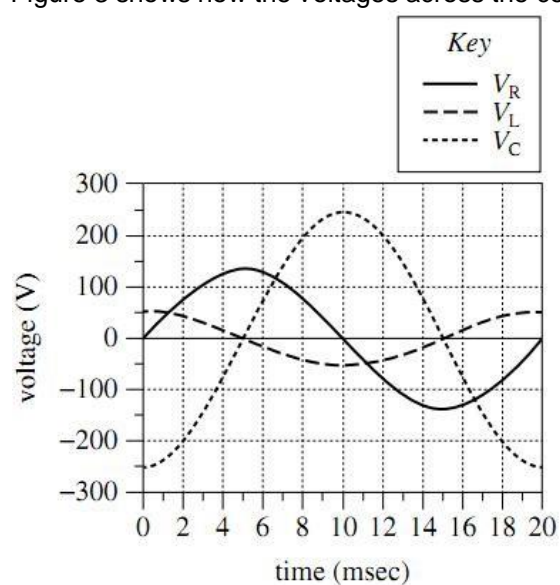


Figure 3

According to Figure 2, the maximum positive value of V_s was approximately:

- A. 125 V. B. 200 V. C. 250 V.
D. 275 V.

Correct Answer: C

Section: Science Explanation

Explanation/Reference:

QUESTION 741

Figure 1 is a diagram of an *RLC circuit*. The circuit has a power supply and 3 components: a resistor (R), an inductor (L), and a capacitor (C).

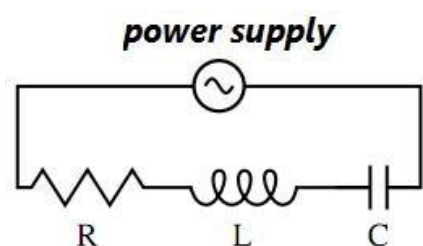


Figure 1

Electric current can flow through the circuit either clockwise (positive current) or counterclockwise (negative current). Figure 2 shows how the electric current in the circuit, I (in amperes, A), and the power supply voltage, V_s (in volts, V), both changed during a 20-millisecond (msec) time interval.

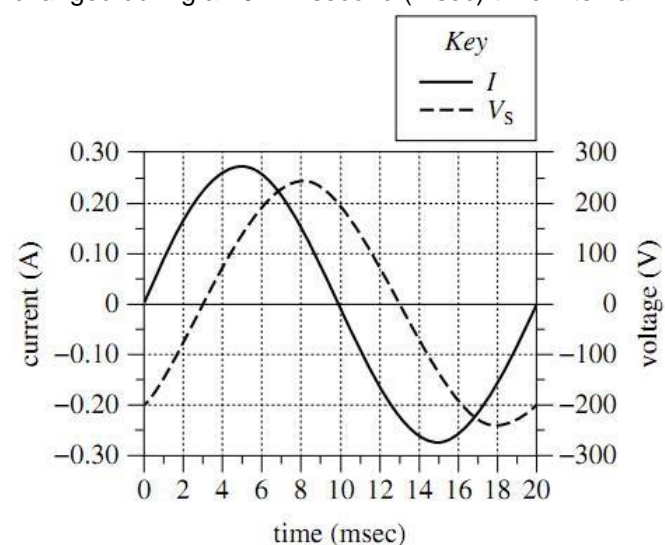


Figure 2

Figure 3 shows how the voltages across the components – V_R , V_L , and V_C , respectively – each changed during the same 20 msec time interval.

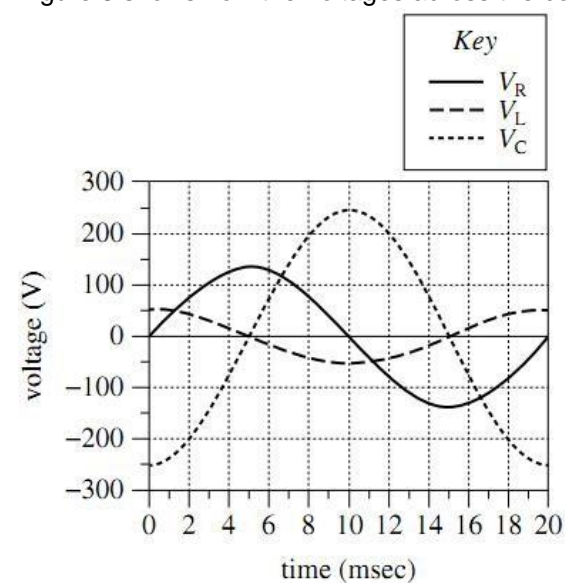


Figure 3

A *period* is the time required for a wave to complete one full cycle. Based on Figure 3, the period for V_L was:

- A. 5 msec.
- B. 10 msec.
- C. 20 msec.

D. 40 msec.

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

QUESTION 742

Figure 1 is a diagram of an *RLC circuit*. The circuit has a power supply and 3 components: a resistor (R), an inductor (L), and a capacitor (C).

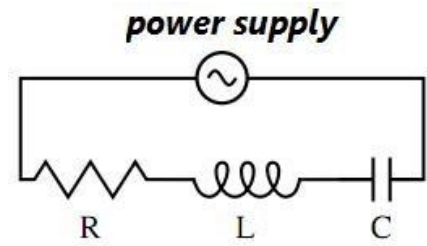


Figure 1

Electric current can flow through the circuit either clockwise (positive current) or counterclockwise (negative current). Figure 2 shows how the electric current in the circuit, I (in amperes, A), and the power supply voltage, V_s (in volts, V), both changed during a 20-millisecond (msec) time interval.

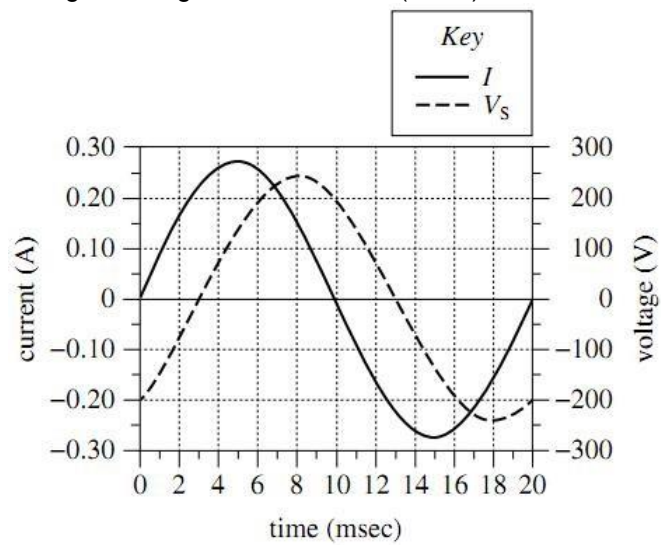


Figure 2

Figure 3 shows how the voltages across the components – V_R , V_L , and V_C , respectively – each changed during the same 20 msec time interval.

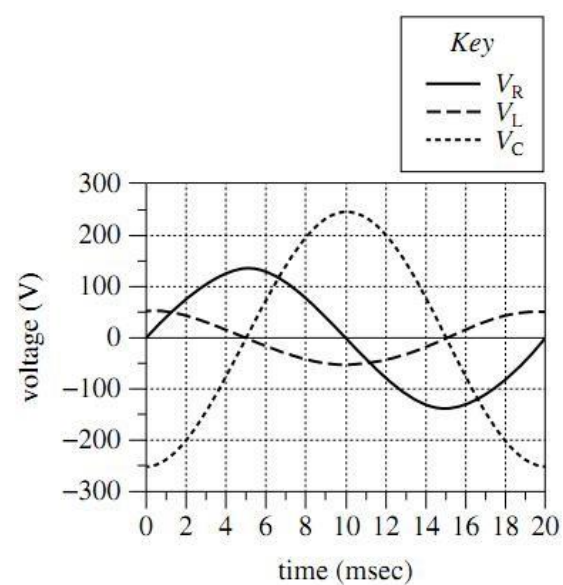


Figure 3

According to Figures 2 and 3, which voltage varied the *least* during the 20 msec interval?

- A. V_s
- B. V_R
- C. V_L
- D. V_C

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

QUESTION 743

Figure 1 is a diagram of an *RLC circuit*. The circuit has a power supply and 3 components: a resistor (R), an inductor (L), and a capacitor (C).

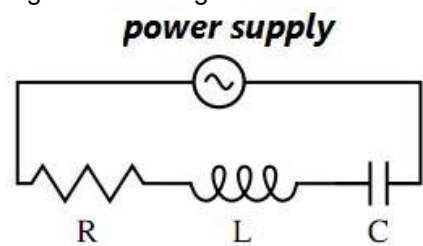


Figure 1

Electric current can flow through the circuit either clockwise (positive current) or counterclockwise (negative current). Figure 2 shows how the electric current in the circuit, I (in amperes, A), and the power supply voltage, V_s (in volts, V), both changed during a 20-millisecond (msec) time interval.

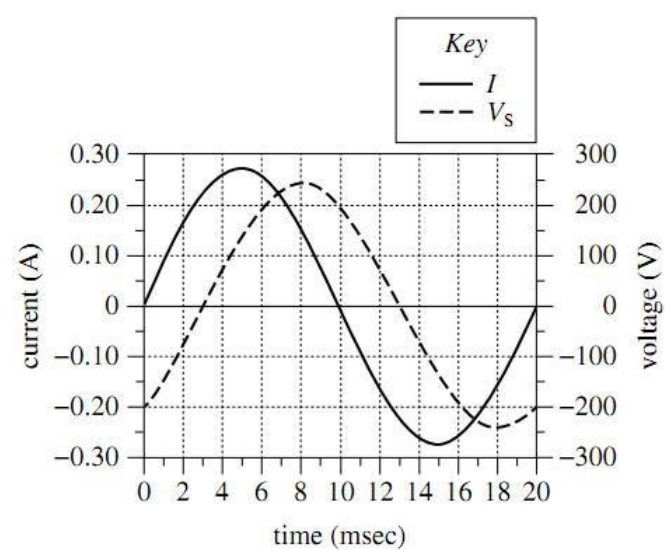


Figure 2

Figure 3 shows how the voltages across the components – V_R , V_L , and V_C , respectively – each changed during the same 20 msec time interval.

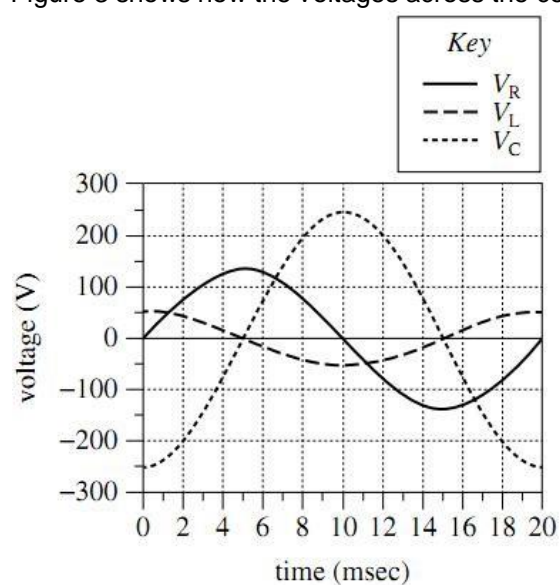


Figure 3



Polarity refers to whether a voltage is positive or negative (a voltage of 0 V has no polarity and can be ignored). Based on Figures 2 and 3, which 2 voltages were always *opposite* in polarity?

- A. V_R and V_L
- B. V_R and V_S
- C. V_L and V_C
- D. V_L and V_S

Correct Answer: C

Section: Science Explanation

Explanation/Reference:

QUESTION 744

Figure 1 is a diagram of an *RLC circuit*. The circuit has a power supply and 3 components: a resistor (R), an inductor (L), and a capacitor (C).

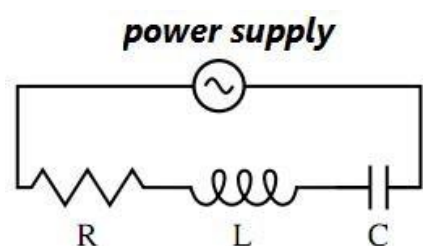


Figure 1

Electric current can flow through the circuit either clockwise (positive current) or counterclockwise (negative current). Figure 2 shows how the electric current in the circuit, I (in amperes, A), and the power supply voltage, V_s (in volts, V), both changed during a 20-millisecond (msec) time interval.

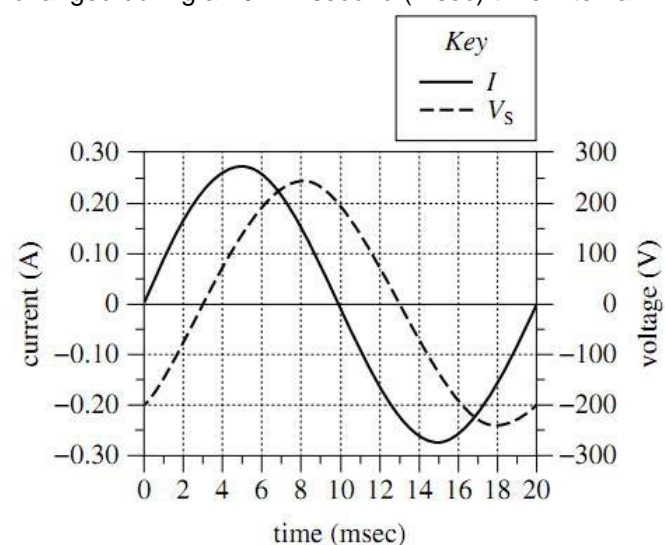


Figure 2

Figure 3 shows how the voltages across the components – V_R , V_L , and V_C , respectively – each changed during the same 20 msec time interval.

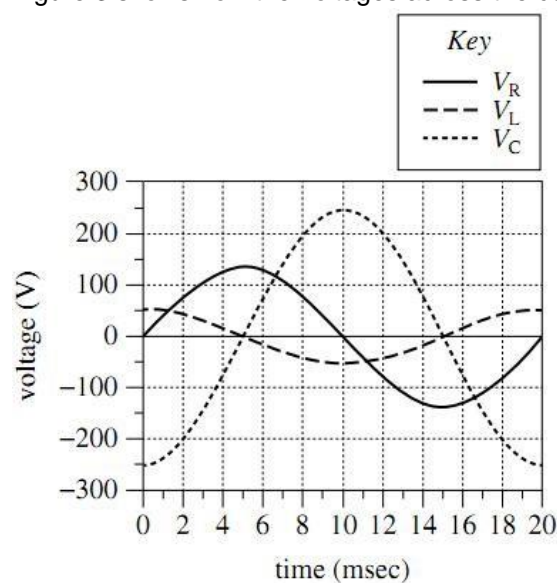


Figure 3

Based on Figure 2, at which of the following times was the current in the circuit flowing counterclockwise?

- A. 0 msec
- B. 5 msec

- C. 10 msec
D. 15 msec

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 745

Figure 1 is a diagram of an *RLC circuit*. The circuit has a power supply and 3 components: a resistor (R), an inductor (L), and a capacitor (C).

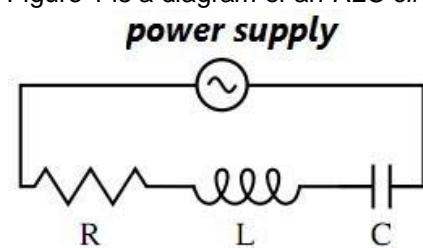


Figure 1

Electric current can flow through the circuit either clockwise (positive current) or counterclockwise (negative current). Figure 2 shows how the electric current in the circuit, I (in amperes, A), and the power supply voltage, V_s (in volts, V), both changed during a 20-millisecond (msec) time interval.

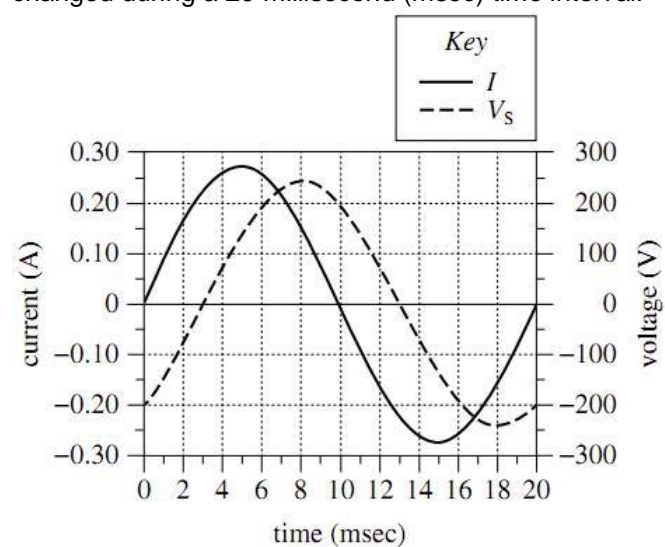


Figure 2

Figure 3 shows how the voltages across the components – V_R , V_L , and V_C , respectively – each changed during the same 20 msec time interval.

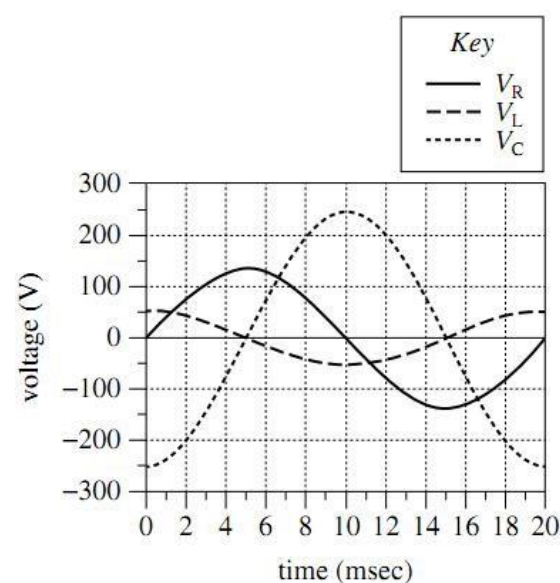


Figure 3

The table below lists the electric charge (in microcoulombs, μC) stored on the capacitor at 3 different times during the 20 msec interval.

Time (msec)	Charge (μC)
7	0.51
10	0.87
13	0.51

Based on Figures 2 and 3, from time = 7 msec through time = 13 msec, did the charge on the capacitor more likely change in sync with I or with V_C ?

- A. I ; over that time interval, both the charge and I decreased and then increased.
 B. I ; over that time interval, both the charge and I increased and then decreased.
 C. V_C ; over that time interval, both the charge and V_C decreased and then increased. D. V_C ; over that time interval, both the charge and V_C increased and then decreased.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 746

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His⁻*. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His⁻* strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His⁺* and is known as a *His⁺ revertant*.

The number of *His⁺* revertants in a population of bacteria can indicate the potential of a substance to be mutagenic in humans. Scientists tested 4 substances, each suspected to be a mutagen, on a *His⁻* strain of the bacteria *Salmonella typhimurium*.

Study

A sterile petri dish (Dish 1) containing a nutrient agar lacking histidine was prepared. Then, 1×10^8 cells of *His⁻ S. typhimurium* were added to Dish 1 and evenly spread over the surface of the nutrient agar. These procedures were repeated for 4 more nutrient agar dishes (Dishes 2-5), except that the bacteria were mixed with 1 of the 4 suspected mutagens before being spread over the surface of the nutrient agar. Table 1 lists, for each of Dishes 2-5, the substance that was mixed with the bacteria before they were added to the dish.

Table 1	
Dish	Substance
2	L
3	M
4	N
5	P

The 5 dishes were incubated at 37°C for 2 days. At the end of the incubation period, the number of colonies growing on the nutrient agar in each dish was determined (see Table 2).

Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

Based on the results of the study, which of the suspected mutagens resulted in the greatest number of *His*⁺ revertants in a dish?

- A. Substance L
- B. Substance M
- C. Substance N
- D. Substance P

Correct Answer: C

Section: Science

Explanation

Explanation/Reference:

QUESTION 747

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His*⁻. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His*⁻ strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His*⁺ and is known as a *His*⁺ revertant.

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Study

A sterile petri dish (Dish 1) containing a nutrient agar lacking histidine was prepared. Then, 1×10^8 cells of *His*⁻ *S. typhimurium* were added to Dish 1 and evenly spread over the surface of the nutrient agar. These procedures were repeated for 4 more nutrient agar dishes (Dishes 2-5), except that the bacteria were mixed with 1 of the 4 suspected mutagens before being spread over the surface of the nutrient agar. Table 1 lists, for each of Dishes 2-5, the substance that was mixed with the bacteria before they were added to the dish.

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Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

Which dish in the study was intended to serve the purpose of testing whether some of the *S. typhimurium* cells became *His*⁺ revertants without the addition of a mutagen?

- A. Dish 1
- B. Dish 2C. Dish 3
- D. Dish 4

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 748

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His*⁻. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His*⁻ strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His*⁺ and is known as a *His*⁺ revertant.

The number of *His*⁺ revertants in a population of bacteria can indicate the potential of a substance to be mutagenic in humans. Scientists tested 4 substances, each suspected to be a mutagen, on a *His*⁻ strain of the bacteria *Salmonella typhimurium*.

Study

A sterile petri dish (Dish 1) containing a nutrient agar lacking histidine was prepared. Then, 1×10^8 cells of *His*⁻ *S. typhimurium* were added to Dish 1 and evenly spread over the surface of the nutrient agar. These procedures were repeated for 4 more nutrient agar dishes (Dishes 2-5), except that the bacteria were mixed with 1 of the 4 suspected mutagens before being spread over the surface of the nutrient agar. Table 1 lists, for each of Dishes 2-5, the substance that was mixed with the bacteria before they were added to the dish.

Table 1	
Dish	Substance
2	L
3	M
4	N
5	P

The 5 dishes were incubated at 37°C for 2 days. At the end of the incubation period, the number of colonies growing on the nutrient agar in each dish was determined (see Table 2).

Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

Based on the results of the study, what is the order of the suspected mutagens, from the substance with the *least* potential to be mutagenic to the substance with the *most* potential to be mutagenic?

- A. P, M, N, L
- B. P, L, M, N
- C. N, L, P, MD. N, M, L, P

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

QUESTION 749

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His⁻*. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His⁻* strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His⁺* and is known as a *His⁺ revertant*.

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Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

In the study, the scientists tested the effect of Substance P at a concentration of 5×10^{-9} g/mL. After the study, the scientists repeated their test of the effect of Substance P, but at 3 other concentrations. The 3 concentrations and their corresponding results are shown in the table below.

Concentration of Substance P	Number of colonies
10×10^{-9} g/mL	14
50×10^{-9} g/mL	54
100×10^{-9} g/mL	114

What is the relationship, if any, between the concentration of Substance P and its potential to cause mutations?

- A. As the concentration of Substance P increases, its potential to cause mutations increases only.
 B. As the concentration of Substance P increases, its potential to cause mutations decreases only.
 C. As the concentration of Substance P increases, its potential to cause mutations first decreases and then increases.
 D. There is no relationship between the concentration of Substance P and its potential to cause mutations.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 750

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His⁻*. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His⁻* strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His⁺* and is known as a *His⁺ revertant*.

The number of *His⁺* revertants in a population of bacteria can indicate the potential of a substance to be mutagenic in humans. Scientists tested 4 substances, each suspected to be a mutagen, on a *His⁻* strain of the bacteria *Salmonella typhimurium*.

Study

A sterile petri dish (Dish 1) containing a nutrient agar lacking histidine was prepared. Then, 1×10^8 cells of *His⁻ S. typhimurium* were added to Dish 1 and evenly spread over the surface of the nutrient agar. These procedures were repeated for 4 more nutrient agar dishes (Dishes 2-5), except that the bacteria were mixed with 1 of the 4 suspected mutagens before being spread over the surface of the nutrient agar. Table 1 lists, for each of Dishes 2-5, the substance that was mixed with the bacteria before they were added to the dish.

Table 1	
Dish	Substance
2	L
3	M
4	N
5	P



The 5 dishes were incubated at 37°C for 2 days. At the end of the incubation period, the number of colonies growing on the nutrient agar in each dish was determined (see Table 2).

Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

Before bacteria were added to it, the dish that was intended to serve as the control dish in the study lacked which of the substances listed below?

- I. Histidine
 II. Nutrient agar
 III. Suspected mutagen

- A. II only
 B. III only
 C. I and II only
 D. I and III only

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 751

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His⁻*. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His⁻* strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His⁺* and is known as a *His⁺ revertant*.

The number of *His⁺* revertants in a population of bacteria can indicate the potential of a substance to be mutagenic in humans. Scientists tested 4 substances, each suspected to be a mutagen, on a *His⁻* strain of the bacteria *Salmonella typhimurium*.

Study

A sterile petri dish (Dish 1) containing a nutrient agar lacking histidine was prepared. Then, 1×10^8 cells of *His⁻ S. typhimurium* were added to Dish 1 and evenly spread over the surface of the nutrient agar. These procedures were repeated for 4 more nutrient agar dishes (Dishes 2-5), except that the bacteria were mixed with 1 of the 4 suspected mutagens before being spread over the surface of the nutrient agar. Table 1 lists, for each of Dishes 2-5, the substance that was mixed with the bacteria before they were added to the dish.

Table 1	
Dish	Substance
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The 5 dishes were incubated at 37°C for 2 days. At the end of the incubation period, the number of colonies growing on the nutrient agar in each dish was determined (see Table 2).

Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

Which of the following statements about the numbers of bacteria that regained the ability to synthesize histidine is consistent with the results of the study for Dishes 2 and 3? The number of bacteria that became *His⁺* revertants after exposure to:

- A. Substance M was about 2 times the number of bacteria that became *His⁺* revertants after exposure to Substance L.
- B. Substance L was about 2 times the number of bacteria that became *His⁺* revertants after exposure to Substance M.
- C. Substance M was about 4 times the number of bacteria that became *His⁺* revertants after exposure to Substance L.
- D. Substance L was about 4 times the number of bacteria that became *His⁺* revertants after exposure to Substance M.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 752

Strains of bacteria carrying a genetic mutation that prevents them from synthesizing the amino acid *histidine* are called *His⁻*. These strains of bacteria must absorb histidine from their environment in order to sustain their growth. Exposing *His⁻* strains of bacteria to *mutagens* (substances that induce DNA mutations) can cause new mutations that restore the ability of some bacteria to synthesize histidine. Any bacterium that regains the ability to synthesize histidine becomes *His⁺* and is known as a *His⁺ revertant*.

The number of *His⁺* revertants in a population of bacteria can indicate the potential of a substance to be mutagenic in humans. Scientists tested 4 substances, each suspected to be a mutagen, on a *His⁻* strain of the bacteria *Salmonella typhimurium*.

Study

A sterile petri dish (Dish 1) containing a nutrient agar lacking histidine was prepared. Then, 1×10^8 cells of *His⁻ S. typhimurium* were added to Dish 1 and evenly spread over the surface of the nutrient agar. These procedures were repeated for 4 more nutrient agar dishes (Dishes 2-5), except that the bacteria were mixed with 1 of the 4 suspected mutagens before being spread over the surface of the nutrient agar. Table 1 lists, for each of Dishes 2-5, the substance that was mixed with the bacteria before they were added to the dish.

Table 1	
Dish	Substance
2	L
3	M
4	N
5	P

The 5 dishes were incubated at 37°C for 2 days. At the end of the incubation period, the number of colonies growing on the nutrient agar in each dish was determined (see Table 2).

Table 2	
Dish	Number of colonies
1	2
2	14
3	25
4	107
5	6

The particular strain of *S. typhimurium* chosen for the study lacks normal DNA repair mechanisms. Which of the following statements gives the most likely reason this particular strain was chosen? The scientists:

- A. did not want the bacteria in the study to synthesize any DNA.
- B. did not want the bacteria in the study to synthesize any proteins.
- C. wanted the bacteria in the study to be able to repair the mutations caused by the substances.
- D. wanted the bacteria in the study to be unable to repair the mutations caused by the substances.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 753

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C, runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

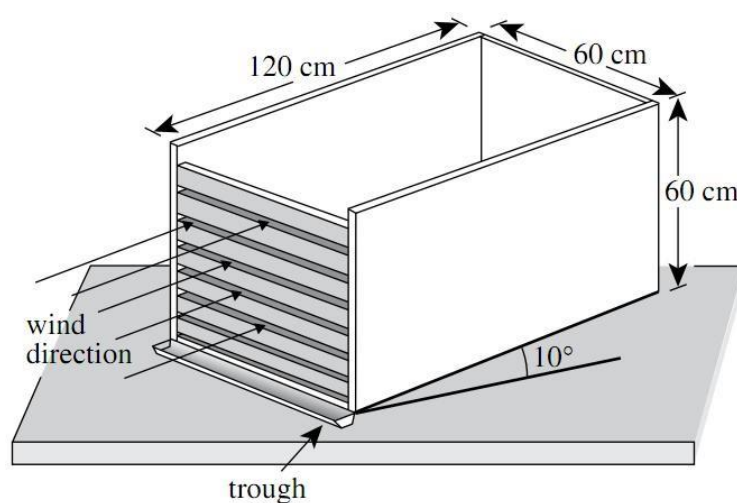


Diagram of Box

Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm^3) was placed in the box on top of the layer of sand.
3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

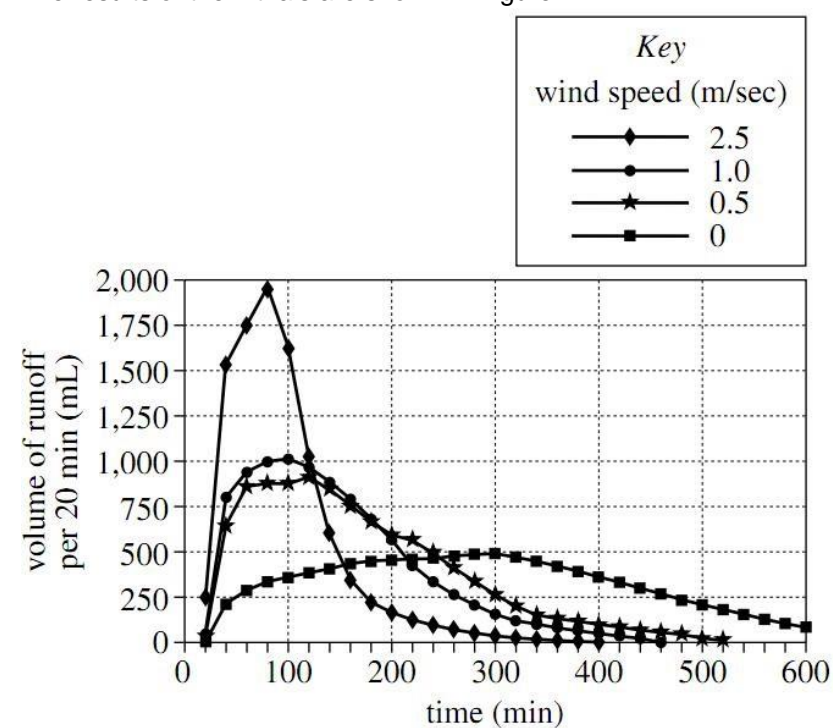


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

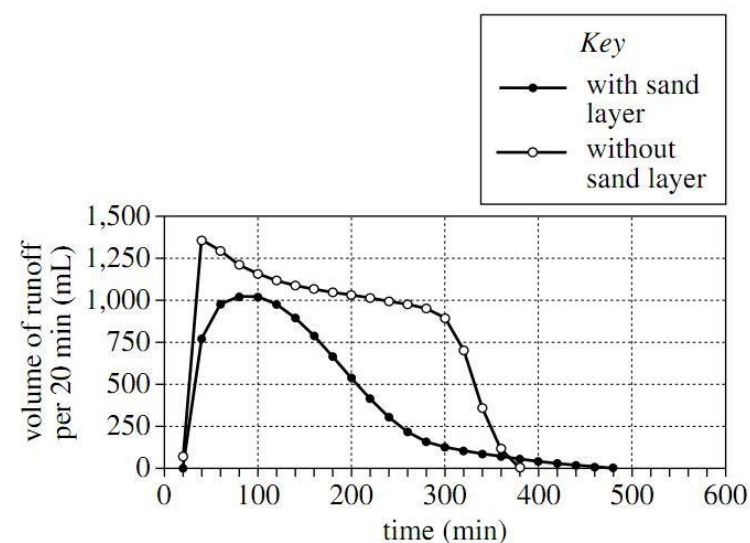


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

The researchers conducting the studies chose to use a box made of a type of plastic rather than of wood to ensure that all of the water from the melting ice would flow from the box and into the trough. The researchers most likely made that choice because that type of plastic, unlike wood, is:

- A. porous and permeable, and therefore incapable of absorbing water.
- B. nonporous and impermeable, and therefore incapable of absorbing water.
- C. porous and permeable, and therefore capable of absorbing water.
- D. nonporous and impermeable, and therefore capable of absorbing water.



Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

QUESTION 754

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C, runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

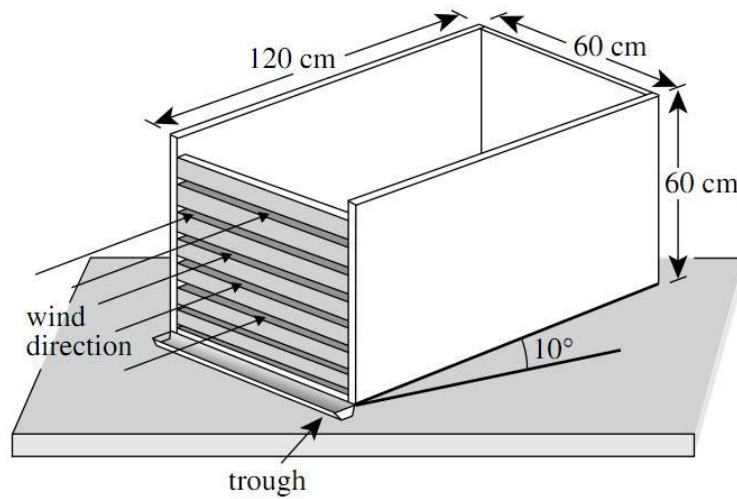


Diagram of Box

Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm^3) was placed in the box on top of the layer of sand.
3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

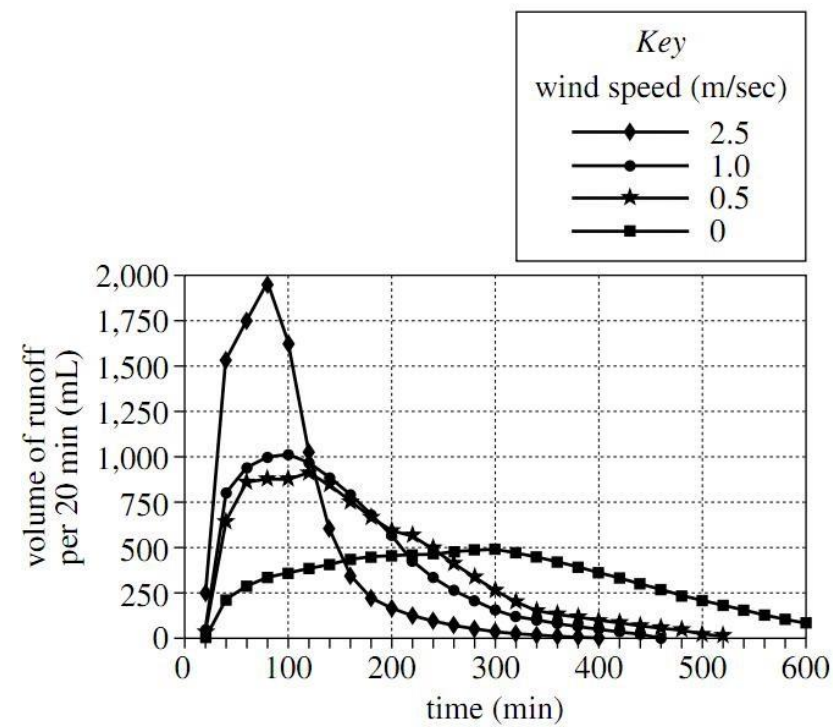


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

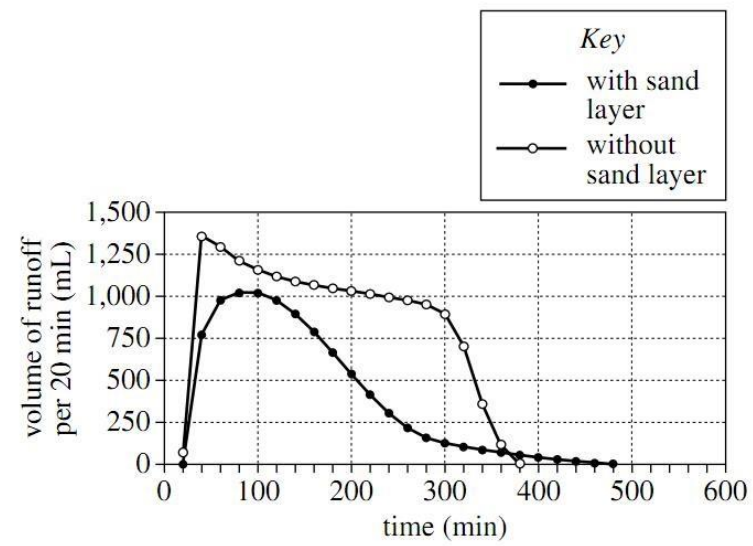


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

Suppose Study 2 had been repeated, except in a lab kept at -1°C . The total volume of runoff measured over the 600 min in the repeated study would most likely have been: A. near or at zero, because -1°C is below the freezing point of water.

B.

near or at zero, because -1°C is above the freezing point of water.

C. greater than that in the original study, because -1°C is below the freezing point of water.

D. greater than that in the original study, because -1°C is above the freezing point of water.

Correct Answer: A

Section: Science

Explanation

Explanation/Reference:

QUESTION 755

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C , runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

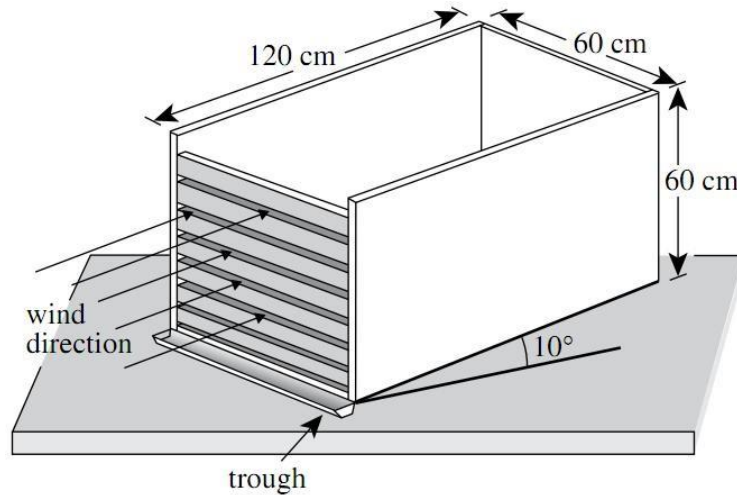


Diagram of Box



Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm^3) was placed in the box on top of the layer of sand.

3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

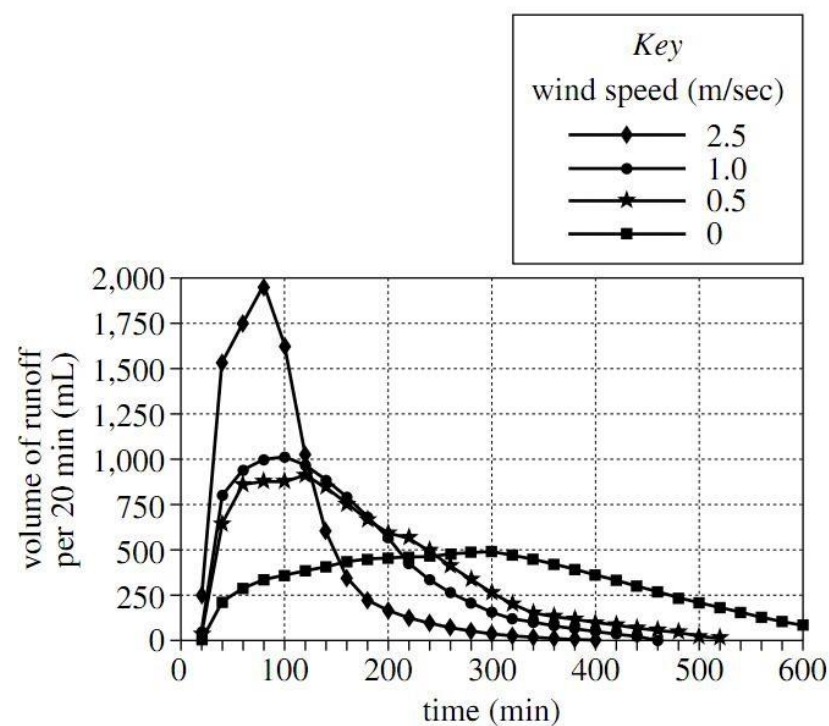


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

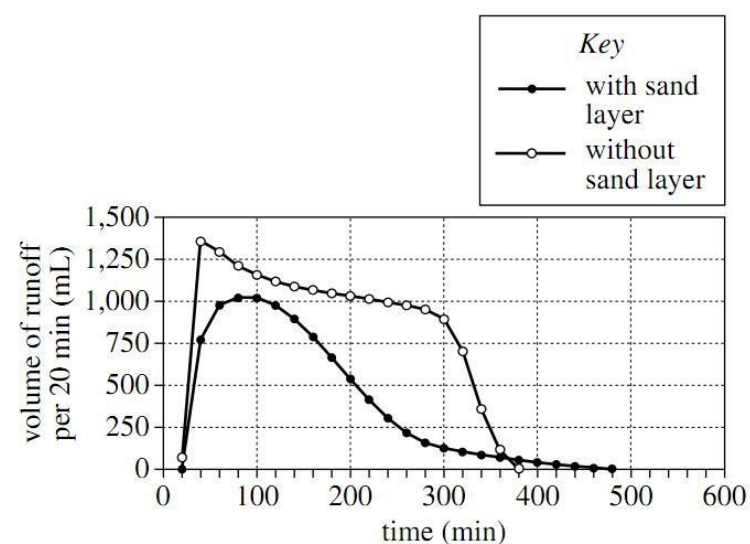


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

According to the results of Study 1, for which of the wind speeds did the runoff volume per 20 min decrease to zero from its maximum value *before* 500 min?

A. 0 m/sec only

B.

- 2.5 m/sec only
 C. 0.5 m/sec and 1.0 m/sec only
 D. 1.0 m/sec and 2.5 m/sec only

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 756

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C, runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

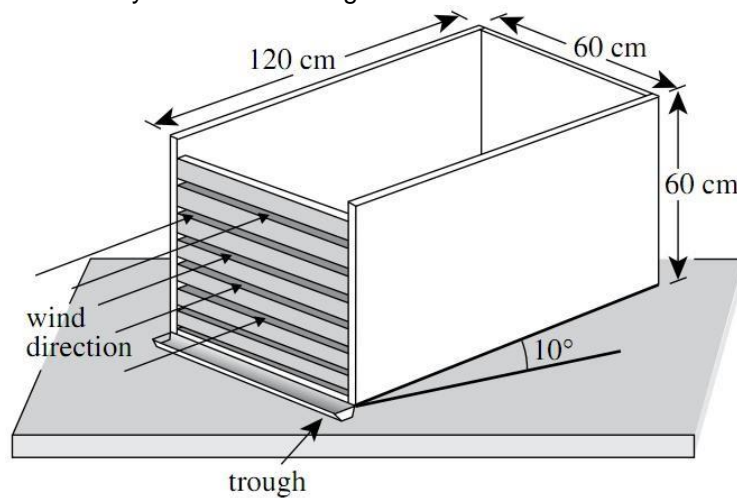


Diagram of Box



Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm³) was placed in the box on top of the layer of sand.

3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

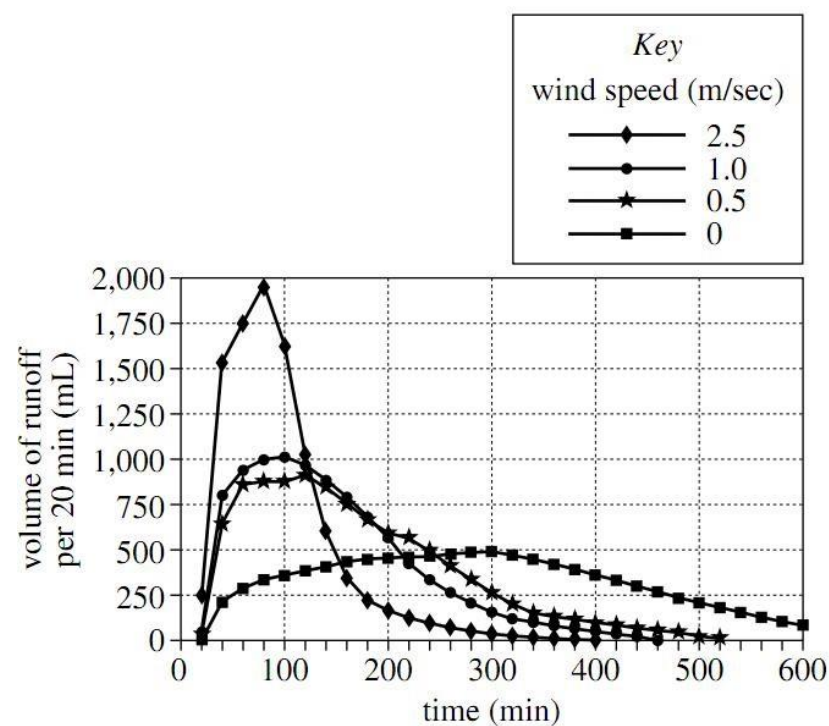


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

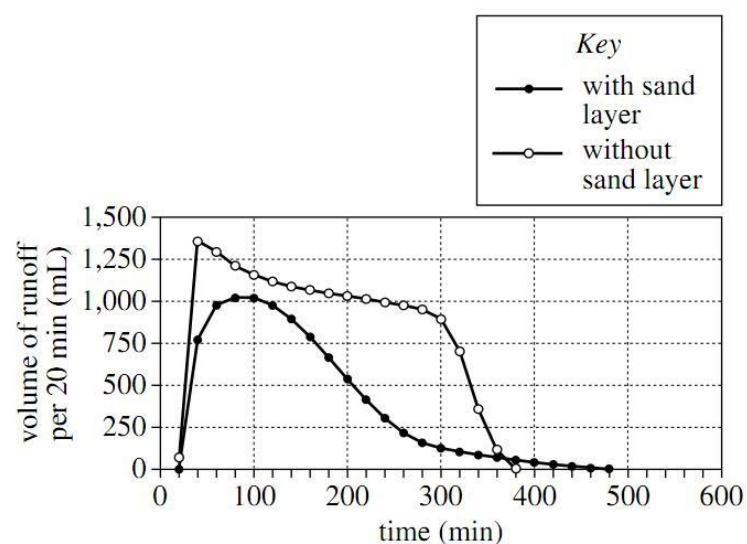


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

Compare the results of the 2 trials in Study 2. In which trial did the volume of runoff per 20 min reach a greater maximum value, and in which trial did the volume of runoff per 20 min decrease to zero from the maximum value in the shorter amount of time?

A. greater maximum – with sand layer, shorter time to zero – with sand layer

B.

- greater maximum – with sand layer, shorter time to zero – without sand layer
 C. greater maximum – without sand layer, shorter time to zero – with sand layer
 D. greater maximum – without sand layer, shorter time to zero – without sand layer

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 757

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C, runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

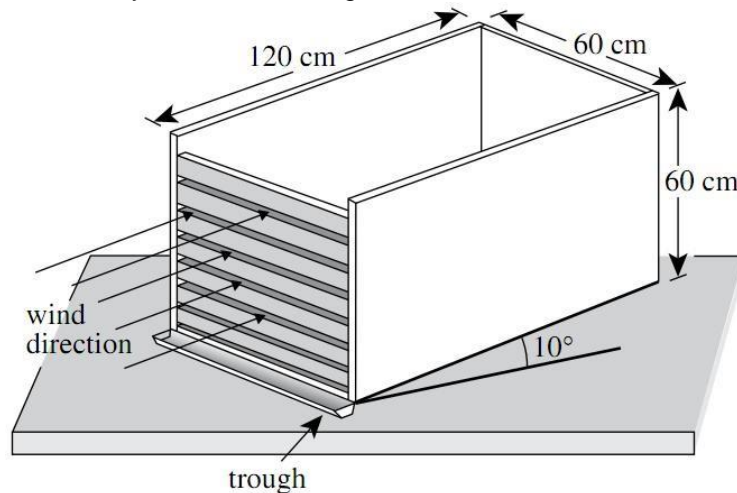


Diagram of Box



Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm³) was placed in the box on top of the layer of sand.

3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

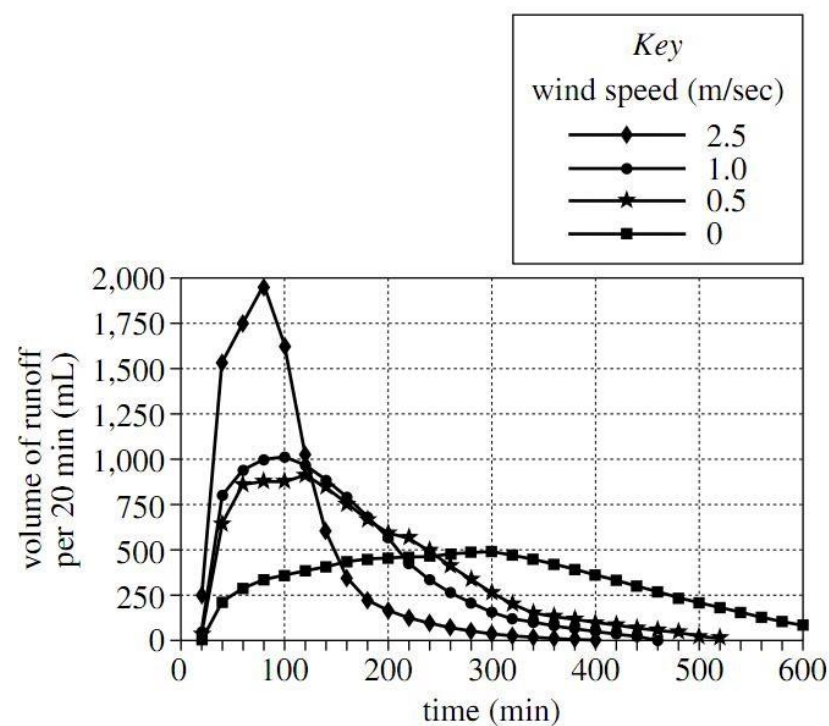


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

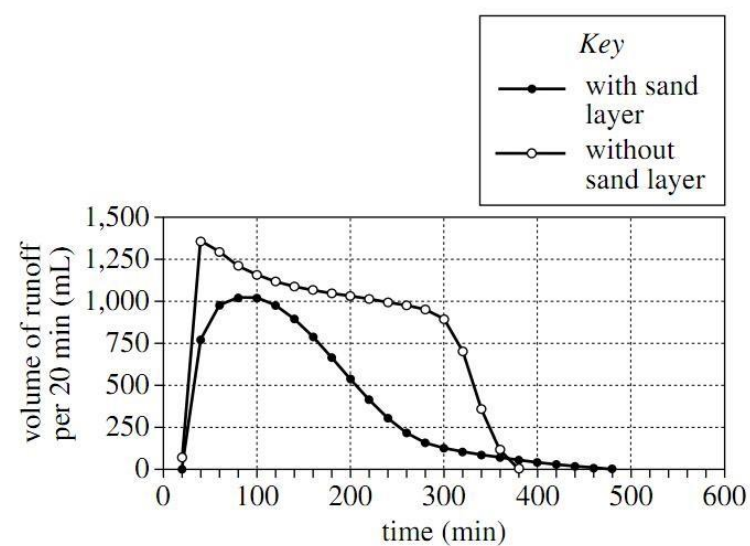
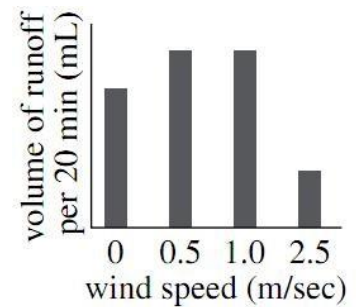
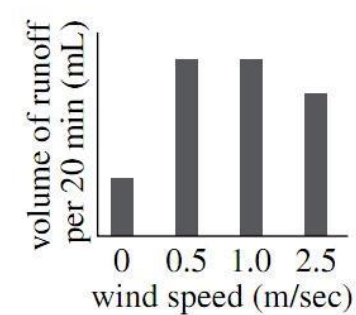
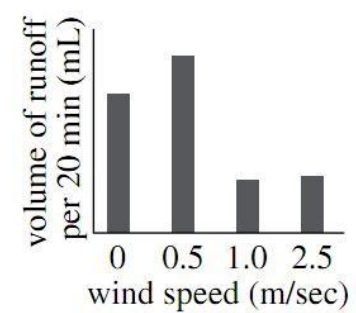
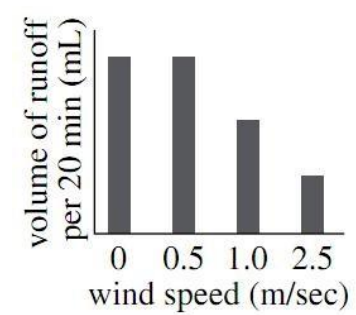


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

The volume of runoff measured at 200 min in Study 1 for the 4 wind speeds is best represented by which of the following graphs?



A.

B.

C.

D.

Correct Answer: D

Section: Science

Explanation

Explanation/Reference:

QUESTION 758

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C, runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

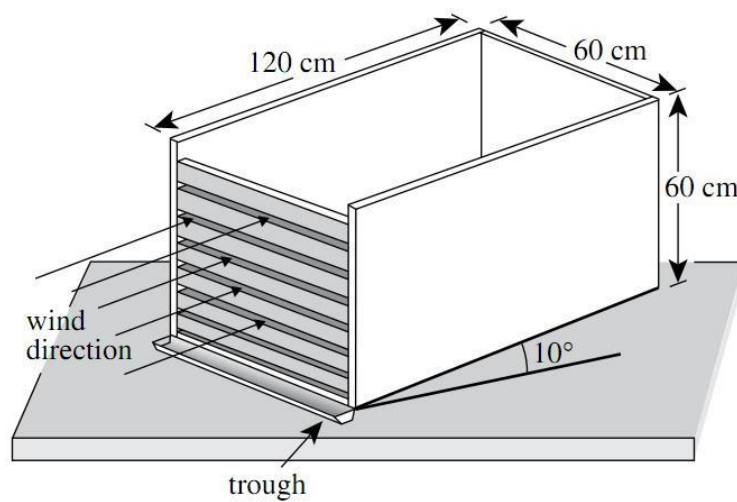


Diagram of Box

Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm³) was placed in the box on top of the layer of sand.
3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

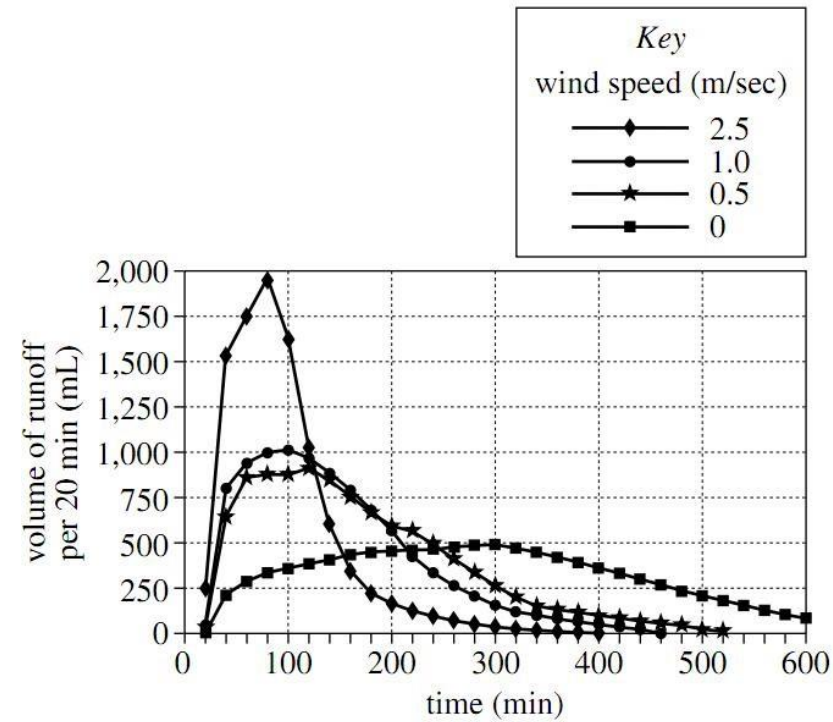


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

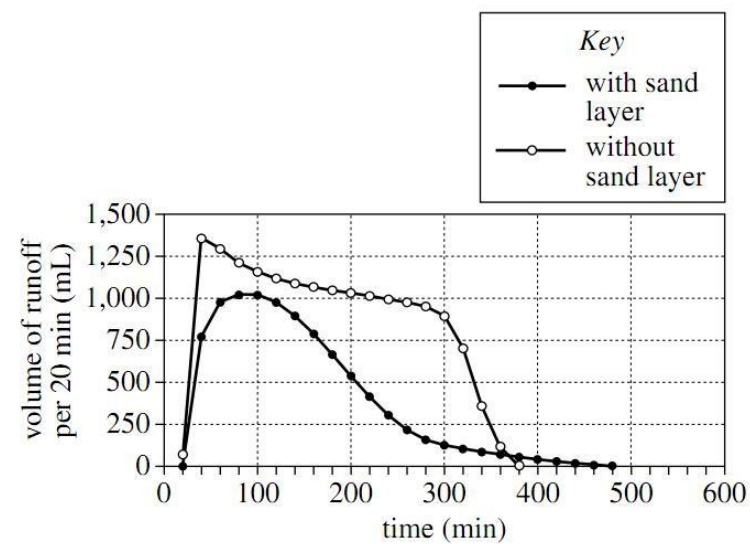


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

Which factor was varied in Study 1 but kept the same in Study 2?

- A. Depth of sand layer
- B. Wind speed
- C. Tilt of box
- D. Type of material that melted

Correct Answer: B

Section: Science

Explanation

Explanation/Reference:

QUESTION 759

Three studies examined how the volume of runoff from melting ice is affected by wind speed and by the presence of sand beneath the ice.

In a lab kept at 18°C, runoff was collected from a plastic box containing melting ice. The box was tilted at 10° and had horizontal openings in its lower end. After flowing through the openings, the runoff fell into a trough (see diagram) and was conveyed to a measuring device.

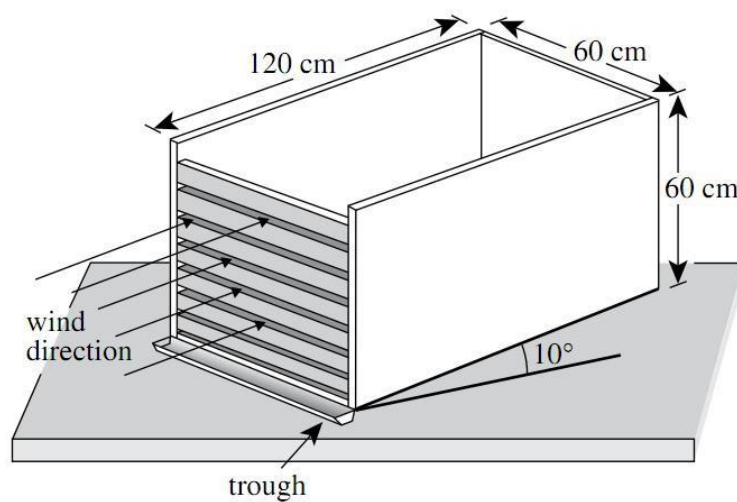


Diagram of Box



Study 1

In each of the first 3 of 4 trials, the following steps were carried out:

1. A 30 cm deep layer of a particular clean, dry sand was placed in the box.
2. A 30 cm deep layer of *chipped ice* (density 0.4 g/cm³) was placed in the box on top of the layer of sand.
3. A fan was turned on to blow air at a constant speed onto the trough end of the box.
4. For the next 600 min, the volume of runoff collected over each 20 min period was measured.

The wind speed was 2.5 m/sec, 1.0 m/sec, and 0.5 m/sec in the first, second, and third trials, respectively.

In the fourth trial, all steps except Step 3 were carried out. (The fan was not turned on).

The results of the 4 trials are shown in Figure 1.

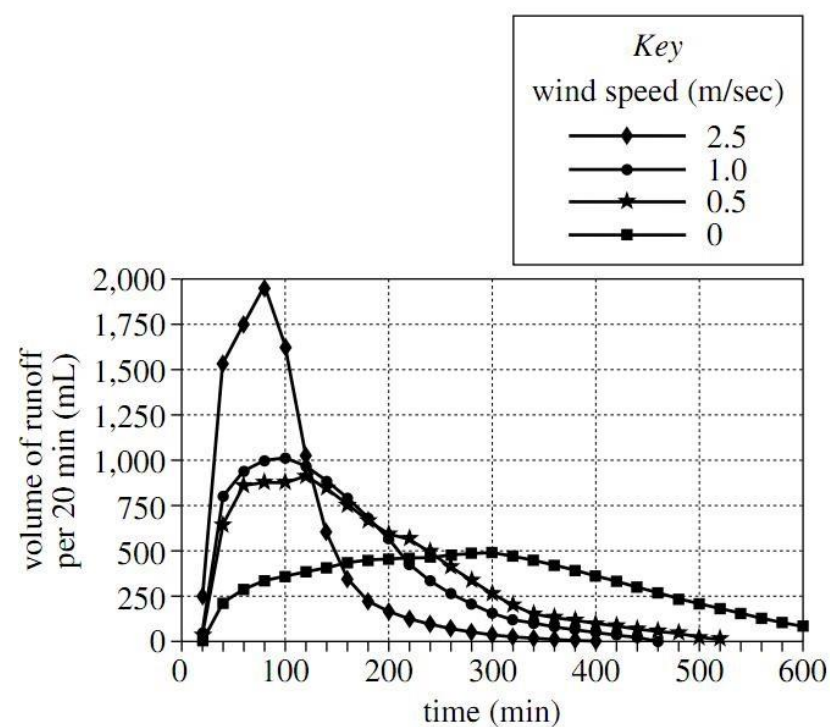


Figure 1

Study 2

The second trial of Study 1 was repeated. Then the second trial of Study 1 was again repeated, except that Step 1 was omitted. (No sand layer was placed in the box.) The results of the 2 trials are shown in Figure 2.

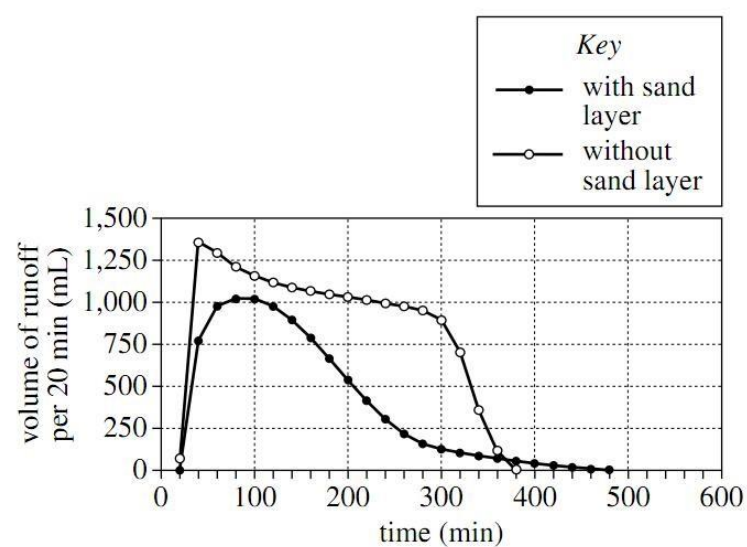


Figure 2

Figures adapted from Masahiko Hasebe and Takanori Kumekawa, "The Effect of Wind Speed on the Snowmelt Runoff Process: Laboratory Experiment." ©1994 by International Association of Hydrological Sciences Publishing.

Based on the diagram and the description of Study 1, which of the following expressions would most likely be used to calculate the *volume* of the sand layer in the plastic box (before chipped ice was placed on top)?

- A. 30 cm × 60 cm × 60 cm
- B. 30 cm × 60 cm × 120 cm
- C. 60 cm × 60 cm × 60 cm

D. 60 cm × 60 cm × 120 cm

Correct Answer: B

Section: Science Explanation

Explanation/Reference:

QUESTION 760

If the expression $\frac{3}{2+x} = \frac{x-5}{2x}$ then one possible value of x could be

- A. -1
- B. -12
- C. -5
- D. 1E. 2

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

Cross multiply and solve for x :

$$3(2x) = (2+x)(x-5)$$

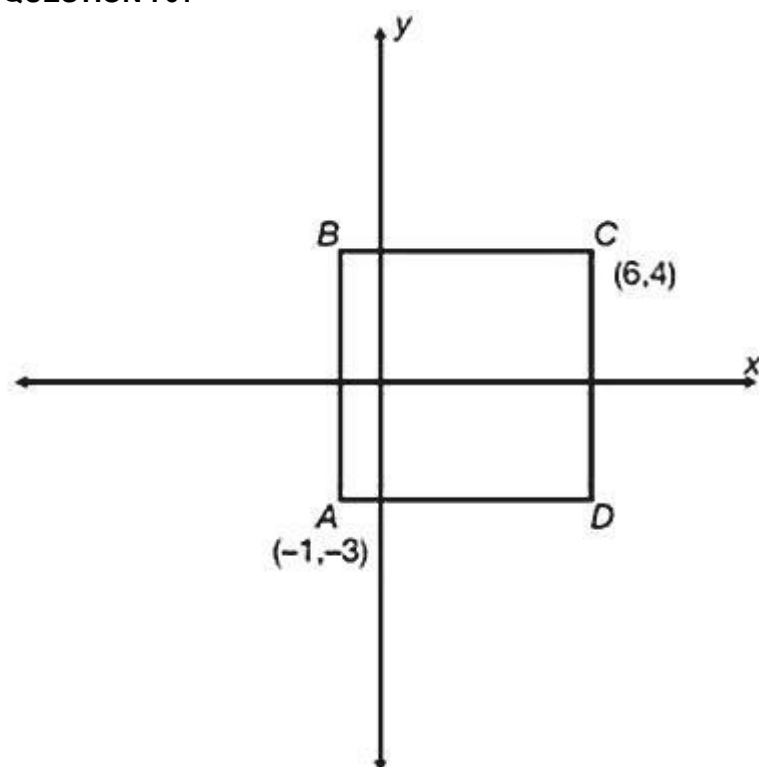
$$6x = x^2 - 3x - 10$$

$$9x - 10 = 0$$

$$(x-10)(x+1) = 0$$

$$x = 10, x = -1$$

QUESTION 761



In the graph above, $ABCD$ is a square. What are the coordinates of point B ?

- A. $(-1, -4)$
 B. $(-1, 4)$ C. $(-1, 6)$ D. $(-3, 1)$ E. $(-3, 4)$

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:
 Point B is the same distance from the y -axis as point A , so the x -coordinate of point B is the same as the x -coordinate of point A : -1 . Point B is the same distance from the x -axis as point C , so the y -coordinate of point B is the same as the y -coordinate of point C : 4 . The coordinates of point B are $(-1, 4)$.

QUESTION 762

Line $y = \frac{2}{3}x - 5$ is perpendicular to line

- A. $y = \frac{2}{3}x + 5$
 B. $y = 5 - \frac{2}{3}x$
 C. $y = -\frac{2}{3}x - 5$
 D. $y = \frac{3}{3}x - 5$
 E. $y = -\frac{2}{3}x + 5$

Correct Answer: E
Section: Math Explanation

Explanation/Reference:

Explanation:
 Perpendicular lines have slopes that are negative reciprocals of each other. The slope of the line given is $\frac{2}{3}$.
 The negative reciprocal of $\frac{2}{3}$ is $-\frac{3}{2}$. Every line with a slope of $-\frac{3}{2}$ is perpendicular to the given line; $y = -\frac{3}{2}x + 5$ is perpendicular to $y = \frac{2}{3}x - 5$.

QUESTION 763 If 30% of r is equal to 75% of s , what is 50% of s if $r = 30$?

- A. 4.5
 B. 6 C. 9
 D. 12
 E. 15

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:
 If $r = 30$, 30% of $r = 0.30 \times 30 = 9$. 9 is equal to 75% of s . If $0.75s = 9$, then $s = 12$. 50% of $s = 0.50 \times 12 = 6$.

QUESTION 764

A dormitory now houses 30 men and allows 42 square feet of space per man. If five more men are put into this dormitory, how much less space will each man have?

- A. 5 square feet B. 6 square feet C. 7 square feet D. 8 square feet
 E. 9 square feet

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:
 $30 \text{ men} \times 42 \text{ square feet} = 1260 \text{ square feet of space}$; $1260 \text{ square feet} \div 35 \text{ men} = 36 \text{ square feet}$; $42 - 36 = 6$, so each man will have 6 less square feet of space.

QUESTION 765 Rob has six songs on his portable music player. How many different four-song orderings can Rob create?

- A. 30
- B. 60
- C. 120D. 360
- E. 720

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

The order of the four songs is important. The orderings A, B, C, D and A, C, B, D contain the same four songs, but in different orders. Both orderings must be counted. The number of six-choose-four orderings is equal to $6 \times 5 \times 4 \times 3 = 360$.

QUESTION 766

The statement “Raphael runs every Sunday” is always true. Which of the following statements is also true?

- A. If Raphael does not run, then it is not Sunday.
- B. If Raphael runs, then it is Sunday.
- C. If it is not Sunday, then Raphael does not run.
- D. If it is Sunday, then Raphael does not run.
- E. If it is Sunday, it is impossible to determine if Raphael runs.

Correct Answer: A

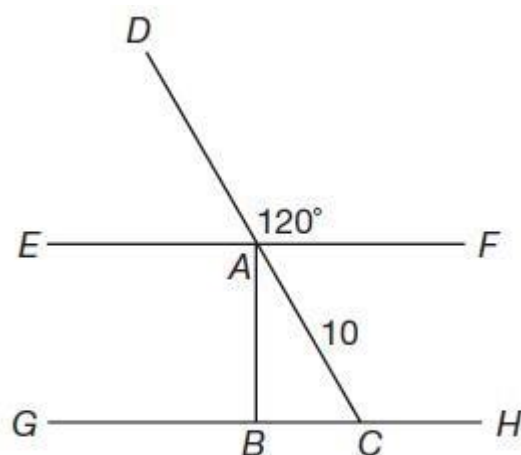
Section: Math Explanation

Explanation/Reference:

Explanation:

The statement “Raphael runs every Sunday” is equivalent to “If it is Sunday, Raphael runs.” The contrapositive of a true statement is also true. The contrapositive of “If it is Sunday, Raphael runs” is “If Raphael does not run, it is not Sunday.”

QUESTION 767



In the diagram above, lines EF and GH are parallel, and line AB is perpendicular to lines EF and GH . What is the length of line AB ?

- A. 5
- $5\sqrt{2}$
- $5\sqrt{3}$
- $10\sqrt{2}$
- $10\sqrt{3}$
- B.
- C.

D.

E.

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Line AB is perpendicular to line BC , which makes triangle ABC a right triangle. Angles DAF and DCH are alternating angles – angles made by a pair of parallel lines cut by a transversal.

$$\angle DAF \cong \angle DCH,$$

therefore, angle $DCH = 120$ degrees. Angles DCH and ACB form a line. There are 180 degrees in a line, so the measure of angle $ACB = 180 - 120 = 60$ degrees. Triangle ABC is a 30-60-90 right triangle, which means that the length of the hypotenuse, AC , is equal to twice the length of the leg opposite the 30-degree angle, BC . Therefore, the length of BC is $10/2$, or 5. The length of the leg opposite the 60-degree angle, AB , is square root of 3 times the length of the other leg, BC . Therefore, the length of AB is

$$5\sqrt{3}.$$

QUESTION 768 The point (2, 1) is the midpoint of a line with endpoints at (-5, 3) and

- A. (-3, 4)
- B. (-7, 2) C. (7, 1)
- D. (9, -1)
- E. (-10, 3)

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

The midpoint of a line is equal to the average x-coordinates and the average y-coordinates of the line's endpoints:

$$\begin{aligned} (-5 + x) / 2 &= 2, \\ -5 + x &= 4, x = 9 \end{aligned}$$

$$\begin{aligned} (3 + y) / 2 &= 1, \\ 3 + y &= 2, y = \\ &-1 \end{aligned}$$

The other endpoint of this line is at (9, -1).

QUESTION 769 Lindsay grows only roses and tulips in her garden. The ratio of roses to tulips in her garden is 5:6. If there are 242 total flowers in her garden, how many of them are tulips?

- A. 22
- B. 40
- C. 110 D. 121
- E. 132

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

The number of roses, 5x, plus the number of tulips, 6x, is equal to 242 total flowers:

$$5x + 6x = 242,$$

$$11x = 242, x =$$

$$22.$$

There are $5 \times 22 = 110$ roses and $6 \times 22 = 132$ tulips in Lindsay's garden.

QUESTION 770

It takes eight people 12 hours to clean an office. How long would it take six people to clean the office?

- A. 9 hours
- B. 15 hours
- C. 16 hours
- D. 18 hours
- E. 24 hours

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

There is an inverse relationship between the number of people and the time needed to clean the office. Multiply the number of people by the hours needed to clean the office: $(8)(12) = 96$. Divide the total number of hours by the new number of people, 6: $(96/6) = 16$. It takes six people 16 hours to clean the office.

QUESTION 771 Greg has nine paintings. The Hickory Museum has enough space to display three of them. From how many different sets of three paintings does Greg have to choose?

- A. 27
- B. 56
- C. 84
- D. 168
- E. 504

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Be careful not to count the same set of three paintings more than once – order is not important. A nine-choose-three combination is equal to

$$\frac{9 \times 8 \times 7}{3 \times 2 \times 1} = \frac{504}{6} = 84$$

QUESTION 772 If the surface area of a cube is 384 cm^2 , what is the volume of the cube?

- A. 64 cm^3
- B. 256 cm^3
- C. 512 cm^3
- D. $1,152 \text{ cm}^3$
- E. $4,096 \text{ cm}^3$

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The surface area of a cube is equal to $6e^2$, where e is the length of one edge of the cube;

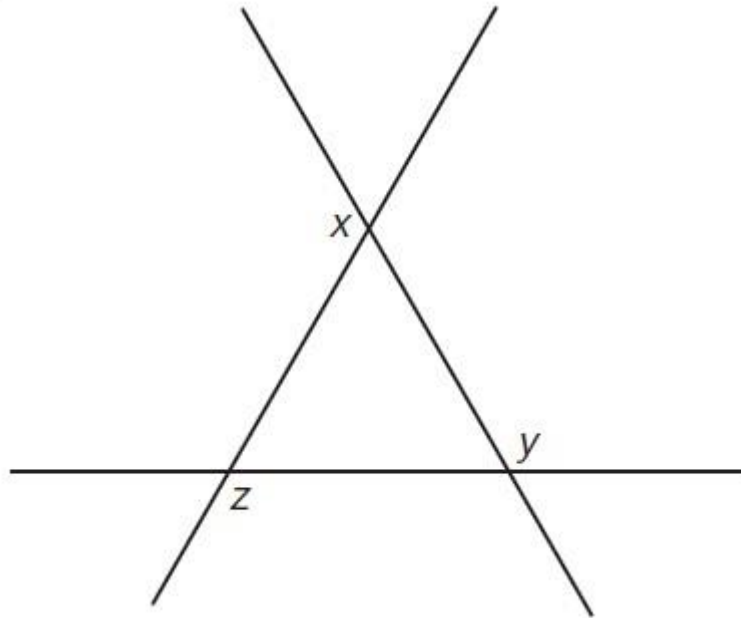
$$6e^2 = 384 \text{ cm}, e^2 =$$

$$64, e = 8 \text{ cm}.$$

The volume of a cube is equal to e^3 ; $(8 \text{ cm})^3 = 512 \text{ cm}^3$.



QUESTION 773



In the diagram above, what is the sum of the measures of the angles x , y , and z ?

- A. 180 degrees
- B. 360 degrees
- C. 540 degrees
- D. 720 degrees
- E. cannot be determined

Correct Answer: B

Section: Math **Explanation**

Explanation/Reference:

Explanation:

There are 180 degrees in a line: $(x + (\text{supplement of angle } x)) + (y + (\text{supplement of angle } y)) + (z + (\text{supplement of angle } z)) = 540$.

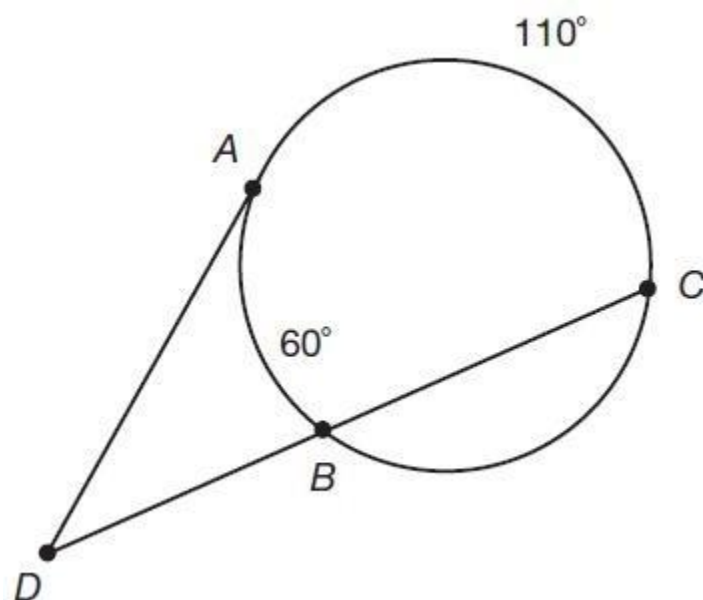
The supplement of angle x , the supplement of angle y , and the supplement of angle z are the interior angles of a triangle.

There are 180 degrees in a triangle, so those supplements sum to 180. Therefore, $x + y + z + 180 = 540$, and $x + y + z = 360$.

QUESTION 774

Given the following figure with one tangent and one secant drawn to the circle, what is the measure of angle ADB ?





- A. 50 degrees B.
85 degrees
C. 60 degrees
D. 110 degrees
E. 25 degrees

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

The measure of an angle in the exterior of a circle formed by a tangent and a secant is equal to half the difference of the intercepted arcs. The two intercepted arcs are AB which is 60° , and AC which is 110° . Find half of the difference of the two arcs;

$$\frac{1}{2} \times (110 - 60) = \frac{1}{2} \times 50 = 25^\circ.$$

QUESTION 775

COST OF BALLONS	
QUANTITY	PRICE PER BALLOON
1	\$1.00
10	\$0.90
100	\$0.75
1,000	\$0.60

Balloons are sold according to the chart above. If a customer buys one balloon at a time, the cost is \$1.00 per balloon. If a customer buys ten balloons at a time, the cost is \$0.90 per balloon. If Carlos wants to buy 2,000 balloons, how much money does he save by buying 1,000 balloons at a time rather than ten balloons at a time?

- A. \$200 B.
\$300

- C. \$500 D.
\$600
E. \$800

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

If Carlos buys ten balloons, he will pay $10 \times \$0.90 = \9 . In order to total 2,000 balloons, Carlos will have to make this purchase $2,000 \div 10 = 200$ times. It will cost him a total of $200 \times \$9 = \$1,800$. If Carlos buys 1,000 balloons, he will pay $1,000 \times \$0.60 = \600 . In order to total 2,000 balloons, Carlos will have to make this purchase $2,000 \div 1,000 = 2$ times. It will cost him a total of $2 \times \$600 = \$1,200$. It will save Carlos $\$1,800 - \$1,200 = \$600$ to buy the balloons 1,000 at a time.

QUESTION 776

If $\frac{ab}{c} = d$, and a and c are doubled, what happens to the value of d ?

- A. The value of d remains the same.
B. The value of d is doubled.
C. The value of d is four times greater.
D. The value of d is halved.
E. The value of d is four times smaller.

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

Explanation:

If a and c are doubled, the fraction on the left side of the equation becomes

$$\frac{2ab}{2c}$$

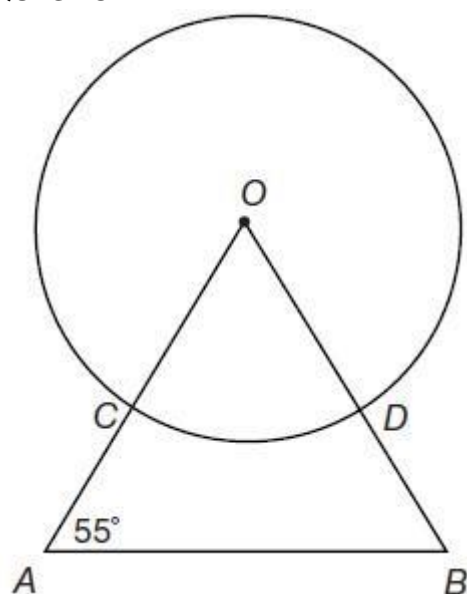


The fraction has been multiplied by $\frac{2}{2}$ which is equal to 1. Multiplying a fraction by 1 does not change its value:

$$\frac{2ab}{2c} = \frac{ab}{c} = d$$

The value of d remains the same.

QUESTION 777



In the diagram above, line OA is congruent to line OB . What is the measure of arc CD ?

- A. 27.5 degrees
- B. 55 degrees
- C. 70 degrees
- D. 110 degrees
- E. 125 degrees

Correct Answer: C

Section: Math **Explanation**

Explanation/Reference:

Explanation:

Triangle AOB is isosceles because line OA is congruent to line OB . Angles A and B are both 55 degrees, which means that angle $O = 180 - (55 + 55) = 70$ degrees. Angle O is a central angle and arc CD is its intercepted arc. A central angle and its intercepted arc are equal in measure, so the measure of arc CD is 70 degrees.

QUESTION 778

The expression $\frac{x\sqrt{32}}{\sqrt{4x}}$ is equivalent to:

- $2\sqrt{2}$ A.
- $\frac{\sqrt{2}}{2}$ B.
- $\frac{2\sqrt{2}}{\sqrt{x}}$ C.
- $\frac{x\sqrt{2}}{\sqrt{x}}$ D.
- $\frac{2x\sqrt{2}}{\sqrt{x}}$ E.

Correct Answer: E

Section: Math

Explanation

Explanation/Reference:

Explanation:

Simplify the numerator:

$$x\sqrt{32} = x\sqrt{16} \times \sqrt{2} = 4x\sqrt{2}$$

Simplify the denominator:

$$\sqrt{4x} = \sqrt{4} \times \sqrt{x} = 2\sqrt{x}$$

Divide the numerator and denominator by 2:

$$\frac{4x\sqrt{2}}{2\sqrt{x}} = \frac{2x\sqrt{2}}{\sqrt{x}}$$

QUESTION 779 What is the next number in the series below?

3 16 6 12 12 8

- A. 4

B. 15
C. 20
D. 24
E. 32

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

This series actually has two alternating sets of numbers. The first number is doubled, giving the third number. The second number has 4 subtracted from it, giving it the fourth number. Therefore, the blank space will be 12 doubled, or 24.

QUESTION 780 The volume of a glass of water placed in the sun decreases by 20%. If there are 240 mL of water in the glass now, what was the original volume of water in the glass?

A. 192 ml
B. 260 ml
C. 288 ml
D. 300 ml
E. 360 ml

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

The original volume of water, x , minus 20% of x , $0.20x$, is equal to the current volume of water, 240 ml.

$$x - 0.20x = 240 \text{ ml}$$

$$0.8x = 240 \text{ ml}$$

$$x = 300 \text{ ml}$$

QUESTION 781

What is the tenth term of the pattern below?

$$\frac{2}{3}, \frac{4}{9}, \frac{8}{27}, \frac{16}{81}, \dots$$

A. $\frac{20}{30}$

B. $\frac{2^{10}}{3}$

C. $\frac{2}{3^{10}}$

D. $\left(\frac{2}{3}\right)^{\frac{2}{3}}$

E. $\left(\frac{2}{3}\right)^{10}$

E.

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

Each term in the pattern is equal to the fraction $\frac{2}{3}$ raised to an exponent that is equal to the position of the term in the sequence. The first term in the sequence is equal to $(\frac{2}{3})^1$, the second term is equal to $(\frac{2}{3})^2$, and so on. Therefore, the tenth term in the sequence will be equal to $(\frac{2}{3})^{10}$.

QUESTION 782

How does the area of a rectangle change if both the base and the height of the original rectangle are tripled?

- A. The area is tripled.
- B. The area is six times larger.
- C. The area is nine times larger.
- D. The area remains the same.
- E. The area cannot be determined.

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Since both dimensions are tripled, there are two additional factors of 3. Therefore, the new area is $3 \times 3 = 9$ times as large as the original. For example, use a rectangle with a base of 5 and height of 6. The area is $5 \times 6 = 30$ square units. If you multiply each side length by 3, the new dimensions are 15 and 18. The new area is 15×18 , which is 270 square units. By comparing the new area with the original area, 270 square units is nine times larger than 30 square units; $30 \times 9 = 270$.

QUESTION 783

The equation $y = \frac{x+6}{x^2+7x-18}$ is undefined when $x =$

- A. -9 B.
- 2
- C. -6
- D. 0 E. 9

Correct Answer: A

Section: Math Explanation

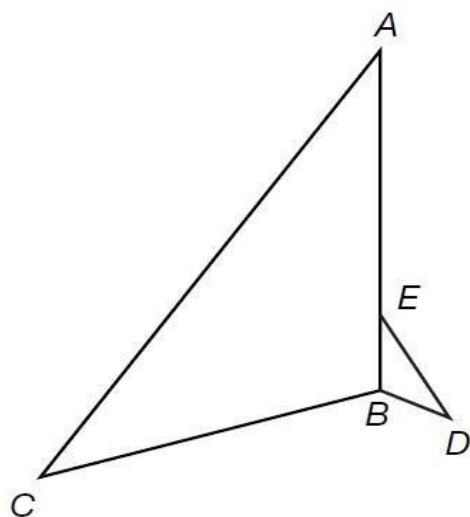
Explanation/Reference:

Explanation:

An equation is undefined when the value of a denominator in the equation is equal to zero. Set $x^2 + 7x - 18$ equal to zero and factor the quadratic to find its roots:

$$x^2 + 7x - 18 (x+9)(x-2) = 0 \quad x = -9, x = 2$$

QUESTION 784



In the diagram above, angle A is congruent to angle BED , and angle C is congruent to angle D . If the ratio of the length of AB to the length of EB is 5:1, and the area of triangle $BED = 5a^2 + 10$, what is area of triangle ABC ?

- A. $5a^2 + 10$
- B. $25a^2 + 50$
- C. $25a^2 + 100$
- D. $125a^2 + 250$
- E. Cannot be determined.

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

Triangles ABC and BED have two pairs of congruent angles. Therefore, the third pair of angles must be congruent, which makes these triangles similar. If the area of the smaller triangle, BED , is equal to

$$\frac{bh}{2},$$

then the area of the larger triangle, ABC , is equal to

$$\frac{5b \times 5h}{2}$$

$$25 \times \frac{bh}{2},$$

The area of triangle ABC is 25 times larger than the area of triangle BED . Multiply the area of triangle BED by 25:

$$25 \times (5a^2 + 10) = 125a^2 + 250.$$

QUESTION 785

The number p is greater than 0, a multiple of 6, and a factor of 180. How many possibilities are there for the value of p ?

- A. 7
- B. 8
- C. 9
- D. 10
- E. 11

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The positive factors of 180 (the positive numbers that divide evenly into 180) are 1, 2, 3, 4, 5, 6, 9, 10, 12, 15, 18, 20, 30, 36, 45, 60, 90, and 180. Of these numbers, 8 (6, 12, 18, 30, 36, 60, 90, and 180) are multiples of 6.

QUESTION 786 If $g > 0$ and $h < 0$, which of the following is always positive?

- A. $g \times h$ B.
 $g + h$
C. $g - h$
D. $|h| - |g|$ E. h^g

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

A positive number minus a negative number will not only always be a positive number, but will also be a positive number greater than the first operand. $g \times h$ will always be negative when one multiplicand is positive and the other is negative. $g + h$ will be positive when the absolute value of g is greater than the absolute value of h , but $g + h$ will be negative when the absolute value of g is less than the absolute value of h . $|h| - |g|$ will be positive when $|h|$ is greater than g , but $|h| - |g|$ will be negative when $|h|$ is less than g . h^g will be positive when g is an even, whole number, but negative when g is an odd, whole number.

QUESTION 787 FILL

BLANK

The length of a room is three more than twice the width of the room. The perimeter of the room is 66 feet. What is the length of the room?

Correct Answer: 23

Section: Math Explanation

Explanation/Reference:

Explanation:

If x is the width of the room, then $3 + 2x$ is the length of the room. The perimeter is equal to



$$x + x + (3 + 2x) + (3 + 2x) = 66;$$

$$6x + 6 = 66;$$

$$6x = 60; x =$$

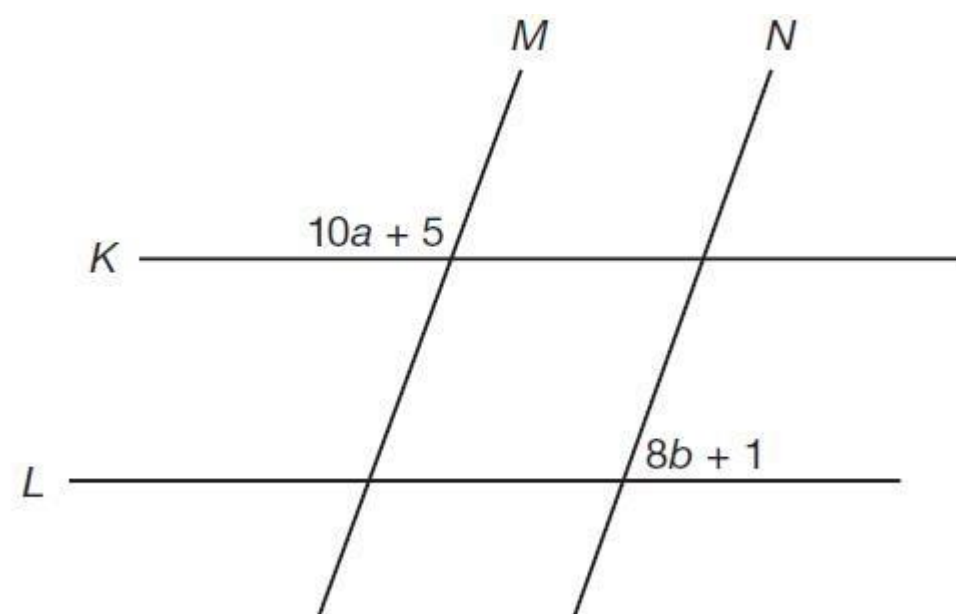
$$10.$$

The length of the room is equal to $2x + 3$, 2

$$\times 10 + 3 = 23 \text{ feet.}$$

QUESTION 788

FILL BLANK



In the diagram above, lines K and L are parallel, and lines M and N are parallel. If $b = 8$, then $a = ?$

Correct Answer: 11

Section: Math Explanation

Explanation/Reference:

Explanation:

The labeled angle formed by lines M and K and the supplement of the labeled angle formed by lines L and N are alternating angles. Therefore, they are congruent. The angle labeled $(10a + 5)$ and its supplement, which is equal to $(8b + 1)$, total 180° : $(10a + 5) + (8b + 1) = 180$. If $b = 8$, then:

$$\begin{aligned}(10a + 5) + (8 \times 8 + 1) &= 180 \\ 10a + 70 &= 180 \\ 10a &= 110 \quad a = \\ 11\end{aligned}$$



QUESTION 789

FILL BLANK

If $6x + 9y - 15 = -6$, what is the value of $-2x - 3y + 5$?

Correct Answer: 2

Section: Math Explanation

Explanation/Reference:

Explanation:

The first expression, $6x + 9y - 15$, is -3 times the second expression, $-2x - 3y + 5$ (multiply each term in the second expression by -3 and you'd get the first expression). Therefore, the value of the first expression, -6 , is -3 times the value of the second expression. So, you can find the value of the second expression by dividing the value of the first expression by -3 :

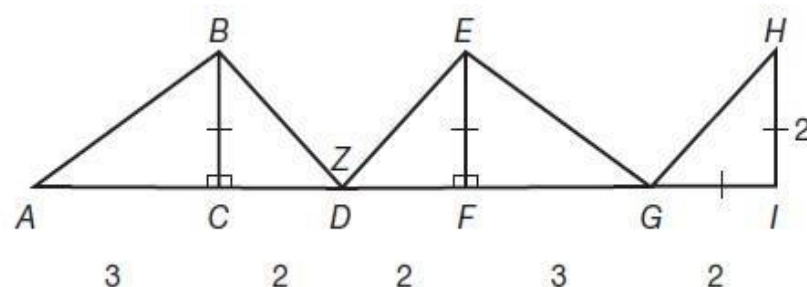
$$(-6) \div (-3) = 2.$$

The value of $-3x - 3y + 5 \times 2$ is just $-1/3$ times the value of $6x + 9y - 15 \times (-6)$ since $-2x - 3y + 5$ itself is $-1/3$ times $6x + 9y - 15$.

QUESTION 790

FILL BLANK

Find the measure of angle Z .



Correct Answer: 90

Section: Math Explanation

Explanation/Reference:

Explanation:

Triangle DBC and triangle DEF are isosceles right triangles, which means the measures of angle BDC and angle EDF both equal 45° ;

$$180 - (\angle BDC + \angle EDF) = \angle Z;$$

$$\angle Z = 180 - 90 = 90^\circ$$

QUESTION 791

FILL BLANK

If the distance from point $(-2, m)$ to point $(4, -1)$ is 10 units, what is the positive value of m ?

Correct Answer: 7

Section: Math Explanation

Explanation/Reference:

Explanation:

First, use the distance formula to form an equation that can be solved for m :

$$\text{distance} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

$$10 = \sqrt{(4 - (-2))^2 + ((-1) - m)^2}$$

$$10 = \sqrt{6^2 + (-1 - m)^2}$$

$$10 = \sqrt{36 + m^2 + 2m + 1}$$

$$10 = \sqrt{m^2 + 2m + 37}$$

$$100 = m^2 + 2m + 37$$

$$m^2 + 2m - 63 = 0$$

Now factor $m^2 + 2m - 63$: $(m + 9) \times (m - 7) = 0$ $m = 7$, $m = -9$.

The positive value of m is 7.

QUESTION 792

FILL BLANK

The length of a rectangular prism is four times the height of the prism and one-third the width of the prism. If the volume of the prism is 384 in^3 , what is the width of the prism?

Correct Answer: 24

Section: Math

Explanation

Explanation/Reference:

Explanation:

If the height of the prism is h , then the length of the prism is four times that, $4h$. The length is one-third of the width, so the width is three times the length: $12h$. The volume of the prism is equal to its length multiplied by its width multiplied by its height:

$$h \times 4h \times 12h$$

$$48h^3 = 384 \quad h^3 =$$

$$8 \quad h = 2$$

The height of the prism is 2 in, the length of the prism is $2 \text{ in} \times 4 = 8 \text{ in}$, and the width of the prism is $8 \text{ in} \times 3 = 24 \text{ in}$.

QUESTION 793 FILL

BLANK

If $2a^2 + b = 10$ and $-(b/4 + 3a) = 11$, what is the positive value of a ?

Correct Answer: 3

Section: Math Explanation

Explanation/Reference:

Explanation:

Solve $2a^2 + b = 10$ for b : $b =$
 $10 - 2a^2$.

Substitute $(10 - 2a^2)$ for b in the second equation and solve for a :

$$-\frac{10 - 2a^2}{4} + 3a = 11$$

$$-10 + 2a^2 + 12a = 44$$

$$2a^2 + 12a - 54 = 0 \quad 2a$$

$$-6 = 0, \quad a = 3 \quad a + 9 =$$

$$0, \quad a = -9$$

The positive value of a is 3.

QUESTION 794

FILL BLANK

Stephanie buys almonds at the grocery store for \$1.00 per pound. If she buys 4 pounds of almonds and pays a 5% tax on her purchase, what is Stephanie's total bill?

Correct Answer: 4.20

Section: Math Explanation

Explanation/Reference:

Explanation:

If one pound of almonds costs \$1.00, then 4 pounds of almonds costs $4 \times \$1.00 = \4.00 . If Stephanie pays a 5% tax, then she pays $\$4.00 \times 0.05 = \0.20 in tax. Her total bill is $\$4.00 + \$0.20 = \$4.20$.

QUESTION 795

FILL BLANK

The ratio of the number of linear units in the circumference of a circle to the number of square units in the area of that circle is 2:5. What is the radius of the circle?

Correct Answer: 5

Section: Math Explanation

Explanation/Reference:

Explanation:

The circumference of a circle $= 2\pi r$ and the area of a circle $= \pi r^2$. If the ratio of the number of linear units in the circumference to the number of square units in the area is 2:5, then five times the circumference is equal to twice the area:

$$5 \times 2\pi r = 2(\pi r)^2$$

$$10\pi r = 2\pi r^2$$

$$10r = 2r^2 \quad 5r = r^2 \quad r = 5$$

The radius of the circle is equal to 5.

QUESTION 796

Which of the following number pairs is in the ratio 4:5?

- A. $\frac{1}{4}, \frac{1}{5}$ B. $\frac{1}{5}, \frac{1}{4}$ C. $\frac{1}{5}, \frac{4}{5}$
 D. $\frac{4}{5}, \frac{5}{4}$
 E. $1, \frac{4}{5}$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Two numbers are in the ratio 4:5 if the second number is $\frac{5}{4}$ times the value of the first number; $\frac{1}{4}$ is $\frac{5}{4}$ times the value of $\frac{1}{5}$.

QUESTION 797 When $x = -3$, the expression $-2x^2 + 3x - 7 =$:

- A. -34. B. -27. C. -16.
 D. -10.
 E. 2.

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

Substitute -3 for x:

$$-2 \times (-3)^2 + 3 \times (-3) - 7 = -2 \times 9 - 9 - 7 = -18 - 16 = -34$$

QUESTION 798 What is the slope of the line $-3y = 12x - 3$?

- A. -4
 B. -3
 C. 1
 D. 4
 E. 12

Correct Answer: A

Section: Math Explanation

Explanation/Reference: Explanation:

First, convert the equation to slope-intercept form: $y = mx + b$. Divide both sides of the equation by -3:

$$\frac{-3y}{-3} = \frac{12x - 3}{-3}$$

$$y = -4x + 1$$

The slope of a line written in this form is equal to the coefficient of the x term. The coefficient of the x term is -4, so the slope of the line is -4.

QUESTION 799

If $0.34 < x < 0.40$ and $\frac{5}{16} < x < \frac{9}{20}$, which of the following could be x?

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

Correct Answer: C

Section: Math Explanation

Explanation/Reference:



Explanation:

$\frac{5}{16} = 0.3125$ and $\frac{9}{20} = 0.45$; $\frac{3}{8} = 0.375$ which is between 0.34 and 0.40, and between 0.3125 and 0.45.

QUESTION 800

A store prices a coat at \$85. During a sale, the coat is sold at 20% off. After the sale, the store raises the price of the coat 10% over its sale price. What is the price of the coat now?

- A. \$18.70 B. \$61.20 C. \$68.00 D. \$74.80
E. \$93.50

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

20% of \$85 = $0.20 \times \$85 = \17 . While on sale, the coat is sold for $\$85 - \$17 = \$68$; 10% of \$68 = $0.10 \times \$68 = \6.80 .

After the sale, the coat is sold for $\$68 + \$6.80 = \$74.80$.

QUESTION 801

The expression $4x^2 - 2x + 3$ is equal to 3 when $x = 0$ and when $x =$

- A. $-\frac{1}{2}$
B. $-\frac{1}{4}$
C. $\frac{1}{8}$ D. $\frac{1}{4}$
E. $\frac{1}{2}$

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

Set the expression $4x^2 - 2x + 3$ equal to 3 and solve for x : $4x^2$

$- 2x + 3 = 3$

$4x^2 - 2x + 3 - 3 = 3 - 3$

$4x^2 - 2x = 0$ $4x \times$

$(x - \frac{1}{2}) = 0$ $x = 0$,

$x = \frac{1}{2}$



QUESTION 802 A spinner is divided into eight equal regions, labeled one through eight. If Jenna spins the wheel, what is the probability that she will spin a number that is less than four and greater than two?

- A. $\frac{1}{8}$
B. $\frac{9}{32}$
C. $\frac{3}{8}$ D. $\frac{1}{2}$
E. $\frac{3}{4}$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

There are three numbers on the wheel that are less than four (1, 2, 3), but only one of those numbers (3) is greater than two. The probability of Jenna spinning a number that is both less than 4 and greater than 2 is $\frac{1}{8}$.

QUESTION 803 The length of an edge of a cube is equal to half the height of a cylinder that has a volume of 160π cubic units. If the radius of the cylinder is 4 units, what is the surface area of the cube?

- A. 64 square units
B. 96 square units

- C. 100 square units
D. 125 square units
E. 150 square units

Correct Answer: E
Section: Math Explanation

Explanation/Reference:

Explanation:

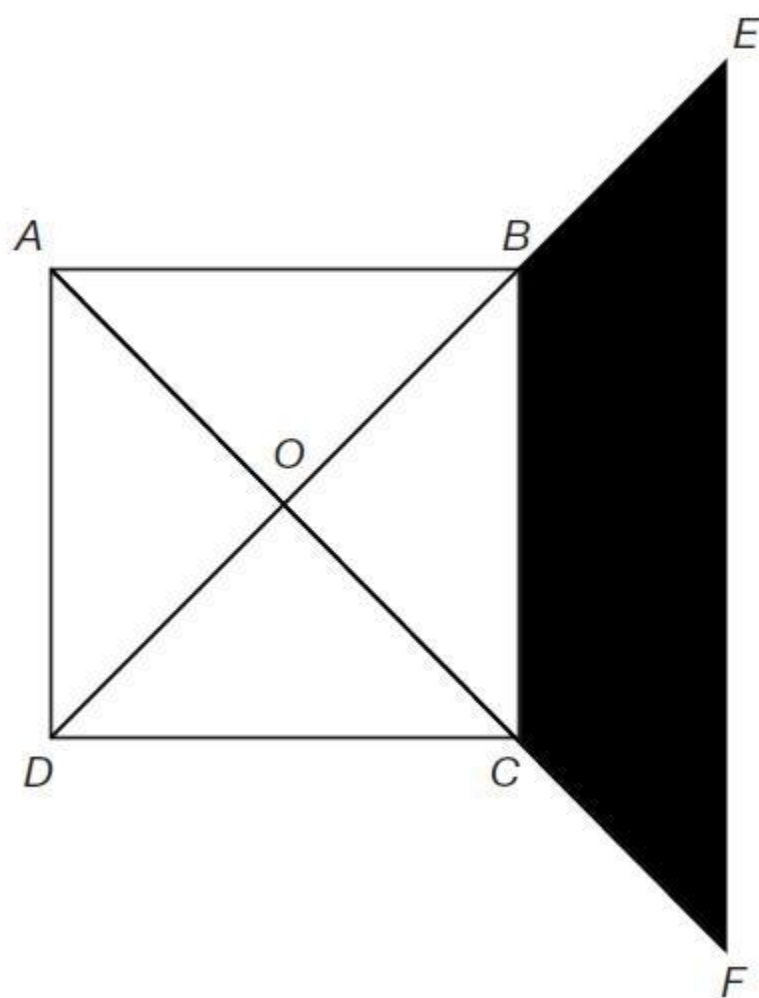
The volume of a cylinder is equal to $\pi r^2 h$. The volume of the cylinder is 160π and its radius is 4. Therefore, the height of the cylinder is equal to:

$$160\pi = \pi \times 4^2 \times h$$

$$160 = 16h \quad h = 10$$

The length of an edge of the cube is equal to half the height of the cylinder. The edge of the cube is 5 units. The surface area of a cube is equal to $6e^2$, where e is the length of an edge of the cube. The surface area of the cube = $6 \times 5^2 = 6 \times 25 = 150$ square units.

QUESTION 804



In the diagram above, $ABCD$ is a square with an area of 100 cm^2 and lines BD and AC are the diagonals of $ABCD$. If line EF is parallel to line BC and the length of line $CF = 3\sqrt{2} \text{ cm}$, which of the following is equal to the shaded area?

- A. 25 cm^2
B. 39 cm^2
C. 64 cm^2
D. 78 cm^2
E. 89 cm^2

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:

The area of a square is equal to S^2 where S is the length of one side of the square. A square with an area of 100 cm^2 has sides that are each equal to

$$\sqrt{100} = 10 \text{ cm}$$

The diagonal of a square is equal to square root of 2 times the length of a side of the square. Therefore, the lengths of diagonals AC and BD are $10\sqrt{2}$ cm. Diagonals of a square bisect each other at right angles, so the lengths of segments OB and OC are each $5\sqrt{2}$ cm. Since lines BC and EF are parallel and lines OC and OB are congruent, lines BE and CF are also congruent. The length of line OF is equal to the length of line OC plus the length of line CF .

$$5\sqrt{2} + 3\sqrt{2} = 8\sqrt{2} \text{ cm.}$$

In the same way, $OE = OB + BE =$

$$= 5\sqrt{2} + 3\sqrt{2} = 8\sqrt{2} \text{ cm.}$$

The area of a triangle is equal to $\frac{1}{2}bh$, where b is the base of the triangle and h is the height of the triangle. EOF is a right triangle, and its area is equal to

$$\frac{1}{2} \times 8\sqrt{2} \times 2\sqrt{2} = \frac{1}{2} \times 64 \times 2 = 64 \text{ cm}^2$$

The size of the shaded area is equal to the area of EOF minus one-fourth of the area of $ABCD$:

$$64 - \frac{1}{4} \times 100 = 64 - 25 = 39 \text{ cm}^2.$$

QUESTION 805

Which of the following has the greatest value when $x = -1/4$?

A. x^{-1}

B. $-\frac{3}{8x}$

C. $4x + 3$

D. $16x$

E. $\frac{1}{81^x}$

Correct Answer: E
Section: Math Explanation

Explanation/Reference: Explanation:

$$x^{-1} = \frac{1}{x} = \frac{1}{-\frac{1}{4}} = -4;$$

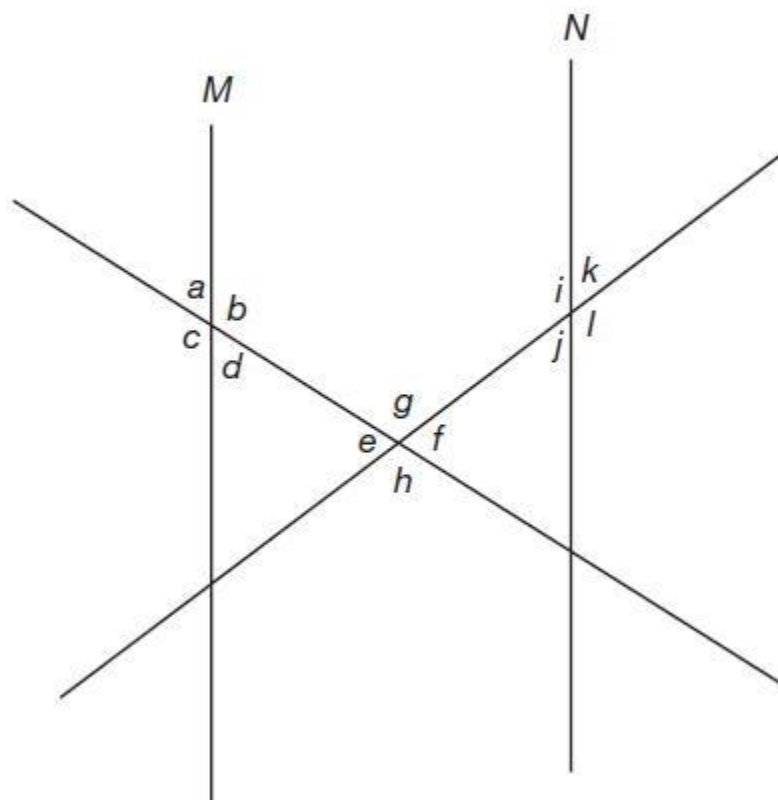
$$-\frac{3}{8x} = -\frac{3}{8\left(-\frac{1}{4}\right)} = \frac{3}{2};$$

$$4x + 3 = 4\left(-\frac{1}{4}\right) + 3 = -1 + 3 = 2;$$

$$16^x = 16^{-1/4} = \frac{1}{16^{1/4}} = \frac{1}{2};$$

$$\frac{1}{81^x} = \frac{1}{81^{-1/4}} = \frac{81^{1/4}}{1} = 3.$$

QUESTION 806



In the diagram above, lines M and N are parallel. All of the following are true EXCEPT:

- A. $a + b = j + l$.
- B. $g = h$.
- C. $c + f = f + b$.
- D. $g + e + f + h = 360$.
- E. $d + e = f + j$.



Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

Angles e and f are vertical angles, so

$$\angle e \cong \angle f$$

However, angle d and angle j are not alternating angles. These angles are formed by different transversals. It cannot be stated that

$$\angle d \cong \angle j,$$

therefore, it cannot be stated that $d + e = f + j$.

QUESTION 807

Melissa runs the 50-yard dash five times, with times of 5.4 seconds, 5.6 seconds, 5.4 seconds, 6.3 seconds, and 5.3 seconds. If she runs a sixth dash, which of the following would change the mean and mode of her scores, but not the median?

- A. 5.3 seconds
- B. 5.4 seconds
- C. 5.5 seconds
- D. 5.6 seconds
- E. 6.3 seconds

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

Explanation:

Melissa's mean time for the first five dashes is

$$\frac{5.4 + 5.6 + 6.3 + 5.3}{5} = \frac{28}{5} = 5.6$$

Her times, in order from least to greatest, are: 5.3, 5.4, 5.4, 5.6, and 6.3. The middle score, or median, is 5.4. The number that appears most often, the mode, is 5.4. A score of 5.3 means that the mean will decrease and that the mode will no longer be 5.4 alone. The mode will now be 5.3 and 5.4. The median, however, will remain 5.4.

QUESTION 808

If $x \neq 0$, and $y \neq 0$,

$$\frac{\frac{xy}{y} + xy}{\frac{xy}{x}} =$$

$$\frac{x}{y} + 1$$

$$\frac{x}{y} + x$$

$$\frac{x}{y} + y$$

A.

B.

C.

D. $2xy$

E. $y^2 + x$

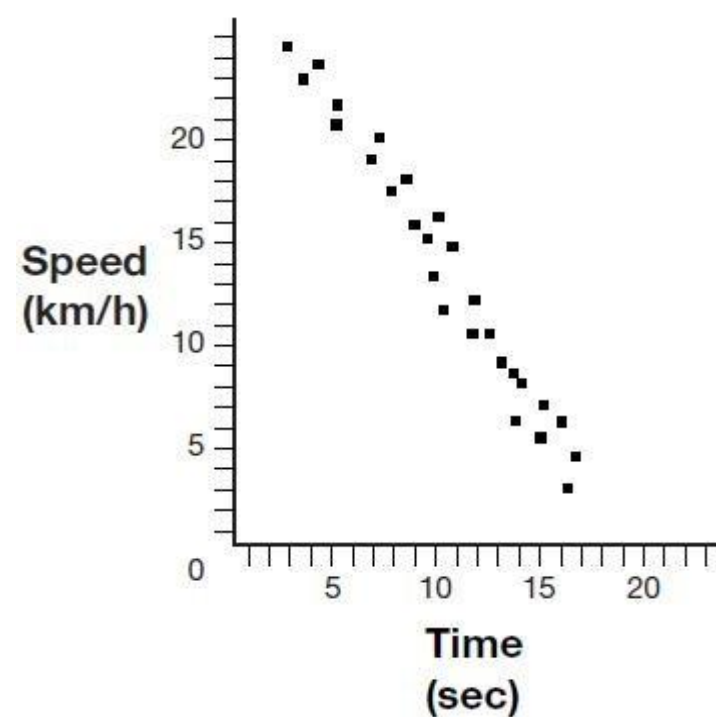
Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:

$$\frac{\frac{xy}{y} + xy}{\frac{xy}{x}} = \left(\frac{xy}{y} + xy\right) \times \left(\frac{x}{xy}\right) = \frac{x}{y} + x$$

QUESTION 809



The scatter plot above shows the speeds of different runners over time. Which of the following could be the equation of the line of best fit?

- A. $S = -2 \times (t - 15)$
- B. $S = -t + 25$
- C. $S = -1/2 \times (t - 10)$
- D. $S = -1/2 \times (t - 20)$
- E. $S = 2 \times (t + 15)$



Correct Answer: A

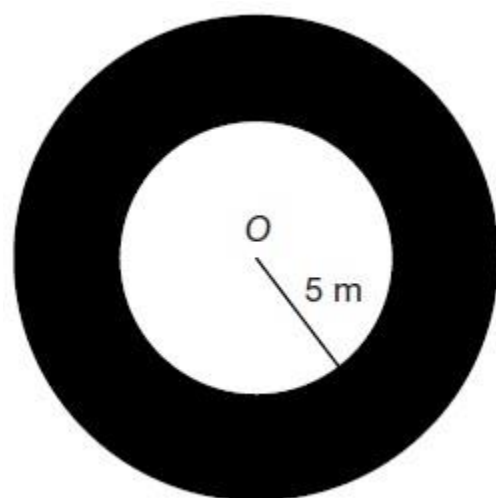
Section: Math Explanation

Explanation/Reference:

Explanation:

If a straight line were drawn through as many of the plotted points as possible, it would have a negative slope. The line slopes more sharply than the line $y = -x$ (a line with a slope of -1), so the line would have a slope more negative than -1 . The line would also have a y-intercept well above the x-axis. The only equation given with a slope more negative than -1 is $S = -2 \times (t - 15)$.

QUESTION 810



The radius of the outer circle shown above is 1.2 times greater than the radius of the inner circle. What is the area of the shaded region?

- A. $6\pi \text{ m}^2$
 B. $9\pi \text{ m}^2$
 C. $25\pi \text{ m}^2$ D. $30\pi \text{ m}^2$
 E. $36\pi \text{ m}^2$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation: The area of a circle is equal to πr^2 . The radius of the inner circle is 5 m; therefore, the area of the inner circle is $25\pi \text{ m}^2$. The radius of the outer circle is $1.2 \times 5 = 6 \text{ m}$; therefore, the area of the outer circle is 36π . Subtract the area of the inner circle from the area of the outer circle: $36\pi - 25\pi = 9\pi \text{ m}^2$.

QUESTION 811

If $m = 6$, then the expression $\frac{m^2}{3} - 4m + 10$ is equal to

- A. -12
 B. -2
 C. 6
 D. 12
 E. 22

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

$$\frac{6^2}{3} - 4 \times 6 + 10 = \frac{36}{3} - 24 + 10 = 12 - 14 = -2$$



QUESTION 812 Which of the following is the midpoint of a line with endpoints at $(-2, -8)$ and $(8, 0)$?

- A. $(3, 4)$
 B. $(3, -4)$ C. $(-5, 4)$ D. $(5, -4)$
 E. $(6, -8)$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The midpoint of a line is equal to the average of the x- and y-coordinates of its endpoints. The average of the x-coordinates

$$\frac{-2 + 8}{2} = \frac{6}{2} = 3$$

The average of the y-coordinates

$$\frac{-8 + 0}{2} = -\frac{8}{2} = -4$$

The midpoint of this line is at $(3, -4)$

QUESTION 813 If $4x + 5 = 15$, then $10x + 5 =$:

- A. 2.5.
 B. 15.

- C. 22.5.
- D. 25.
- E. 30.

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

If $4x + 5 = 15$, then $4x = 10$ and $x = 2.5$. Substitute 2.5 for x in the second equation: $10 \times 2.5 + 5 = 25 + 5 = 30$.

QUESTION 814 A music store offers customized guitars. A buyer has four choices for the neck of the guitar, two choices for the body of the guitar, and six choices for the color of the guitar. The music store offers

- A. 12 different guitars.
- B. 16 different guitars.
- C. 24 different guitars.
- D. 36 different guitars.
- E. 48 different guitars.

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

To find the total number of different guitars that are offered, multiply the number of neck choices by the number of body choices by the number of color choices: $4 \times 2 \times 6 = 48$ different guitars.

QUESTION 815 Which of the following is the set of positive factors of 12 that are NOT multiples of 2?

- A. {2, 4, 6, 12}
- B. {1}
- C. {1, 3}
- D. {1, 2, 3}



Correct Answer: C

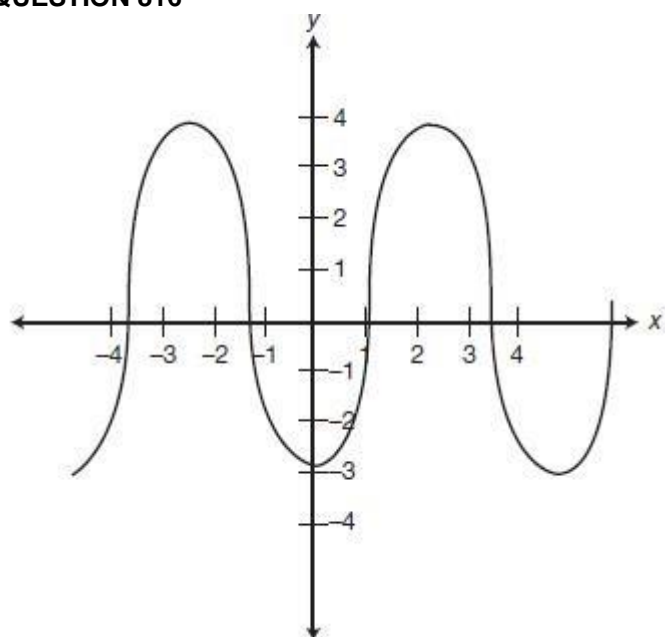
Section: Math Explanation

Explanation/Reference:

Explanation:

The set of positive factors of 12 is {1, 2, 3, 4, 6, 12}. All of the even numbers (2, 4, 6, and 12) are multiples of 2. The only positive factors of 12 that are not multiples of 2 are 1 and 3.

QUESTION 816



The graph of $f(x)$ is shown above. How many values can be found for $f(3)$?

- A. 0
- B. 1
- C. 2
- D. 4
- E. cannot be determined

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Be careful – the question asks you for the number of values of $f(3)$ not $f(x) = 3$. In other words, how many y values can be generated when $x = 3$? If the line $x = 3$ is drawn on the graph, it passes through only one point. There is only one value for $f(3)$.

QUESTION 817

Which of the following is the vertex of the parabola which is the graph of the equation $y = (x + 1)^2 + 2$?

- A. $(-1, -2)$
- B. $(1, -2)$
- C. $(-1, 2)$
- D. $(1, 2)$
- E. $(2, -1)$

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The equation of a parabola with its turning point c units to the left of the y -axis is written as $y = (x + c)^2$. The equation of a parabola with its turning point d units above the x -axis is written as $y = x^2 + d$. The vertex of the parabola formed by the equation $y = (x + 1)^2 + 2$ is found one unit to the left of the y -axis and two units above the x -axis, at the point $(-1, 2)$.

Alternatively, test each answer choice by plugging the x value of the choice into the equation and solving for y . Only the coordinates $(-1, 2)$ represent a point on the parabola:

$$y = (x + 1)^2 + 2,$$

$$2 = (-1 + 1)^2 + 2,$$

$2 = (0)^2 + 2$, $2 = 2$ so it is the only point of the choices given that could be the vertex of the parabola.

QUESTION 818

$a^{\frac{b}{c}}$ is equivalent to

$$\sqrt[c]{a^b}$$

$$\sqrt[b]{a^c}$$

$$\frac{1}{a^{\frac{c}{b}}}$$

$$\frac{1}{a^{\frac{c}{b}}}$$

$$\sqrt{a^b}$$

$$\frac{c}{a^b}$$

$$\frac{a^b}{c}$$

A.

B.

C.

D.

E.

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

When a base is raised to a fractional exponent, raise the base to the power given by the numerator and take the root given by the denominator. Raise the base, a , to the b th power, since b is the numerator of the exponent. Then, take the c th root of that:

$$\sqrt[c]{a^b}$$

QUESTION 819

If the statement “No penguins live at the North Pole” is true, which of the following statements must also be true?

- A. All penguins live at the South Pole.
- B. If Flipper is not a penguin, then he lives at the North Pole.
- C. If Flipper is not a penguin, then he does not live at the North Pole.
- D. If Flipper does not live at the North Pole, then he is a penguin.
- E. If Flipper lives at the North Pole, then he is not a penguin.

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

No penguins live at the North Pole, so anything that lives at the North Pole must not be a penguin. If Flipper lives at the North Pole, then he, like all things at the North Pole, is not a penguin.

QUESTION 820 If $p < 0$, $q > 0$, and $r > p$, then which of the following must be true?

- A. $p + r > 0$
- B. $rp < rq$ C. $pr < rq$
- D. $r + q > q$
- E. $p + r < r + q$

Correct Answer: E

Section: Math Explanation

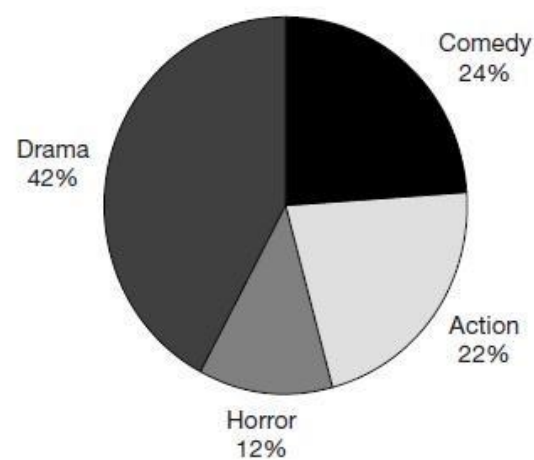
Explanation/Reference:

Explanation:

If $p < 0$, $q > 0$, then $p < q$. Since $p < q$, p plus any value will be less than q plus that same value (whether positive or negative). Therefore, $p + r < r + q$.

QUESTION 821

Al's Video Vault Rentals



The pie chart above shows the distribution of video rentals from Al's Video Vault for a single night. If 250 videos were rented that night, how many more action movies were rented than horror movies?

- A. 10 B. 20 C. 22 D. 25
E. 30

Correct Answer: D

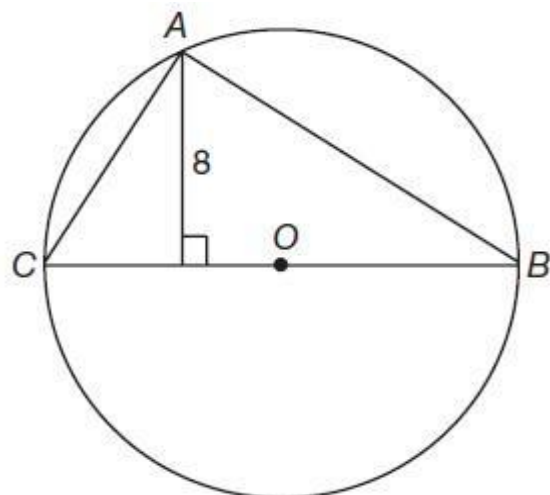
Section: Math Explanation

Explanation/Reference:

Explanation:

22% of the movies rented were action movies; $250 \times 0.22 = 55$ movies; 12% of the movies rented were horror movies; $250 \times 0.12 = 30$ movies. There were $55 - 30 = 25$ more action movies rented than horror movies.

QUESTION 822



If the circumference of the circle in the diagram above is 20π units, what is the area of triangle ABC ?

- A. 40 square units
B. 80 square units
C. 80π square units
D. 160 square units
E. 160π square units

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The circumference of a circle is equal to $2\pi r$, where r is the radius of the circle. If the circumference of the circle = 20π units, then the radius of the circle is equal to ten units. The base of triangle ABC is the diameter of the circle, which is twice the radius. The base of the triangle is 20 units and the height of the triangle is eight units. The area of a triangle is equal to $(1/2)bh$ where b is the base of the triangle and h is the height of the triangle.

The area of triangle $ABC = (1/2) \times 80 \times 20 = (1/2) \times 160 = 80$ square units.

QUESTION 823

The area of an isosceles right triangle is 18 cm^2 . What is the length of the hypotenuse of the triangle?

A. 6 cm

$$6\sqrt{2} \text{ cm}$$

$$18\sqrt{2} \text{ cm}$$

$$18\sqrt{3} \text{ cm}$$

$$36\sqrt{2} \text{ cm}$$

B.

C.

D.

E.

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The area of a triangle is equal to $(1/2)bh$ where b is the base of the triangle and h is the height of the triangle. The base and height of an isosceles right triangle are equal in length. Therefore,

$$(1/2)b^2 = 18, \quad b^2 = 36. \quad b = 6.$$

The legs of the triangle are 6 cm. The hypotenuse of an isosceles right triangle is equal to the length of one leg multiplied by the square root of 2. The hypotenuse of this triangle is equal to 6 the square root of 2 cm.

QUESTION 824

If $a < \frac{43}{3x} < b$ and $a = 4$ and $b = 8$, which of the following could be true?

A. $x < a$

B. $x > b$

C. $a < x < b$ D. $4 < x < 8$

E. None of the above

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

If $a = 4$, x could be less than a . For example, x could be 3:

$$4 < \frac{43}{3 \times 3} < 8,$$

$$4 < \frac{43}{9} < 8,$$

$$4 < 4\frac{7}{9} < 8.$$

Although $x < a$ is not true for all values of x , it is true for some values of x .

QUESTION 825 The length of a rectangle is one greater than three times its width. If the perimeter of the rectangle is 26 feet, what is the area of the rectangle?

- A. 13 ft^2
- B. 24 ft^2
- C. 30 ft^2
- D. 78 ft^2
- E. 100 ft^2

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The perimeter of a rectangle is equal to $2l + 2w$, where l is the length of the rectangle and w is the width of the rectangle. If the length is one greater than three times the width, then set the width equal to x and set the length equal to $3x + 1$:

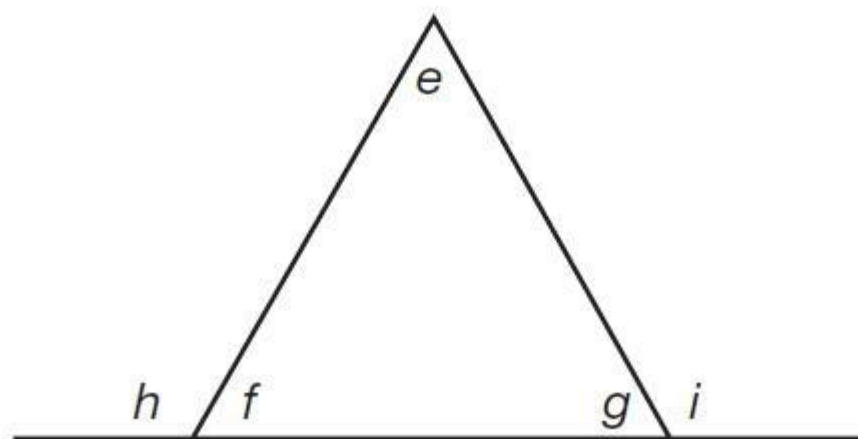
$$2 \times (3x + 1) + 2x = 26$$

$$6x + 2 + 2x = 26$$

$$8x = 24 \quad x = 3$$

The width of the rectangle is 3 ft and the length of the rectangle is 10 ft. The area of a rectangle is equal to lw ; $10 \text{ ft} \times 3 \text{ ft} = 30 \text{ ft}^2$.

QUESTION 826



Based on the diagram above, which of the following is true?

- A. $i = e + f$
- B. $g + i = h + e$
- C. $e + i = e + h$
- D. $e + g + i = 180$
- E. $e + f + g + h + i = 360$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

The measure of an exterior angle of a triangle is equal to the sum of the two interior angles of the triangle to which the exterior angle is NOT supplementary. Angle i is supplementary to angle g , so the sum of the interior angles e and f is equal to the measure of angle i :

$$i = e + f$$

QUESTION 827 Which of the following is an

irrational number? A. $\sqrt{\frac{4}{9}}$

B. 4^{-3}

$-(\sqrt{3}\sqrt{3})$

$\frac{\sqrt{72}}{\sqrt{200}}$

$(\sqrt{32})^3$

C.

D.

E.

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

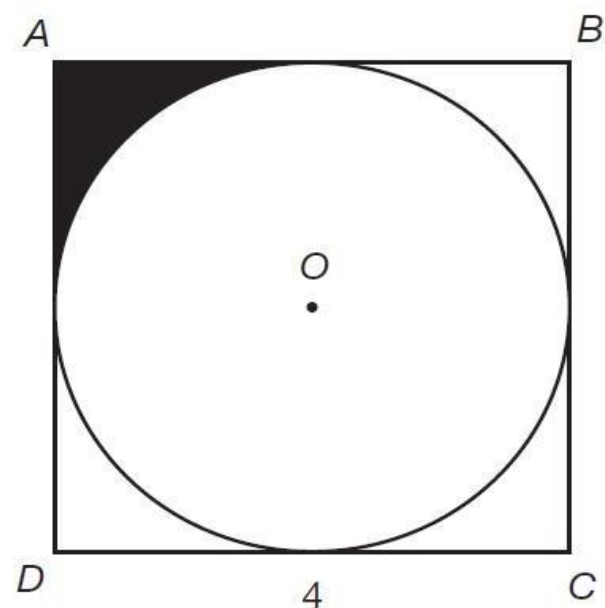
Explanation:

An irrational number is a number that cannot be expressed as a repeating or terminating decimal.

$$(\sqrt{32})^3 = \sqrt{32} \times \sqrt{32} \times \sqrt{32} = 32\sqrt{32} = 32\sqrt{16\sqrt{2}} = 32 \times 4\sqrt{2} = 128\sqrt{2}$$

Root square of 2 cannot be expressed as a repeating or terminating decimal, therefore, 128 square of 2 is an irrational number.

QUESTION 828



In the diagram above, the length of a side of square $ABCD$ is four units. What is the area of the shaded region?

A. 4

B. $4 - \pi$

C. $4 - 4\pi$

D. 16π

E. $16 - 4\pi$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The area of a square is equal to S^2 , where S is the length of a side of the square. The area of $ABCD$ is $4^2 = 16$ square units. The area of a circle is equal to πr^2 , where r is the radius of the circle.

The diameter of the circle is four units. The radius of the circle is $4/2 = 2$ square units. The area of the circle is equal to $\pi \times 2^2 = 4\pi$. The shaded area is equal to one-fourth of the difference between the area of the square and the area of the circle: $1/4 \times (16 - 4\pi) = 4 - \pi$.

QUESTION 829

The value of d is increased 50%, then decreased 50%. Compared to its original value, the value of d is now:

- A. 25% smaller.
- B. 25% larger.
- C. 50% smaller.
- D. 50% larger.
- E. the same.

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

To increase d by 50%, multiply d by 1.5: $d = 1.5d$. To find 50% of $1.5d$, multiply $1.5d$ by 0.5: $1.5d \times 0.5 = 0.75d$. Compared to its original value, d is now 75% of what it was. The value of d is now 25% smaller.

QUESTION 830

Which of the following expressions is undefined when $x = -2$? A.

$$y = \frac{x+2}{x-2} \quad \text{B.}$$

$$y = \frac{x^2 + 4x + 4}{x-2} \quad \text{C.}$$

$$y = \frac{2x+4}{x^2 - 4x + 4} \quad \text{D.}$$

$$y = \frac{x^2 + 3x + 2}{-x^2 + 2} \quad \text{E.}$$

$$y = \frac{x^2 + 2x + 2}{x^2 + 6x + 8}$$

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

An expression is undefined when a denominator of the expression is equal to zero. When $x = -2$, $x^2 + 6x + 8 = (-2)^2 + 6 \times (-2) + 8 = 4 - 12 + 8 = 0$.

QUESTION 831 If graphed, which of the following pairs of equations would be parallel to each other?

- A. $y = 2x + 4$, $y = x + 4$
- B. $y = 3x + 3$, $y = -\frac{1}{3}x - 3$
- C. $y = 4x + 1$, $y = \frac{1}{5}x + 5$
- D. $y = 5x + 5$, $y = \frac{1}{5}x + 5$
- E. $y = 6x + 6$, $y = 6x - 4$

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

Parallel lines have the same slope. The lines $y = 6x + 6$ and $y = 6x - 6$ both have a slope of 6, so they are parallel to each other.

QUESTION 832

If $\frac{a}{b-4} = \frac{4b}{a} + 1$, then when $a = 8$, b could be equal to

- A. -2
B. 4C. 6 D. 7 E. 8

Correct Answer: C

Section: Math Explanation

Explanation/Reference: Explanation:

Substitute 8 for

$$\frac{8}{b-4} = \frac{4b}{8} + 1$$

Rewrite 1 as 8/8 and add it to

$$\frac{4b}{8}$$

then cross multiply:

$$\frac{8}{b-4} = \frac{4b+8}{8} + 1$$

$$4b^2 - 8b - 32 = 64 \quad b^2 - 2b - 8 = 16 \quad b^2 - 2b - 24 = 0 \quad (b-6)(b+4) = 0 \quad b-6 = 0, b = 6 \quad b+4 = 0, b = -4$$

QUESTION 833 The average of five consecutive odd integers is -21. What is the least of these integers?

- A. -17 B. -19 C. -21 D. -23
E. -25

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

If the average of five consecutive odd integers is -21, then the third integer must be -21. The two larger integers are -19 and -17 and the two lesser integers are -23 and -25.

-25 is the least of the five integers. Remember, the more a number is negative, the less is its value.

QUESTION 834 Line AC is a diagonal of square $ABCD$. What is the sine of angle ACB ? A.

- $\frac{1}{2}$ B.
 $\frac{\sqrt{2}}{2}$ C.
 $\sqrt{2}$ D.
 $\frac{\sqrt{2}}{2}$ E. Cannot be determined.
 $\frac{\sqrt{3}}{2}$

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

Explanation:

A square has four right (90-degree) angles. The diagonals of a square bisect its angles. Diagonal AC bisects C , forming two 45-degree angles, angle ACB and angle ACD . The sine of 45 degrees is equal to the square root 2 divided by 2.

QUESTION 835

If the height of a cylinder is doubled and the radius of the cylinder is halved, the volume of the cylinder

- A. remains the same.
 B. becomes twice as large.
 C. becomes half as large.
 D. becomes four times larger.
 E. becomes four times smaller.

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The volume of a cylinder is equal to $\pi r^2 h$, where r is the radius of the cylinder and h is the height. The volume of a cylinder with a radius of 1 and a height of 1 is π . If the height is doubled and the radius is halved, then the volume becomes $\pi \times (1/2)^2 \times 2 \times 1 = \pi \times 1/4 \times 2 = (1/2)\pi$. The volume of the cylinder has become half as large.

QUESTION 836

$$\frac{\frac{b}{a} - a}{\frac{1}{a^{-1}}}$$

- A. b B. $b - a^2$

$$\frac{b}{a - 1}$$

$$\frac{b}{a^2 - 1}$$

$$\frac{b}{a^2} - a$$

- C.

- D.

E.

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

$$\frac{1}{a^{-1}} = \frac{1}{\frac{1}{a}} = a$$

$$\frac{\frac{b}{a} - a}{a} = \left(\frac{b}{a} - a\right) \times \frac{1}{a} = \frac{b}{a^2 - 1}$$

QUESTION 837 The ratio of the number of cubic units in the volume of a cube to the number of square units in the surface area of the cube is 2:3. What is the surface area of the cube?

A. 16 square units B.
24 square units

C. 64 square units D. 96
square units

E. 144 square units

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

The volume of a cube is equal to e^3 , where e is the length of an edge of the cube. The surface area of a cube is equal to $6e^2$. If the ratio of the number of cubic units in the volume to the number of square units in the surface area is 2:3, then three times the volume is equal to two times the surface area: $3e^3 = 2 \times 6e^2$

$$3e^3 = 12e^2$$

$$3e = 12$$

$$e = 4$$

The edge of the cube is four units and the surface area of the cube is $6 \times 4^2 = 96$ square units.

QUESTION 838

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If a number is chosen at random from a set that contains only the whole number factors of 24, what is the probability that the number is either a multiple of four or a multiple of six?

Correct Answer: 5/8

Section: Math Explanation

Explanation/Reference:

Explanation:

The set of whole number factors of 24 is {1, 2, 3, 4, 6, 8, 12, 24}. Of these numbers, four (4, 8, 12, 24) are multiples of four and three (6, 12, 24) are multiples of six. Be sure not to count 12 and 24 twice – there are five numbers out of the eight factors of 24 that are a multiple of either four or six. Therefore, the probability of selecting one of these numbers is 5/8.

QUESTION 839

FILL BLANK

There are 750 students in the auditorium for an assembly. When the assembly ends, the students begin to leave. If 32% of the students have left so far, how many students are still in the auditorium?

Correct Answer: 510

Section: Math Explanation

Explanation/Reference:

Explanation:

If 32% of the students have left the auditorium, then $100 - 32 = 68\%$ of the students are still in the auditorium; 68% of 750 = $(0.68)(750) = 510$ students.

QUESTION 840 FILL

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If point A is at $(-1, 2)$ and point B is at $(11, -7)$, what is length of line AB ?

Correct Answer: 15

Section: Math Explanation

Explanation/Reference:

Explanation:

Use the *distance* formula to find the distance from $(-1, 2)$ to $(11, -7)$:

$$\begin{aligned} \text{distance} &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{(11 - (-1))^2 + ((-7) - 2)^2} \\ &= \sqrt{12^2 + (-9)^2} \\ &= \sqrt{144 + 81} \\ &= \sqrt{225} \end{aligned}$$

Distance is 15 units.

QUESTION 841

FILL BLANK

Robert is practicing for the long jump competition. His first four jumps measure 12.4 ft, 18.9 ft, 17.3 ft, and 15.3 ft, respectively. If he averages 16.3 feet for his first five jumps, what is the length in feet of his fifth jump?

Correct Answer: 17.6

Section: Math Explanation

Explanation/Reference:

Explanation:

If Robert averages 16.3 feet for five jumps, then he jumps a total of $16.3 \times 5 = 81.5$ feet. The sum of Robert's first four jumps is $12.4 \text{ ft} + 18.9 \text{ ft} + 17.3 \text{ ft} + 15.3 \text{ ft} = 63.9 \text{ ft}$. Therefore, the measure of his fifth jump is equal to $81.5 \text{ ft} - 63.9 \text{ ft} = 17.6 \text{ ft}$.

QUESTION 842

FILL BLANK

There are seven students on the trivia team. Mr. Randall must choose four students to participate in the trivia challenge. How many different groups of four students can Mr. Randall form?

Correct Answer: 35

Section: Math Explanation

Explanation/Reference:

Explanation:

The order of the four students chosen does not matter. This is a "seven-choose-four" combination problem – be sure to divide to avoid counting duplicates:

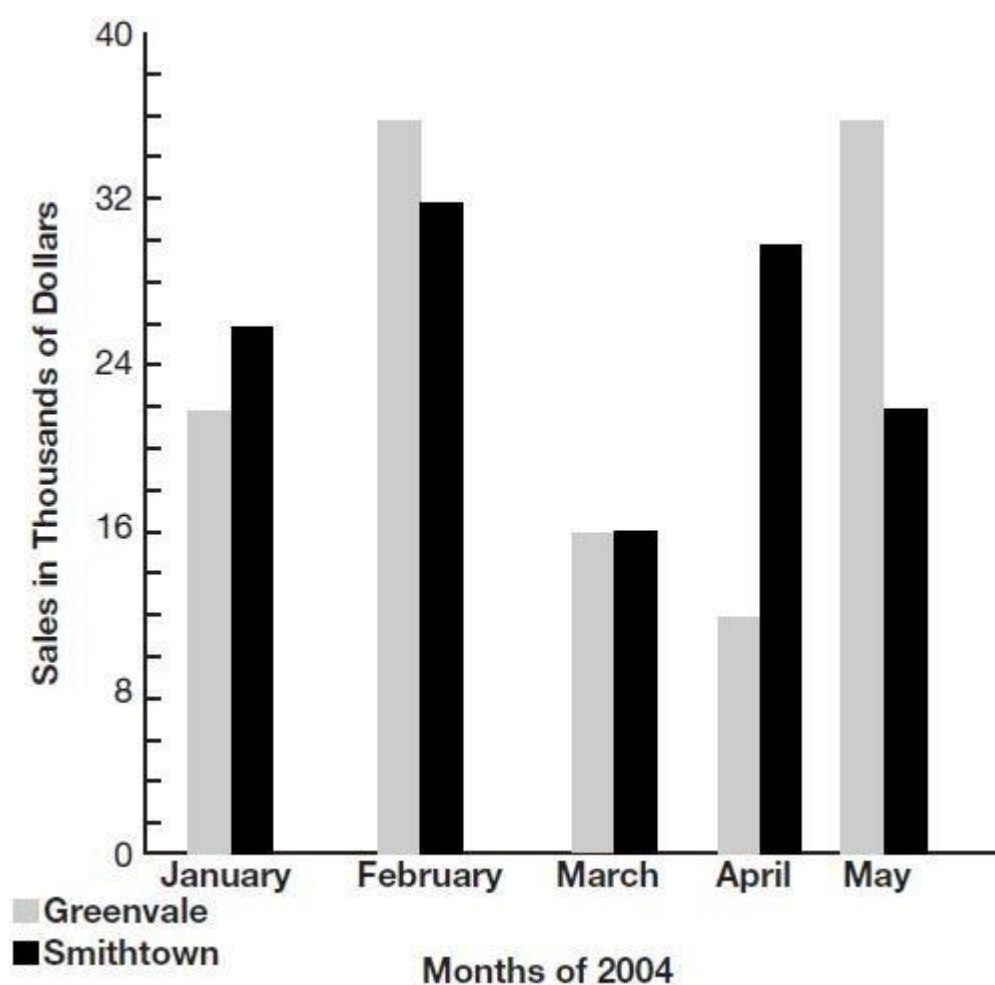
$$\frac{7 \times 6 \times 5 \times 4}{4 \times 3 \times 2 \times 1} = \frac{840}{24} = 35$$

There are 35 different groups of four students that Mr. Randall could form.

QUESTION 843

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Sales of the Greenvale and Smithtown Branches of SuperBooks



The graph above shows the sales by month for the Greenvale and Smithtown branches of SuperBooks. From January through May, how much more money did the Smithtown branch gross in sales than the Greenvale branch?

Correct Answer: 4,000

Section: Math Explanation

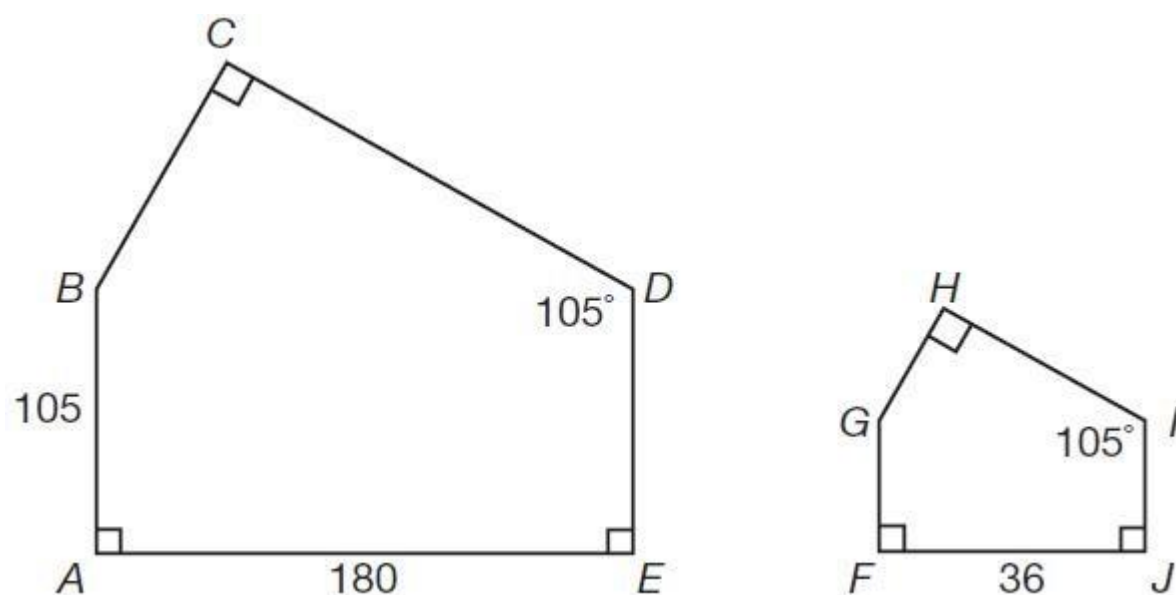
Explanation/Reference:

Explanation:

The Greenvale sales, represented by the light bars, for the months of January through May respectively were \$22,000, \$36,000, \$16,000, \$12,000, and \$36,000, for a total of \$122,000. The Smithtown sales, represented by the dark bars, for the months of January through May respectively were \$26,000, \$32,000, \$16,000, \$30,000, and \$22,000, for a total of \$126,000. The Smithtown branch grossed $\$126,000 - \$122,000 = \$4,000$ more than the Greenvale branch.

QUESTION 844

FILL BLANK



In the diagram above, what is the length of side FG ?

Correct Answer: 21

Section: Math Explanation

Explanation/Reference:

Explanation:

Both figures contain five angles. Each figure contains three right angles and an angle labeled 105 degrees. Therefore, the corresponding angles in each figure whose measures are not given (angles B and G , respectively) must also be equal, which makes the two figures similar. The lengths of the sides of similar figures are in the same ratio. The length of side FJ is 36 units and the length of its corresponding side, AE , in figure $ABCDE$ is 180 units. Therefore, the ratio of side FJ to side AE is 36:180 or 1:5. The lengths of sides FG and AB are in the same ratio. If the length of side FG is x , then:

$$\frac{x}{105} = \frac{1}{5}$$

$$5x = 105, x = 21.$$

The length of side FG is 21 units.

QUESTION 845

FILL BLANK

DeDe and Mike both run the length of a two-mile field. If DeDe runs 5 mph and Mike runs 6 mph, how many more minutes does it take DeDe to run the field?

Correct Answer: 4

Section: Math Explanation

Explanation/Reference:

Explanation:

DeDe runs 5 mph, or 5 miles in 60 minutes. Use a proportion to find how long it would take for DeDe to run 2 miles:

$$\frac{5}{60} = \frac{2}{x}$$

$$5x = 120, x = 24$$

minutes.

Greg runs 6 mph, or 6 miles in 60 minutes. Therefore, he runs 2 miles in

$$\frac{6}{60} = \frac{2}{x}$$

$$6x = 120, x = 20 \text{ minutes.}$$

It takes DeDe $24 - 20 = 4$ minutes longer to run the field.

QUESTION 846 FILL
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Point A of rectangle $ABCD$ is located at $(-3, 12)$ and point C is located at $(9, 5)$. What is the area of rectangle $ABCD$?

Correct Answer: 84

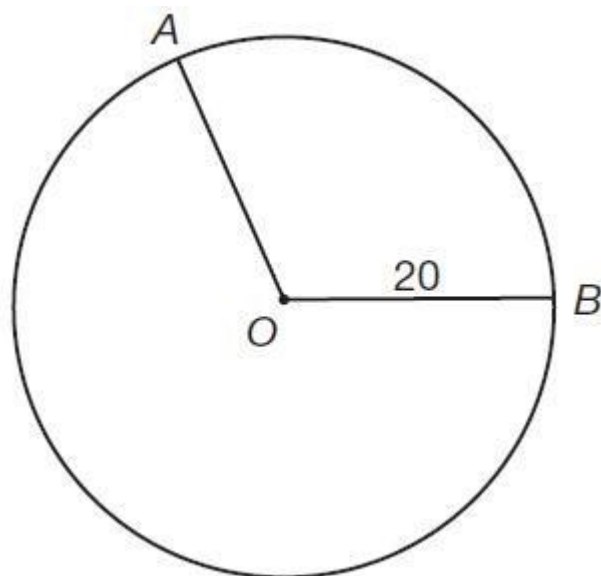
Section: Math Explanation

Explanation/Reference:

Explanation:

If point A is located at $(-3, 12)$ and point C is located at $(9, 5)$, that means that either point B or point D has the coordinates $(-3, 5)$ and the other has the coordinates $(9, 12)$. The difference between the different x values is $9 - (-3) = 12$ and the difference between the different y values is $12 - 5 = 7$. The length of the rectangle is 12 units and the width of the rectangle is seven units. The area of a rectangle is equal to its length multiplied by its width, so the area of $ABCD = 12 \times 7 = 84$ square units.

QUESTION 847
FILL BLANK



In the diagram above, the radius of the circle is 20 units and the length of arc AB is 15π units. What is the measure in degrees of angle AOB ?

Correct Answer: 135

Section: Math Explanation

Explanation/Reference:

Explanation:

The length of an arc is equal to the circumference of the circle multiplied by the measure of the angle that intercepts the arc divided by 360. The arc measures 15π units, the circumference of a circle is 2π multiplied by the radius, and the radius of the circle is 20 units. If x represents the measure of angle AOB , then:

$$15\pi = \frac{x}{360} \times 2\pi \times 20$$

$$15 = \frac{x}{360} \times 40$$

$$15 = \frac{x}{9}$$

$$x = 135$$

The measure of angle AOB is 135 degrees.

QUESTION 848

All of the following are less than $\frac{2}{5}$ EXCEPT:

- A. $\frac{1}{3}$
- B. 0.04
- C. $\frac{3}{8}$
- D. $\frac{3}{7}$
- E. 0.0404

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

$\frac{2}{5} = 0.040$. $\frac{3}{7} \approx 0.043$.

Comparing the hundredths digits, $3 > 0$, therefore, $0.43 > 0.40$ and $\frac{3}{7} > \frac{2}{5}$.

QUESTION 849

If $3x - y = 2$ and $2y - 3x = 8$, which of the following is equal to x/y ?

- A. $\frac{2}{3}$
- B. $\frac{2}{5}$
- C. $2\frac{1}{2}$
- D. 4E. 6

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Solve $3x - y$ for y : $-y = -3x + 2$, $y = 3x - 2$.

Substitute $3x - 2$ for y in the second equation and solve for x :

$$2 \times (3x - 2) - 3x = 8$$

$$6x - 4 - 3x = 8$$

$$3x - 4 = 8 \quad 3x = 12 \quad x = 4$$

Substitute the value of x into the first equation to find the value of y :

$$3 \times 4 - y = 2 \quad 12 - y = 2 \quad y = 10$$

$$x/y = 4/10 = 2/5$$

QUESTION 850

Which of the following sets of numbers contains all and only the roots of the equation $f(x) = x^3 + 7x^2 - 8x$?

- A. $\{-8, 1\}$ B. $\{8, -1\}$
- C. $\{0, -8, 1\}$ D. $\{0, 8, -1\}$
- E. $\{0, -1, -8, 1, 8\}$

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The roots of an equation are the values for which the equation evaluates to zero. Factor $x^3 + 7x^2 - 8x$: x^3

$$+ 7x^2 - 8x = x \times (x^2 + 7x - 8) = x \times (x + 8) \times (x - 1).$$

When $x = 0$, -8 , or 1 , the equation $f(x) = x^3 + 7x^2 - 8x$ is equal to zero.

The set of roots is $\{0, -8, 1\}$.

QUESTION 851 What is the equation of the line that passes through the points (2, 3) and $(-2, 5)$?

- A. $y = x + 1$
- B. $y = -\frac{1}{2}x + 4$
- C. $y = -\frac{1}{2}x$
- D. $y = -\frac{3}{2}x$
- E. $y = -\frac{3}{2}x + 2$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

First, find the slope of the line. The slope of a line is equal to the change in y values divided by the change in x values of two points on the line. The y value increases by $2 \times (5 - 3)$ and the x value decreases by $4 \times (-2 - 2)$. Therefore, the slope of the line is equal to $-\frac{2}{4}$ or $-\frac{1}{2}$. The equation of the line is $y = -\frac{1}{2}x + b$, where b is the y -intercept. Use either of the two given points to solve for b :

$$\begin{aligned} 3 &= -\frac{1}{2} \times 2 + b, 3 \\ &= -1 + b \quad b = 4 \end{aligned}$$

The equation of the line that passes through the points (2, 3) and $(-2, 5)$ is y

$$= -\frac{1}{2}x + 4$$



QUESTION 852 An empty crate weighs 8.16 kg and an orange weighs 220 g. If Jon can lift 11,000 g, how many oranges can he pack in the crate before lifting it onto his truck?

- A. 12
- B. 13C. 37
- D. 46 E. 50

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

The empty crate weighs 8.16 kg, or 8,160 g. If Jon can lift 11,000 g and one orange weighs 220 g, then the number of oranges that he can pack into the crate is equal to

$$\frac{11,000 - 8,160}{220} = \frac{2,840}{220} \approx 12.9$$

Jon cannot pack a fraction of an orange. He can pack 12 whole oranges into the crate.

QUESTION 853 The measures of the length, width, and height of a rectangular prism are in the ratio 2:6:5. If the volume of the prism is $1,620 \text{ mm}^3$, what is the width of the prism?

- A. 3 mm
- B. 6 mmC. 9 mm
- D. 18 mm
- E. 27 mm

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

The volume of a prism is equal to lwh , where l is the length of the prism, w is the width of the prism, and h is the height of the prism: $2x \times 6x \times 5x = 1,620$
 $60x^3 = 1,620$
 $x^3 = 27$
 $x = 3$

The length of the prism is $2 \times 3 = 6$ mm, the width of the prism is $6 \times 3 = 18$ mm, and the height of the prism is $5 \times 3 = 15$ mm.

QUESTION 854

A box contains five blue pens, three black pens, and two red pens. If every time a pen is selected, it is removed from the box, what is the probability of selecting a black pen followed by a blue pen?

- A. $\frac{1}{6}$ B. $\frac{1}{10}$
C. $\frac{1}{50}$
D. $\frac{3}{20}$
E. $\frac{77}{90}$

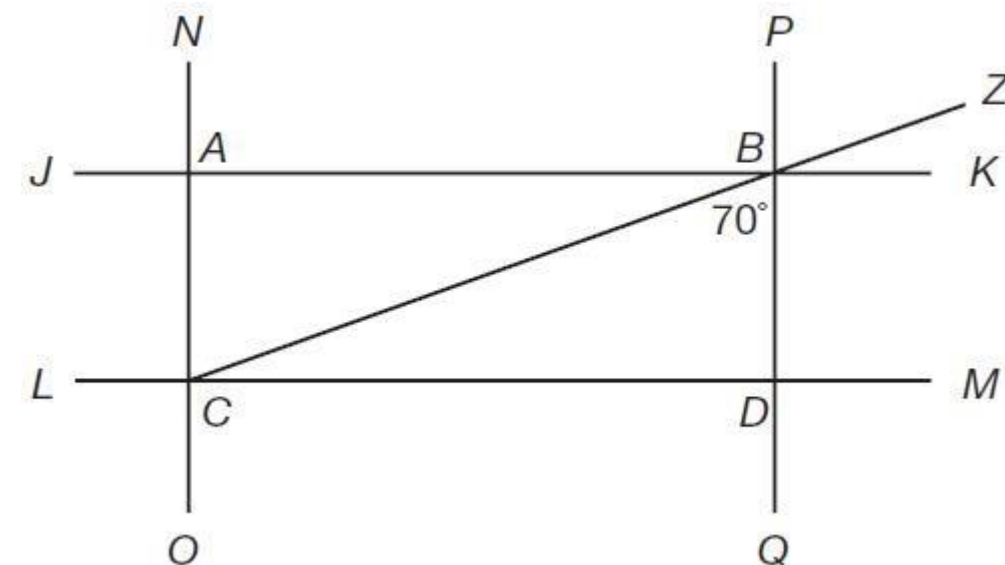
Correct Answer: A
Section: Math Explanation

Explanation/Reference:

Explanation:

At the start, there are $5 + 3 + 2 = 10$ pens in the box, 3 of which are black. Therefore, the probability of selecting a black pen is $\frac{3}{10}$. After the black pen is removed, there are nine pens remaining in the box, five of which are blue. The probability of selecting a blue pen second is $\frac{5}{9}$. To find the probability that both events will happen, multiply the probability of the first event by the probability of the second event: $\frac{3}{10} \times \frac{5}{9} = \frac{15}{90} = \frac{1}{6}$

QUESTION 855



In the diagram above, lines NO and PQ are parallel to each other and perpendicular to lines JK and LM . Line JK is parallel to line LM . If angle CBD is 70 degrees, what is the measure of angle ZBK ?

- A. 10° B. 20° C. 70°
D. 90°
E. 110°

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:

Angle CBD and angle PBZ are alternating angles – their measures are equal. Angle $PBZ = 70$ degrees. Angle $PBZ +$ angle ZBK form angle PBK . Line PQ is perpendicular to line JK ; therefore, angle PBK is a right angle (90°). Angle $ZBK =$ angle $PBK -$ angle $PBZ = 90 - 70 = 20$ degrees.

QUESTION 856

Monica sells pretzels in the cafeteria every school day for a week. She sells 14 pretzels on Monday, 12 pretzels on Tuesday, 16 pretzels on Wednesday, and 12 pretzels on Thursday. Then, she calculates the mean, median, and mode of her sales. If she sells 13 pretzels on Friday, then

- A. the mode will increase.
- B. the mean will stay the same.
- C. the median will stay the same.
- D. the median will decrease.
- E. the mean will increase.

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

For the first four days of the week, Monica sells 12 pretzels, 12 pretzels, 14 pretzels, and 16 pretzels. The median value is the average of the second and third values:

$$\frac{12 + 14}{2} = \frac{26}{2} = 13$$

If Monica sells 13 pretzels on Friday, the median will still be 13. She will have sold 12 pretzels, 12 pretzels, 13 pretzels, 14 pretzels, and 16 pretzels. The median stays the same.

QUESTION 857

What is the tenth term of the pattern below?

$$\frac{10}{1,024}, \frac{9}{512}, \frac{8}{256}, \frac{7}{128},$$



- A. $\frac{1}{2}$
- B. $\frac{9}{2}$
- C. $\frac{9}{4}$
- D. $\frac{2}{9}$
- E. 1

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

The denominator of each term in the pattern is equal to 2 raised to the power given in the numerator. The numerator decreases by 1 from one term to the next. Since 10 is the numerator of the first term, $10 - 9$, or 1, will be the numerator of the tenth term. $2^1 = 2$, so the tenth term will be $\frac{1}{2}$.

QUESTION 858 Which of the following statements is always true if p is a rational number?

- A. $|p| < |3p|$
- B. $|p^2| > |p + 1|$
- C. $|-p| > p$
- D. $|p^3| > |p^2|$
- E. $|p^{-p}| > p^{-p}$

Correct Answer: A

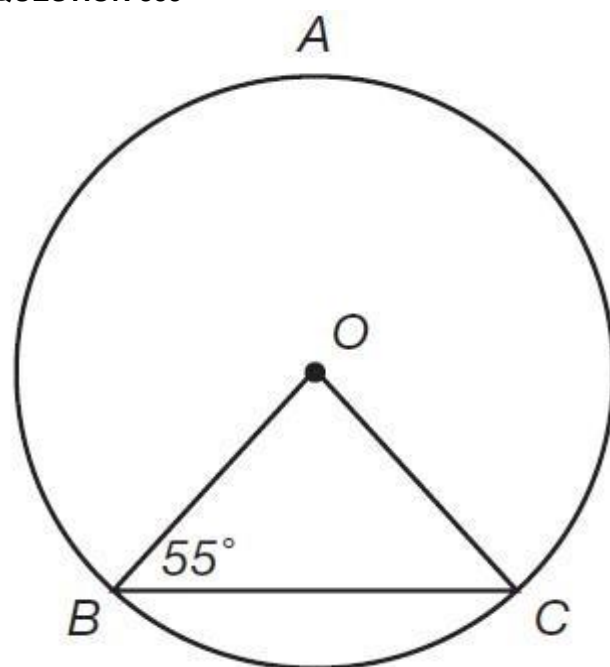
Section: Math Explanation

Explanation/Reference:

Explanation:

No matter whether p is positive or negative, or whether p is a fraction, whole number, or mixed number, the absolute value of three times any number will always be positive and greater than the absolute value of that number.

QUESTION 859



In the diagram above, $OB \cong OC$. Which of the following is the measure of minor arc BC ?

- A. 27.5°
- B. 45°
- C. 55°
- D. 70°
- E. 110°

Correct Answer: D

Section: Math Explanation

Explanation/Reference: Explanation:

$OB \cong OC$

It means the angles opposite lines OB and OC (angles C and B) are congruent. Since angle $B = 55^\circ$, then angle $C = 55^\circ$. There are 180° in a triangle, so the measure of angle O is equal to

$$180 - (55 + 55) = 180 - 110 = 70^\circ.$$

Angle O is a central angle. The measure of its intercepted arc, minor arc BC , is equal to the measure of angle O , 70° .

QUESTION 860

Four copy machines make 240 total copies in three minutes. How long will it take five copy machines to make the same number of copies?

- A. 2 minutes
- B. 2 minutes, 15 seconds
- C. 2 minutes, 24 seconds
- D. 2 minutes, 45 seconds
- E. 3 minutes, 36 seconds

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

If four copy machines make 240 copies in three minutes, then five copy machines will make 240 copies in x minutes:

$$\begin{aligned} 4 \times 240 \times 3 &= 5 \times 240 \times x \\ 2,880 &= 1,200x \\ x &= 2.4 \end{aligned}$$

Five copy machines will make 240 copies in 2.4 minutes. Since there are 60 seconds in a minute, 0.4 of a minute is equal to $0.4 \times 60 = 24$ seconds. The copies will be made in 2 minutes, 24 seconds.

QUESTION 861 If 40% of j is equal to 50% of k , then j is:

- A. 10% larger than k .
- B. 15% larger than k .
- C. 20% larger than k .
- D. 25% larger than k .
- E. 80% larger than k .



Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

40% of $j = 0.4 \times j$, 50% of $k = 0.5 \times k$. If $0.4 \times j = 0.5 \times k$, $= 1.25 \times k$ j is equal to 125% of k , which means that j is 25% larger than k . **QUESTION**

862

Which of the following could be equal to $\frac{x}{4x}$?

- A. $-1/4$
- B. $0/4$
- C. 0.20
- D. $4/12$
- E. $5/20$

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

Divide the numerator and denominator of this fraction by x , leaving $1/4$. Divide the numerator and denominator of $5/20$ by 5. This fraction is also equal to $1/4$.

QUESTION 863

There are seven vocalists, four guitarists, four drummers, and two bassists in Glen Oak's music program, while there are five vocalists, eight guitarists, two drummers, and three bassists in Belmont's music program. If a band comprises one vocalist, one guitarist, one drummer, and one bassist, how many more bands can be formed in Belmont?

- A. 4
B. 10 C. 16 D. 18
E. 26

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

Explanation:

Multiply the numbers of vocalists, guitarists, drummers, and bassists in each town to find the number of bands that can be formed in each town. There are $7 \times 4 \times 4 \times 2 = 224$ bands that can be formed in Glen Oak. There are $5 \times 8 \times 2 \times 3 = 240$ bands that can be formed in Belmont; $240 - 224 = 16$ more bands that can be formed in Belmont.

QUESTION 864 Which of the following is the equation of a parabola whose vertex is at (5, -4)?

- A. $y = (x - 5)^2 - 4$ B. $y = (x + 5)^2 - 4$ C. $y = (x - 5)^2 + 4$ D. $y = (x + 5)^2 + 4$
E. $y = x^2 - 29$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

The equation of a parabola with its turning point five units to the right of the y-axis is written as $y = (x - 5)^2$. The equation of a parabola with its turning point four units below the x-axis is written as $y = x^2 - 4$. Therefore, the equation of a parabola with its vertex at (5, -4) is $y = (x - 5)^2 - 4$.

QUESTION 865

If $b^3 = -64$, then $b^2 - 3b - 4 =$

- A. -6
B. -4
C. 0
D. 24
E. 28

Correct Answer: D

Section: Math Explanation

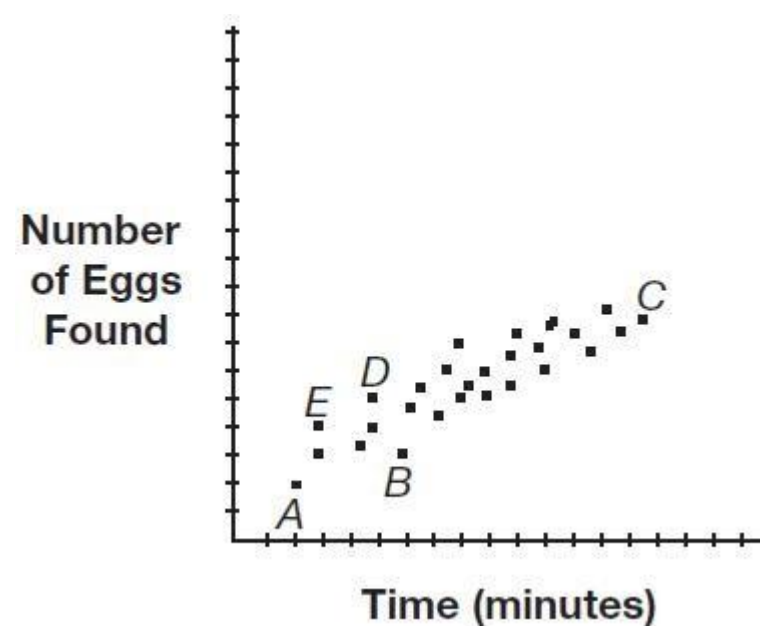
Explanation/Reference:

Explanation:

If $b^3 = -64$, then, taking the cube root of both sides, $b = -4$. Substitute -4 for b in the second equation: $b^2 - 3b - 4 = (-4)^2 - 3 \times (-4) - 4 = 16 + 12 - 4 = 24$.

QUESTION 866

Eggs Found in a Hunt Over Time



The scatter plot above shows how many eggs were found in a hunt over time. Which of the labeled points represents a number of eggs found that is greater than the number of minutes that has elapsed?

- A. A B.
- B.
- C. C
- D. D
- E. E

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

The point that represents a number of eggs found that is greater than the number of minutes that has elapsed is the point that has a y value that is greater than its x value. Only point E lies farther from the horizontal axis than it lies from the vertical axis. At point E , more eggs have been found than the number of minutes that has elapsed.

QUESTION 867 The point $(6, -3)$ could be the midpoint of which of the following lines?

- A. a line with endpoints at $(0, -1)$ and $(12, -2)$
- B. a line with endpoints at $(2, -3)$ and $(6, 1)$ C. a line with endpoints at $(6, 0)$ and $(6, -6)$
- D. a line with endpoints at $(-6, 3)$ and $(-6, -3)$
- E. a line with endpoints at $(3, 3)$ and $(12, -6)$

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The midpoint of a line is equal to the average of the x -coordinates and the average of the y -coordinates of the endpoints of the line. The midpoint of the line with endpoints at and $(6, -6)$ is

$$\left(\frac{6+6}{2}, \frac{0+(-6)}{2} \right) = \left(\frac{12}{2}, -\frac{6}{2} \right) = (6, -3)$$

QUESTION 868 A sack contains red, blue, and yellow marbles. The ratio of red marbles to blue marbles to yellow marbles is 3:4:8. If there are 24 yellow marbles in the sack, how many total marbles are in the sack?

- A. 45 B.
48 C.
72
D. 96
E. 144

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

Explanation:

The number of yellow marbles, 24, is $24 \div 8 = 3$ times larger than the number of marbles given in the ratio. Multiply each number in the ratio by 3 to find the number of each color of marbles. There are $3 \times 3 = 9$ red marbles and $4 \times 3 = 12$ blue marbles. The total number of marbles in the sack is $24 + 9 + 12 = 45$.

QUESTION 869

What two values are not in the domain of $y = \frac{x^2 - 36}{x^2 - 9x - 36}$?

- A. -3, 12 B.
3, -12 C. -6,
6
D. -6, 36
E. 9, 36

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

Explanation:

$y = \frac{x^2 - 36}{x^2 - 9x - 36}$ is undefined when its denominator, $x^2 - 9x - 36$, evaluates to zero. The x values that make the denominator evaluate to zero are not in the domain of the equation. Factor $x^2 - 9x - 36$ and set the factors equal to zero:

$$\begin{aligned} x^2 - 9x - 36 &= (x - 12)(x + 3); \\ x - 12 &= 0, x = 12; x \\ + 3 &= 0, x = -3. \end{aligned}$$

QUESTION 870

The diagonal of one face of a cube measures $4\sqrt{2}$ in. What is the volume of the cube?

- A. $24\sqrt{2}$ in³
B. 64 in³
C. 96 in³
D. $128\sqrt{2}$ in³
E. 192 in³

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:

Every face of a cube is a square. The diagonal of a square is equal to S the square root of 2, where S is the length of a side of the square. If S square root of 2 = 4 the square root of 2, then one side, or edge, of the cube is equal to 4 in. The volume of a cube is equal to e^3 , where e is the length of an edge of the cube. The volume of the cube is equal to $(4 \text{ in})^3 = 64 \text{ in}^3$.

QUESTION 871

A line has a y -intercept of -6 and an x -intercept of 9 . Which of the following is a point on the line?

- A. $(-6, -10)$
- B. $(1, 3)$
- C. $(0, 9)$
- D. $(3, -8)$
- E. $(6, 13)$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

A line with a y -intercept of -6 passes through the point $(0, -6)$ and a line with an x -intercept of 9 passes through the point $(9, 0)$. The slope of a line is equal to the change in y values between two points on the line divided by the change in the x values of those points. The slope of this line is equal to

$$\frac{0 - (-6)}{9 - 0} = \frac{6}{9} = \frac{2}{3}.$$

The equation of the line that has a slope of $\frac{2}{3}$ and a y -intercept of -6 is

$$y = \frac{2}{3}x - 6.$$

When $x = -6$, y is equal to $\frac{2}{3} \times (-6) - 6 = -4 - 6 = -10$; therefore, the point $(-6, -10)$ is on the line

$$y = \frac{2}{3}x - 6.$$

QUESTION 872 If $m < n < 0$, then all of the following are true EXCEPT:

- A. $-m < -n$.
- B. $mn > 0$.
- C. $|m| + n > 0$.
- D. $|n| < |m|$.
- E. $m - n < 0$.

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

If $m < n < 0$, then m and n are both negative numbers, and m is more negative than n . Therefore, $-m$ will be more positive (greater) than $-n$, so the statement $-m < -n$ cannot be true.

QUESTION 873

The area of a circle is equal to four times its circumference. What is the circumference of the circle?

- A. π units
- B. 16π units
- C. 48π units
- D. 64π units
- E. cannot be determined

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

If r is the radius of this circle, then the area of this circle, πr^2 , is equal to four times its circumference, $2\pi r$: $\pi r^2 = 4 \times 2\pi r$, $\pi r^2 = 8\pi r$, $r^2 = 8r$, $r = 8$ units. If the radius of the circle is eight units, then its circumference is equal to $2\pi \times 8 = 16\pi$ units.

QUESTION 874

If the statement "All students take the bus to school" is true, then which of the following must be true?

- A. If Courtney does not take the bus to school, then she is not a student.
- B. If Courtney takes the bus to school, then she is a student.
- C. If Courtney is not a student, then she does not take the bus.
- D. all of the above
- E. none of the above

Correct Answer: A

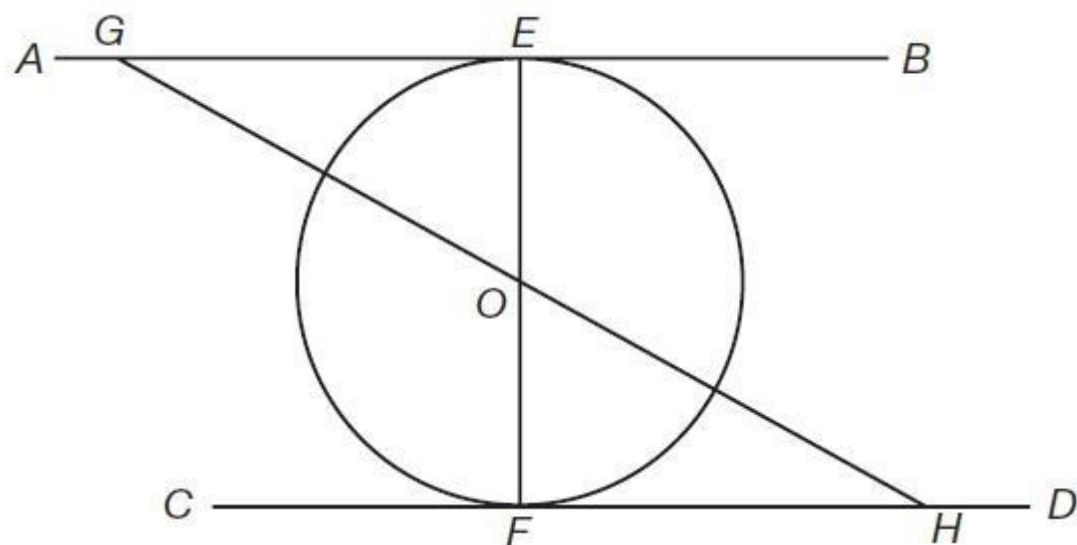
Section: Math Explanation

Explanation/Reference:

Explanation:

Since all students take the bus to school, anyone who does not take the bus cannot be a student. If Courtney does not take the bus to school, then she cannot be a student. However, it is not necessarily true that everyone who takes the bus to school is a student, nor is it necessarily true that everyone who is not a student does not take the bus. The statement "All students take the bus to school" does not, for instance, preclude the statement "Some teachers take the bus to school" from being true.

QUESTION 875



In the diagram above, line AB is parallel to line CD , both lines are tangents to circle O and the diameter of circle O is equal in measure to the length of line OH . If the diameter of circle O is 24 in, what is the measure of angle BGH ?

- A. 30°
- B. 45°
- C. 60°
- D. 75°
- E. cannot be determined

Correct Answer: A

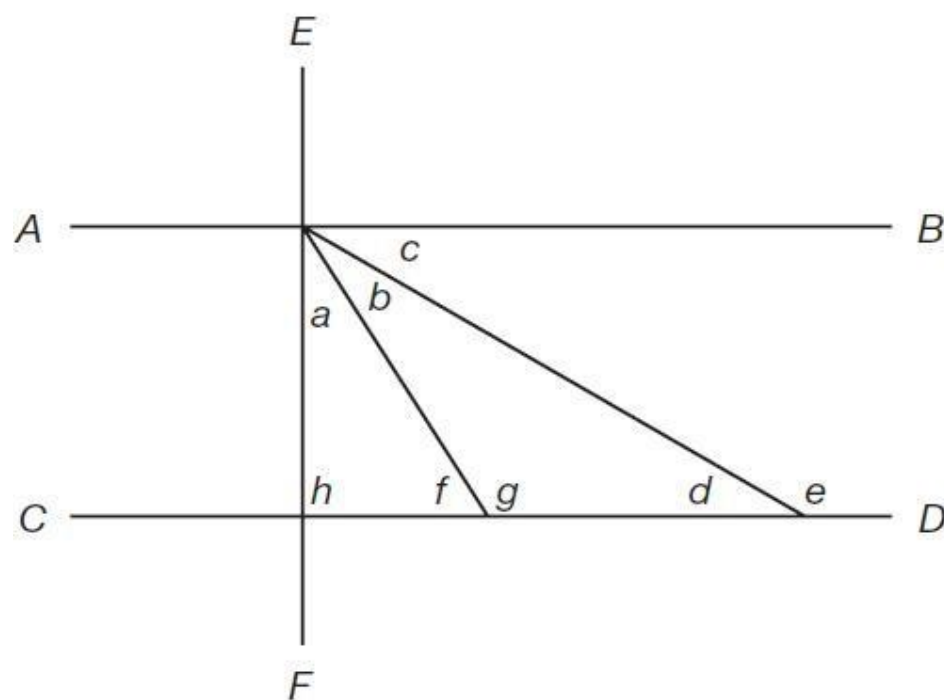
Section: Math Explanation

Explanation/Reference:

Explanation:

Lines OF and OE are radii of circle O and since a tangent and a radius form a right angle, triangles OFH and OGE are right triangles. If the length of the diameter of the circle is 24 in, then the length of the radius is 12 in. The sine of angle OHF is equal to $12/24$, or $1/2$. The measure of an angle with a sine of $1/2$ is 30° . Therefore, angle OHF measures 30° . Since angles BGH and OHF are alternate angles, they are equal in measure. Therefore, angle BGH also measures 30° .

QUESTION 876



In the diagram above, if line AB is parallel to line CD , and line EF is perpendicular to lines AB and CD , all of the following are true EXCEPT

- A. $e = a + b + 90$.
- B. $a + h + f = b + g + d$.
- C. $a + h = g$.
- D. $a + b + d = 90$.
- E. $c + b = g$.



Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

Since AB and CD are parallel lines cut by a transversal, angle f is equal to the sum of angles c and b . However, angle f and angle g are not equal – they are supplementary. Therefore, the sum of angles c and b is also supplementary – and not equal – to g .

QUESTION 877

If the lengths of the edges of a cube are decreased by 20%, the surface area of the cube will decrease by

- A. 20%.
- B. 36%. C. 40%.
- D. 51%.
- E. 120%.

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The surface area of a cube is equal to $6e^2$, where e is the length of an edge of a cube. The surface area of a cube with an edge equal to one unit is 6 cubic units. If the lengths of the edges are decreased by 20%, then the surface area becomes

$$6 \times \left(\frac{4}{5}\right)^2 = \frac{96}{25} \text{ cubic units,}$$

a decrease of

$$\frac{6 - \frac{96}{25}}{6} = \frac{\frac{54}{25}}{6} = \frac{9}{25} = \frac{36}{100} = 36\%$$

QUESTION 878

Simon plays a video game four times. His game scores are 18 points, 27 points, 12 points, and 15 points. How many points must Simon score in his fifth game in order for the mean, median, and mode of the five games to equal each other?

- A. 12 points B. 15 points C. 18 points D. 21 points E. 27 points

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

For the median and mode to equal each other, the fifth score must be the same as one of the first four, and, it must fall in the middle position when the five scores are ordered. Therefore, Simon must have scored either 15 or 18 points in his fifth game. If he scored 15 points, then his mean score would have been greater than 15: 17.4. Simon scored 18 points in his fifth game, making the mean, median, and mode for the five games equal to 18.

QUESTION 879 If $g \times \frac{1}{4} = 16$,
then $g \times (-\frac{1}{5})$:

- A. $\frac{1}{4}$
B. $\frac{1}{8}$
C. $\frac{16}{5}$
D. 4E. 8

Correct Answer: A

Section: Math Explanation

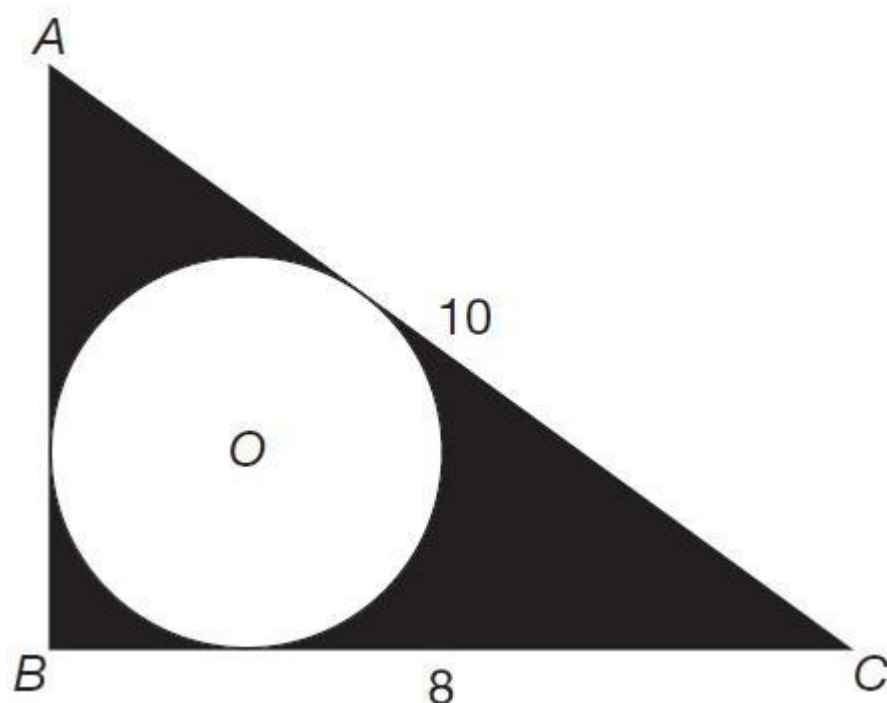
Explanation/Reference:

Explanation:

To go from $g \times \frac{2}{5}$ to $g \times (-\frac{1}{5})$, you would multiply the exponent of $g \times \frac{2}{5}$ by $(-\frac{1}{2})$.

Therefore, to go from 16 (the value of $g \times \frac{2}{5}$ to the value of $g \times (-\frac{1}{5})$ multiply the exponent of 16 by $(-\frac{1}{2})$. The exponent of 16 is one, so the value of $g \times (-\frac{1}{5}) = 16$ to the $(-\frac{1}{2})$ power, which is $\frac{1}{4}$.

QUESTION 880



In the diagram above, triangle ABC is a right triangle and the diameter of circle O is $\frac{2}{3}$ the length of AB . Which of the following is equal to the shaded area?

- A. 20π square units
- B. $24 - 4\pi$ square units
- C. $24 - 16\pi$ square units
- D. $48 - 4\pi$ square units
- E. $48 - 16\pi$ square units



Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Since ABC is a right triangle, the sum of the squares of its legs is equal to the square of the hypotenuse:

$$(AB)^2 + 8^2 = 10^2,$$

$$(AB)^2 + 64 = 100,$$

$$(AB)^2 = 36, AB$$

$$= 6 \text{ units.}$$

The diameter of circle O is $\frac{2}{3}$ of AB , or $\frac{2}{3} \times 6 = 4$ units. The area of a triangle is equal to $\frac{1}{2}bh$, where b is the base of the triangle and h is the height of the triangle. The area of $ABC = \frac{1}{2} \times 6 \times 8 = 24$ square units. The area of a circle is equal to πr^2 , where r is the radius of the circle. The radius of a circle is equal to half the diameter of the circle, so the radius of O is $\frac{1}{2} \times 4 = 2$ units. The area of circle $O = \pi \times 2^2 = 4\pi$. The shaded area is equal to the area of the triangle minus the area of the circle: $24 - 4\pi$ square units.

QUESTION 881 In a restaurant, the ratio of four-person booths to two-person booths is 3:5. If 154 people can be seated in the restaurant, how many two-person booths are in the restaurant?

- A. 14
- B. 21
- C. 35
- D. 57
- E. 70

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

Explanation:

Let $3x$ equal the number of four-person booths and let $5x$ equal the number of two-person booths. Each four-person booth holds four people and each two-person booth holds two people. Therefore, $3x \times 4 + 5x \times 2 = 154$,
 $12x + 10x = 154$,
 $22x = 154$, $x = 7$.

There are $7 \times 3 = 21$ four-person booths and $7 \times 5 = 35$ two-person booths.

QUESTION 882 If $y = -x^3 + 3x - 3$, what is the value of y when $x = -3$?

- A. -35
- B. -21
- C. 15D. 18
- E. 33

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Substitute -3 for x and solve for y :

$$y = (-3)^3 + 3(-3) - 3, y = -(-27) - 9 - 3, y = 27 - 12, y = 15.$$

QUESTION 883

What is the tenth term of the sequence: 5, 15, 45, 135, ...?

- A. 5^{10}
- B. $\frac{3^{10}}{5}$
- C. $(5 \times 3)^9$
- D. 5×3^9
- E. 5×3^{10}



Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

The first term in the sequence is equal to 5×3^0 , the second term is equal to 5×3^1 , and so on. Each term in the pattern is equal to $5 \times 3^{n-1}$, where n is the position of the term in the pattern. The tenth term in the pattern is equal to $5 \times 3^{(10-1)}$, or 5×3^9 .

QUESTION 884

Wendy tutors math students after school every day for five days. Each day, she tutors twice as many students as she tutored the previous day. If she tutors t students the first day, what is the average (arithmetic mean) number of students she tutors each day over the course of the week?

- A. t
- B. $5t$ C. $6t$

$$\frac{t^5}{5}$$

$$\frac{31t}{5}$$

D.

E.

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

Explanation:

If Wendy tutors t students the first day, then she tutors $2t$ students the second day, $4t$ students the third day, $8t$ students the fourth day, and $16t$ students the fifth day. The average number of students tutored each day over the course of the week is equal to the sum of the tutored students divided by the number of days:

$$\frac{t + 2t + 4t + 8t + 16t}{5} = \frac{31t}{5}$$

QUESTION 885

A pair of Jump sneakers costs \$60 and a pair of Speed sneakers costs \$45. For the two pairs of sneakers to be the same price

- A. the price of a pair of Jump sneakers must decrease by 15%.
- B. the price of a pair of Speed sneakers must increase by 15%.
- C. the price of a pair of Jump sneakers must decrease by 25%.
- D. the price of a pair of Speed sneakers must increase by 25%.
- E. the price of a pair of Jump sneakers must decrease by 33%.

Correct Answer: C

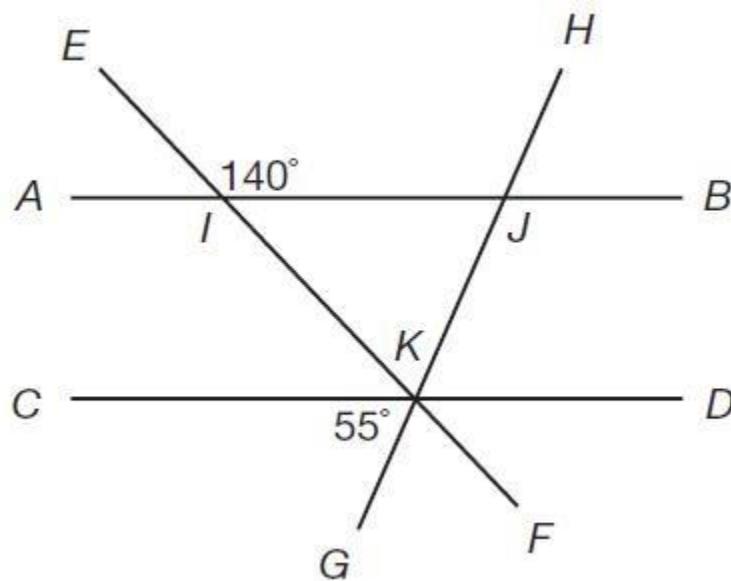
Section: Math Explanation

Explanation/Reference:

Explanation:

Jump sneakers cost $\$60 - \$45 = \$15$ more, or $15/45 = 33\%$ more than Speed sneakers. Speed sneakers cost \$15 less, or $15/60 = 25\%$ less than Jump sneakers. For the two pairs of sneakers to be the same price, either the price of Speed sneakers must increase by 33% or the price of Jump sneakers must decrease by 25%.

QUESTION 886



In the diagram above, line AB is parallel to line CD , angle EIJ measures 140 degrees and angle CKG measures 55 degrees. What is the measure of angle IKJ ?

- A. 40 degrees
- B. 55 degrees
- C. 85 degrees
- D. 95 degrees
- E. 135 degrees

Correct Answer: C
Section: Math Explanation

Explanation/Reference:

Explanation:

Since AB and CD are parallel lines cut by transversals EF and GH respectively, angles CKG and IJK are alternating angles. Alternating angles are equal in measure, so angle $IJK = 55$ degrees. Angles EIJ and JIK form a line. They are supplementary and their measures sum to degrees. Angle $JIK = 180 - 140 = 40$ degrees. Angles JIK , IJK , and IKJ comprise a triangle. There are 180 degrees in a triangle; therefore, the measure of angle $IKJ = 180 - (55 + 40) = 85$ degrees.

QUESTION 887 A number cube is labeled with the numbers one through six, with one number on each side of the cube. What is the probability of rolling either a number that is even or a number that is a factor of 9?

- A. $1/3$
- B. $1/2$
- C. $2/3$
- D. $5/6$
- E. 1

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

There are three numbers on the cube that are even (2, 4, 6), so the probability of rolling an even number is $1/2$. There are two numbers on the cube that are factors of 9 (1, 3), so the probability of rolling a factor of 9 is $2/6$ or $1/3$. No numbers are members of both sets, so to find the probability of rolling either a number that is even or a number that is a factor of 9, add the probability of each event: $1/2 + 1/3 = 3/6 + 2/6 = 5/6$.

QUESTION 888

The area of one square face of a rectangular prism is 121 square units. If the volume of the prism is 968 cubic units, what is the surface area of the prism?

- A. 352 square units
- B. 512 square units
- C. 528 square units
- D. 594 square units
- E. 1,452 square units



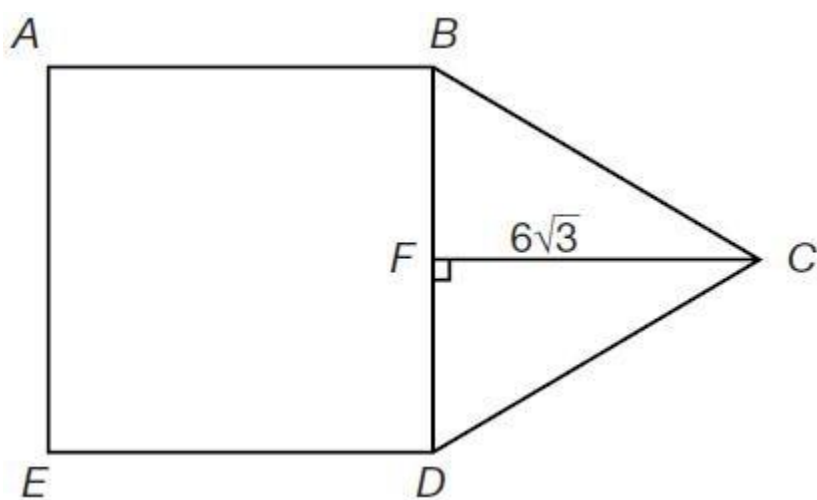
Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

The area of a square is equal to the length of a side, or edge, of the square times itself. If the area of a square face is 121 square units, then the lengths of two edges of the prism are 11 units. The volume of the prism is 968 cubic units. The volume of prism is equal to lwh , where l is the length of the prism, w is the width of the prism, and h is the height of the prism. The length and width of the prism are both 11 units. The height is equal to: $968 = 11 \times 11 \times h$, $968 = 121 \times h$, $h = 8$. The prism has two square faces and four rectangular faces. The area of one square face is 121 square units. The area of one rectangular face is $8 \times 11 = 88$ square units. Therefore, the total surface area of the prism is equal to: $2 \times 121 + 4 \times 88 = 242 + 352 = 594$ square units.

QUESTION 889



In the diagram above, $ABDE$ is a square and BCD is an equilateral triangle. If $FC = 6\sqrt{3}$ cm, what is the perimeter of $ABCDE$?

- A. $30\sqrt{3}$ cm
- B. $36\sqrt{3}$ cm
- C. 60 cm
- D. $60\sqrt{3}$ cm
- E. 84 cm

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Since BCD is an equilateral triangle, angles CBD , BDC , and BCD all measure 60 degrees. FCD and BCF are both 30-60-90 right triangles that are congruent to each other. The side opposite the 60-degree angle of triangle BCF , side FC , is equal to times the length of the side opposite the 30-degree angle, side BF . Therefore, BF is equal to $\frac{1}{2}FC = 6$ cm. The hypotenuse, BC , is equal to twice the length of side BF . The length of BC is $2(6) = 12$ cm. Since $BC = 12$ cm, CD and BD are also 12 cm. BD is one side of square $ABDE$; therefore, each side of $ABDE$ is equal to 12 cm. The perimeter of $ABCDE = 12$ cm + 12 cm + 12 cm + 12 cm + 12 cm = 60 cm.

QUESTION 890

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What is the value of $(3xy + x)\frac{x}{y}$ when $x = 2$ and $y = 5$?

Correct Answer: 4

Section: Math Explanation

Explanation/Reference:

Explanation:

Substitute 2 for x and 5 for y :

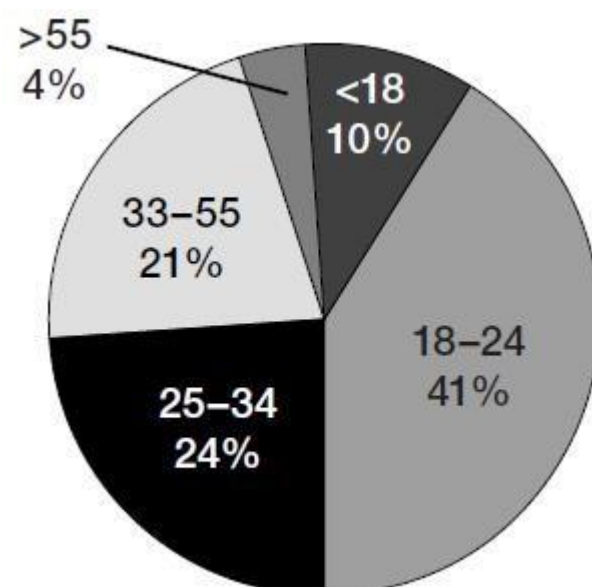
$$(3xy + x)\frac{x}{y} = (3 \times 2 \times 5 + 2)\frac{2}{5} = 32\frac{2}{5} = (\sqrt[5]{32})^2 = 2^2 = 4$$

Or, $3 \times 2 \times 5 = 30$, $30 + 2 = 32$, the 5th square root of 32 is 2, 2 raised to the 2nd power is 4.

QUESTION 891

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Ages of Spring Island Concert Attendees



The diagram above shows the breakdown by age of the 1,560 people who attended the Spring Island Concert last weekend. How many people between the ages of 18 and 34 attended the concert?

Correct Answer: 1,014

Section: Math Explanation

Explanation/Reference:

Explanation:

Of the concert attendees, 41% were between the ages of 18–24 and 24% were between the ages of 25–34. Therefore, $41 + 24 = 65\%$ of the attendees, or $1,560 \times 0.65 = 1,014$ people between the ages of 18 and 34 attended the concert.

QUESTION 892

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Matt weighs $\frac{3}{5}$ of Paul's weight. If Matt were to gain 4.8 pounds, he would weigh $\frac{2}{3}$ of Paul's weight. What is Matt's weight in pounds?

Correct Answer: 43.2

Section: Math Explanation

Explanation/Reference:

Explanation:

Matt's weight, m , is equal to $\frac{3}{5}$ of Paul's weight, p :

$$m = \frac{3}{5}p.$$

If 4.8 is added to m , the sum is equal to $\frac{2}{3}$ of p :

$$m + 4.8 = \frac{2}{3}p$$

Substitute the value of m in terms of p into the second equation:

$$\frac{3}{5}p + 4.8 = \frac{2}{3}p,$$

$$\frac{1}{15}p = 4.8,$$

$$p = 72.$$

Paul weighs 72 pounds, and Matt weighs $\frac{3}{5} \times 72 = 43.2$ pounds.

QUESTION 893 FILL BLANK

If $-6b + 2a - 25 = 5$ and $\frac{a}{b} + 6 = 4$ what is the value of $\left(\frac{b}{a}\right)^2$?

Correct Answer: 1/4

Section: Math Explanation

Explanation/Reference:

Explanation:

Solve $-6b + 2a - 25 = 5$ for a in terms of b : $-6b + 2a - 25 = 5$, $-3b + a = 15$, $a = 15 + 3b$. Substitute a in terms of b into the second equation:

$$\frac{15 + 3b}{b} + 6 = 4,$$

$$\frac{15}{b} + 3 + 6 = 4,$$

$$\frac{15}{b} = -5, b = -3.$$

Substitute b into the first equation to find the value of a :

$$-6b + 2a - 25 = 5,$$

$$-6 \times (-3) + 2a - 25 = 5,$$

$$18 + 2a = 30,$$

$$2a = 12, a = 6. \text{ Finally,}$$

$$\left(\frac{b}{a}\right)^2 = \left(\frac{-3}{6}\right)^2 = \left(-\frac{1}{2}\right)^2 = \frac{1}{4}$$

QUESTION 894 FILL BLANK

The function $j(k) = \left(\frac{j}{k}\right)^j$. If $j(k) = -8$ when $j = -3$, what is the value of k ?

Correct Answer: 6

Section: Math Explanation

Explanation/Reference:

Explanation: $j(k) = -8$ when $j = -3$ then:

$$-8 = \left(\frac{-3}{k}\right)^3$$

$$-8 = \left(\frac{k}{-3}\right)^3$$

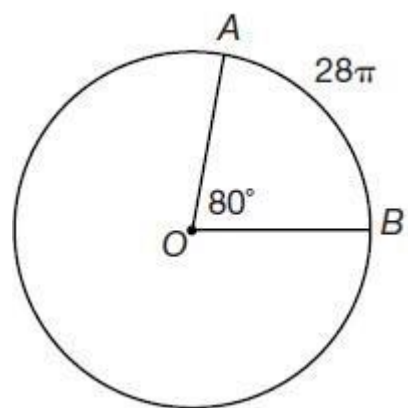
$$-8 = \frac{k^3}{27}$$

$$216 = k^3 k = 6$$

QUESTION 895

FILL BLANK





In the circle above, the measure of angle AOB is 80° and the length of arc AB is 28π units. What is the radius of the circle?

Correct Answer: 63

Section: Math Explanation

Explanation/Reference:

Explanation:

The size of an intercepted arc is equal to the measure of the intercepting angle divided by 360, multiplied by the circumference of the circle ($2\pi r$, where r is the radius of the circle):

$$28\pi = \left(\frac{80}{360}\right)(2\pi r)$$

$$28 = 4/9r \quad r = 63 \text{ units.}$$

QUESTION 896

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What is the distance from the point where the line given by the equation $3y = 4x + 24$ crosses the x -axis to the point where the line crosses the y -axis?

Correct Answer: 10

Section: Math Explanation

Explanation/Reference:

Explanation:

Write the equation in slope-intercept form ($y = mx + b$):

$$3y = 4x + 24, \quad y = \frac{4}{3}x + 8$$

The line crosses the y -axis at its y -intercept, $(0, 8)$. The line crosses the x -axis when $y = 0$:

$$y = \frac{4}{3}x + 8 \quad \frac{4}{3}x = -8 \quad x = -6.$$

Use the distance formula to find the distance from $(0, 8)$ to $(-6, 0)$:

$$\begin{aligned} \text{distance} &= \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \\ &= \sqrt{((-6) - 0)^2 + (0 - 8)^2} \\ &= \sqrt{6^2 + (-8)^2} \\ &= \sqrt{36 + 64} \\ &= \sqrt{100} \end{aligned}$$

Distance is 10 units.

QUESTION 897 FILL

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For any whole number $x > 0$, how many elements are in the set that contains only the numbers that are multiples AND factors of x ?

Correct Answer: 1

Section: Math Explanation

Explanation/Reference:

Explanation:

The largest factor of a positive, whole number is itself, and the smallest multiple of a positive, whole number is itself. Therefore, the set of only the factors and multiples of a positive, whole number contains one element – the number itself.

QUESTION 898

FILL BLANK

A bus holds 68 people. If there must be one adult for every four children on the bus, how many children can fit on the bus?

Correct Answer: 52

Section: Math Explanation

Explanation/Reference:

Explanation:

There is one adult for every four children on the bus. Divide the size of the bus, 68, by 5: $68 \div 5 = 13.6$.

There can be no more than 13 groups of one adult, four children. Therefore, there can be no more than $13 \text{ groups} \times 4 \text{ children in a group} = 52 \text{ children on the bus}$.

QUESTION 899

FILL BLANK

In Marie's fish tank, the ratio of guppies to platies is 4:5. She adds nine guppies to her fish tank and the ratio of guppies to platies becomes 5:4. How many guppies are in the fish tank now?

Correct Answer: 25

Section: Math Explanation

Explanation/Reference:

Explanation:

If the original ratio of guppies, g , to platies, p , is 4:5, then $g = (4/5)p$. If nine guppies are added, then the new number of guppies, $g + 9$, is equal to $(5/4)p$:

$$g + 9 = (5/4)p.$$

Substitute the value of g in terms of p from the first equation:

$(4/5)p + 9 = (5/4)p$, $9 = (9/20)p$, $p = 20$. There are 20 platies in the fish tank and there are now $20 \times 5/4 = 25$ guppies in the fish tank.

QUESTION 900

The line $y = -2x + 8$ is:

- A. parallel to the line $y = \frac{1}{2}x + 8$.
- B. parallel to the line $\frac{1}{2}y = -x + 3$.
- C. perpendicular to the line $2y = -\frac{1}{2}x + 8$.
- D. perpendicular to the line $\frac{1}{2}y = -2x - 8$.
- E. perpendicular to the line $y = 2x - 8$.

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Parallel lines have the same slope. When an equation is written in the form $y = mx + b$, the value of m (the coefficient of x) is the slope. The line $y = -2x + 8$ has a slope of -2 . The line $\frac{1}{2}y = -x + 3$ is equal to $y = -2x + 6$. This line has the same slope as the line $y = -2x + 8$; therefore, these lines are parallel.

QUESTION 901

It takes six people eight hours to stuff 10,000 envelopes. How many people would be required to do the job in three hours?

- A. 4
B. 12 C. 16 D. 18
E. 24

Correct Answer: C

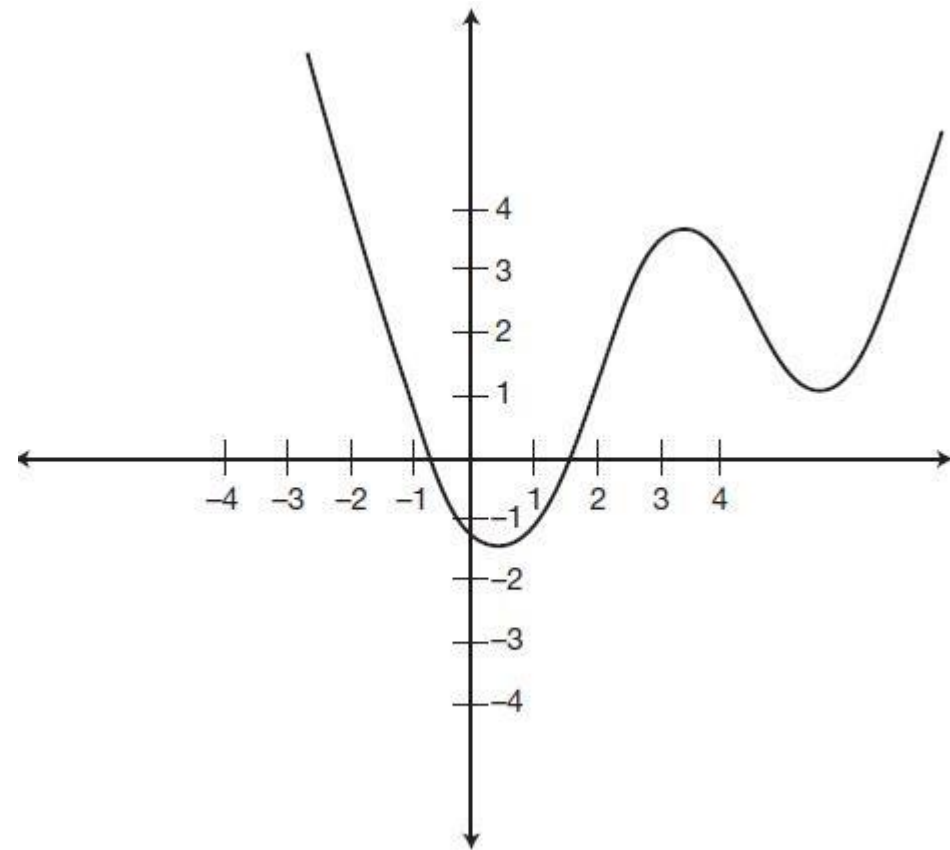
Section: Math Explanation

Explanation/Reference:

Explanation:

Six people working eight hours produce $6 \times 8 = 48$ work-hours. The number of people required to produce 48 work-hours in three hours is $48 \div 3 = 16$.

QUESTION 902



In the diagram above of $f(x)$, for how many values does $f(x) = -1$?

- A. 0 B. 1 C. 2 D. 3 E. 4

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

The function $f(x)$ is equal to -1 every time the graph of $f(x)$ crosses the line $y = -1$. The graph of $f(x)$ crosses $y = -1$ twice; therefore, there are two values for which $f(x) = -1$.

QUESTION 903

The equation $\frac{x^2}{4} - 3x = -8$, when $x =$:

- A. -8 or 8 .
B. -4 or 4 .

- C. -4 or -8.
D. 4 or -8.
E. 4 or 8.

Correct Answer: E

Section: Math

Explanation

Explanation/Reference:

Explanation:

Write the equation in quadratic form and find its roots:

$$\frac{x^2}{4} - 3x = -8$$

$$x^2 - 12x = -32 \quad x^2 -$$

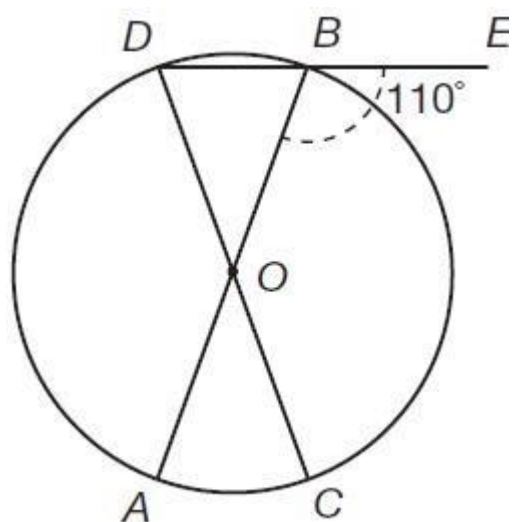
$$12x + 32 = 0 \quad (x -$$

$$8)(x - 4) = 0 \quad x - 8$$

$$= 0, \quad x - 4 = 0 \quad x =$$

$$8, \quad x = 4$$

QUESTION 904



In the diagram above, if angle OBE measures 110 degrees, what is the measure of arc AC ?

- A. 20 degrees
B. 40 degrees
C. 55 degrees
D. 80 degrees
E. cannot be determined

Correct Answer: B

Section: Math **Explanation**

Explanation/Reference:

Explanation:

Angles OBE and DBO form a line. Since there are 180 degrees in a line, the measure of angle DBO is $180 - 110 = 70$ degrees. OB and DO are radii, which makes triangle DBO isosceles, and angles ODB and DBO congruent. Since DBO is 70 degrees, ODB is also 70 degrees, and DOB is $180 - (70 + 70) = 180 - 140 = 40$ degrees. Angles DOB and AOC are vertical angles, so the measure of angle AOC is also 40 degrees. Angle AOC is a central angle, so its intercepted arc, AC , also measures 40 degrees.

QUESTION 905

The volume of a cylinder is 486π cubic units. If the height of the cylinder is six units, what is the total area of the bases of the cylinder?

- A. 9π square units
B. 18π square units C. 27π square units

- D. 81π square units
E. 162π square units

Correct Answer: E
Section: Math Explanation

Explanation/Reference:

Explanation:

The volume of a cylinder is equal to $\pi r^2 h$, where r is the radius of the cylinder and h is the height of the cylinder. If the height of a cylinder with a volume of 486π cubic units is six units, then the radius is equal to: $486\pi = \pi r^2 \times 6$
 $486 = 6r^2$ $81 = r^2$ $r = 9$

A cylinder has two circular bases. The area of a circle is equal to πr^2 , so the total area of the bases of the cylinder is equal to $2\pi r^2$, or $2\pi \times 9^2 = 2\pi \times 81 = 162\pi$ square units.

QUESTION 906

If $a\sqrt{20} = \frac{2\sqrt{180}}{a}$, then $a =$ _____.

- $2\sqrt{3}$ A.
 $\sqrt{5}$ B.
C. 5
D. $\sqrt{6}$
E. 6

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation: Cross multiply:

$$a\sqrt{20} = \frac{2\sqrt{180}}{a},$$

$$a^2\sqrt{20} = 2\sqrt{180},$$

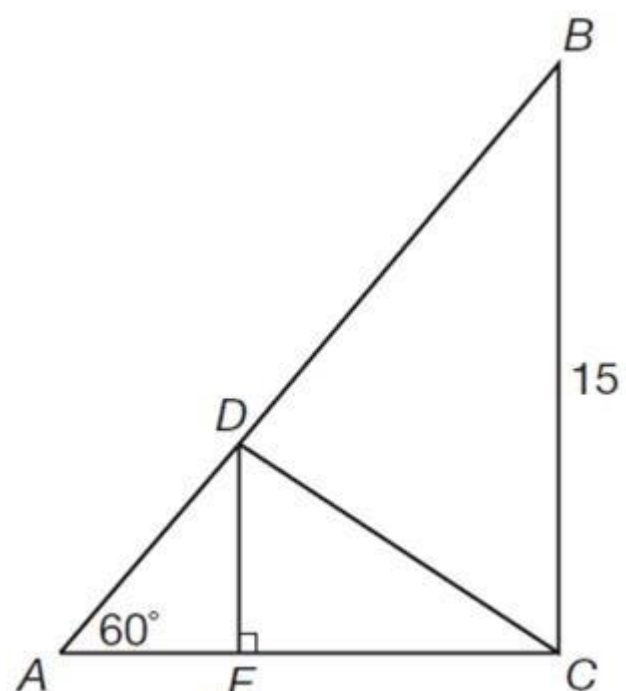
$$a^2\sqrt{4}\sqrt{5} = 2\sqrt{36}\sqrt{5},$$

$$2a^2\sqrt{5} = 12\sqrt{5},$$

$$a^2 = 6 \text{ } a \text{ is square root of } 6.$$

QUESTION 907





In the diagram above, ABC and DEC are right triangles, the length of side BC is 15 units, and the measure of angle A is 60 degrees. If angle A is congruent to angle EDC , what is the length of side DC ?

$\sqrt{15}$ units

$\frac{15}{2}$ units

$\frac{15}{2}\sqrt{3}$ units

$15\sqrt{3}$ units

A.

B.

C.

D.

E. 9 units

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Since triangle DEC is a right triangle, triangle AED is also a right triangle, with a right angle at AED . There are 180 degrees in a triangle, so the measure of angle ADE is $180 - (60 + 90) = 30$ degrees. Angle A and angle EDC are congruent, so angle EDC is also 60 degrees. Since there are 180 degrees in a line, angle BDC must be 90 degrees, making triangle BDC a right triangle. Triangle ABC is a right triangle with angle A measuring 60 degrees, which means that angle B must be 30 degrees, and BDC must be a 30-60-90 right triangle. The leg opposite the 30-degree angle in a 30-60-90 right triangle is half the length of the hypotenuse. Therefore, the length of DC is $15/2$ units.

QUESTION 908

The product of $\left(\frac{a}{b}\right)^2 \times \left(\frac{b}{a}\right)^{-2} \times \left(\frac{1}{a}\right)^{-1} =$ is

A. a

B. $1/a$ C. a^3/b^4 D. a^4/b^4 E. a^5/b^4

Correct Answer: E

Section: Math

Explanation

Explanation/Reference:

Explanation:

A fraction with a negative exponent can be rewritten as a fraction with a positive exponent by switching the numerator with the denominator.

QUESTION 909

Gil drives five times farther in 40 minutes than Warrick drives in 30 minutes. If Gil drives 45 miles per hour, how fast does Warrick drive?

- A. 6 mph
- B. 9 mph
- C. 12 mph D. 15 mph
- E. 30 mph

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

If d is the distance Warrick drives and s is the speed Warrick drives, then $30s = d$. Gil drives five times farther, $5d$, in 40 minutes, traveling 45 miles per hour: $5d = 40 \times 45$. Substitute the value of d in terms of s into the second equation and solve for s , Warrick's speed: $5 \times 30s = 40 \times 45$, $150s = 1,800$, $s = 12$. Warrick drives 12 mph.

QUESTION 910 A bank contains one penny, two quarters, four nickels, and three dimes. What is the probability of selecting a coin that is worth more than five cents but less than 30 cents?

- A. $1/5$ B. $1/4$
- C. $1/2$
- D. $7/10$
- E. $9/10$



Correct Answer: C

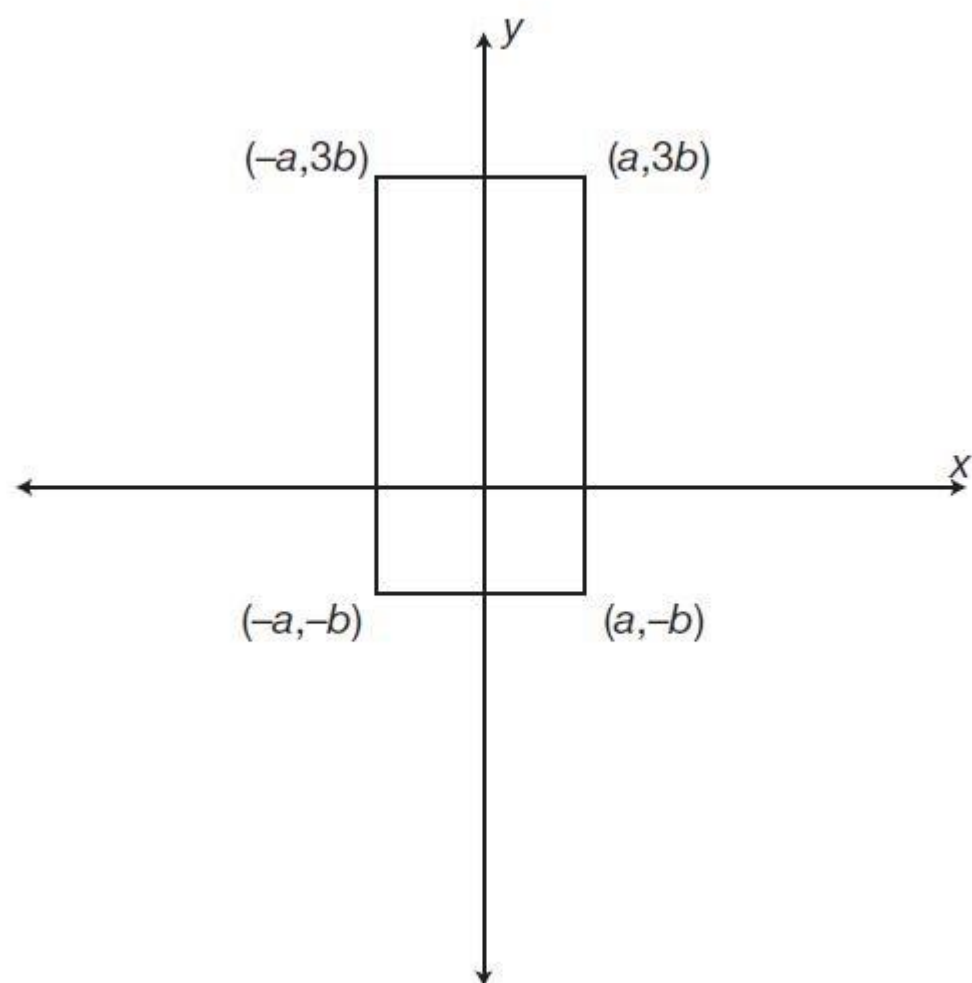
Section: Math Explanation

Explanation/Reference:

Explanation:

There are ten coins in the bank (1 penny + 2 quarters + 4 nickels + 3 dimes). The two quarters and three dimes are each worth more than five cents but less than 30 cents, so the probability of selecting one of these coins is $5/10$ or $1/2$.

QUESTION 911



In the diagram above, what is the area of the rectangle?

- A. $6ab$ square units
- B. $8ab$ square units
- C. $9b^2$ square units
- D. $12ab$ square units
- E. $16b$ square units

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

The y -axis divides the rectangle in half. Half of the width of the rectangle is a units to the left of the y -axis and the other half is a units to the right of the y -axis. Therefore, the width of the rectangle is $2a$ units. The length of the rectangle stretches from $3b$ units above the x -axis to b units below the x -axis. Therefore, the length of the rectangle is $4b$ units. The area of a rectangle is equal to lw , where l is the length of the rectangle and w is the width of the rectangle. The area of this rectangle is equal to $2a \times 4b = 8ab$ square units.

QUESTION 912

If set M contains only the positive factors of 8 and set N contains only the positive factors of 16, then the union of sets M and N :

- A. contains exactly the same elements that are in set N .
- B. contains only the elements that are in both sets M and N .
- C. contains nine elements.
- D. contains four elements.

E. contains only even elements.

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

Set M contains the positive factors of 8: 1, 2, 4, and 8. Set N contains the positive factors of 16: 1, 2, 4, 8, and 16. The union of these sets is equal to all of the elements that are in either set. Since every element in set M is in set N , the union of N and M is the same as set N : {1, 2, 4, 8, 16}.

QUESTION 913

What is the degree measure of the acute angle formed by the hands of a 12-hour clock that reads exactly 1 o'clock?

- A. 15°
- B. 30°
- C. 45°
- D. 60°
- E. 72°

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

One complete rotation of a clock hand is 360° , and there are 12 hourly markings on a clock. When the hands read exactly 1 o'clock, the degree measure of the angle formed by the clock hands is $1/12$ of a complete rotation, or $1/12 \times 360^\circ = 30^\circ$.

QUESTION 914

What is the probability that a number selected at random from the set {2, 3, 7, 12, 15, 22, 72, 108} will be divisible by both 2 and 3?

- A. $1/4$
- B. $3/8$
- C. $3/5$
- D. $5/8$
- E. $7/8$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Since 12, 72, and 108 are the only numbers in the list divisible by both 2 and 3, the probability that the number selected at random is divisible by both 2 and 3 is $3/8$.

QUESTION 915 A circle has a circumference of 16π feet. What is the radius of the circle, in feet?

- A. The square root of 8.
- B. 4C. 8
- D. 16
- E. 32

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

Explanation:

8 is the correct answer. The formula for the circumference of a circle with radius r is $2\pi r$. So $2\pi r = 16$, or $r = 8$.

QUESTION 916

A rectangle with a perimeter of 30 centimeters is twice as long as it is wide. What is the area of the rectangle in square centimeters?

- A. 15
 B. 50 C. 200
 $6\sqrt{15}$ D.
 $3\sqrt{15}$ E.

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

If w = width, then $2w$ = length. So, the perimeter is $2 \times (w + 2w) = 30$, and $w = 5$. Since the width is 5, the length is $2 \times 5 = 10$. Then the area is $5 \times 10 = 50$.

QUESTION 917

In the standard (x, y) coordinate plane, what are the coordinates of the midpoint of a line segment whose endpoints are $(-3, 0)$ and $(7, 4)$?

- A. $(2, 2)$ B. $(2, 4)$
 C. $(5, 2)$ D. $(5, 4)$
 E. $(5, 5)$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

$(2, 2)$ is the correct answer. To find the midpoint, you need to take the average of each of the coordinates, $((-3 + 7) / 2, (0 + 4) / 2) = (2, 2)$

QUESTION 918

Points A , B , C , and D are on a line such that B is between A and C , and C is between B and D . The distance from A to B is 6 units. The distance from B to C is twice the distance from A to B , and the distance from C to D is twice the distance from B to C . What is the distance, in units, from the midpoint of BC to the midpoint of CD ?

- A. 18 B. 14
 C. 12
 D. 9 E. 6

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

$BC = 2 \times AB = 2 \times 6 = 12$ and $CD = 2 \times BC = 2 \times 12 = 24$. The distance between the midpoints of BC and CD is $1/2 \times BC + 1/2 \times CD = 1/2 \times 12 + 1/2 \times 24 = 18$.

QUESTION 919

Which of the following statements *must* be true whenever n , a , b , and c are positive integers such that $n < a$, $c > a$, and $b > c$?

- A. $a < n$
 B. $b - n > a - n$
 C. $b < n$
 D. $n + b = a + c$
 E. $2n > a + b$

Correct Answer: B

Section: Math Explanation

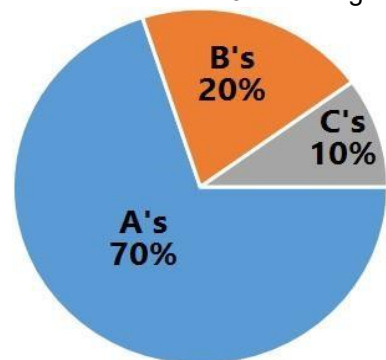
Explanation/Reference:

Explanation:

Since $b > a$, subtracting n from each side, $b - n > a - n$, will not change the relationship between b and a .

QUESTION 920

The distribution of Jamal's high school grades by percentage of course credits is given in the circle graph below. What is Jamal's grade point average if each A is worth 4 points; each B, 3 points; and each C, 2 points?



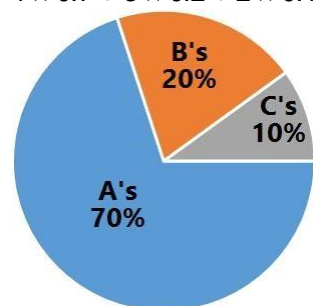
- A. 3.0 B. 3.4 C. 3.6
D. 3.7
E. Cannot be determined from the given information.

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:
 $4 \times 0.7 + 3 \times 0.2 + 2 \times 0.1 = 3.6$.



QUESTION 921

What is the difference between 1.8 and 1.(08)?

(Note: The parentheses indicate a digit pattern that is repeated.)

- A. 0.7(1)
B. 0.(71)
C. 0.7(19)
D. 0.7(2)
E. 0.(72)

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:
 Take 1.(08) and repeat the pattern several times, then subtract that from 1.8.

$$1.8 - 1.(08) \approx 0.7(19).$$

QUESTION 922

Which of the following equations represent the linear relationship between time, t , and velocity, v , shown in the table below?

t	0	1	2
v	120	152	184

- A. $v = 32t$
 B. $v = 32t + 120$ C. $v = 120t$
 D. $v = 120t + 32$
 E. $v = 120t + 120$

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

A linear relationship means the associated graph is a line. So, you can think of the ordered pairs (t, v) as points on the line. Since $(0, 120)$, $(1, 152)$, and $(2, 184)$ are points on the line, the slope of the line is $(152 - 120) / (1 - 0) = 32$. Therefore, $v = 32t + b$, where b is the y -intercept of the line. Since $(0, 120)$ is a point on the line, $120 = 32 \times 0 + b$, or $b = 120$. Thus, an equation for the line is $v = 32t + 120$.

QUESTION 923

An industrial cleaner is manufactured using only the 3 secret ingredients A, B, and C, which are mixed in the ratio of 2:3:5, respectively, by weight. How many pounds of secret ingredient B are in a 42-pound (net weight) bucket of this cleaner?

- A. 4.2
 B. 12.6 C. 14.0 D. 18.0
 E. 21.0

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

If you let $3x$ be amount of secret ingredient B, you can set up the equation $2x + 3x + 5x = 42$. Since $10x = 42$, $x = 4.2$, and $B = 3x = 12.6$.

QUESTION 924

If $n = 8$ and $16 \times 2^m = 4^{n-8}$, then $m = \underline{\hspace{1cm}}$.

- A. -4
 B. -2
 C. 0 D. 1 E. 8

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

When $n = 8$, $4^{n-8} = 4^{8-8} = 4^0 = 1$, and $16 \times 2^m = 2^4 \times 2^m = 2^{4+m}$. So, $2^{4+m} = 1$, and any number to the zeroth power is 1, so $4 + m = 0$, or $m = -4$.

QUESTION 925 Which of the following has a vertex of $(4, -4)$?

- A. $y = 5(x - 4)^2 - 4$ B.
 $y = 5(x + 4)^2 - 4$
 C. $y = 5(x - 4)^2 + 4$
 D. $y = 5(x + 4)^2 + 4$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:
Plug in (x, y) and solve for equations to determine the answer.

QUESTION 926

A banquet hall charges a base price of x dollars for one hour of rental time. A sales tax of a certain percentage is applied to the base price, and an untaxed deposit is added. If the total amount is paid at the time of the purchase for one night is given by the expression $1.085x + 18$, then what is the sales tax, expressed as a percentage of the base price?

- A. 0.085%
- B. 1.085%
- C. 8.5%
- D. 18%

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:
Answer C is correct. x is what it costs for one hour of rental time in dollars, so it must be multiplied by the hours rented and the sales tax rate to get an accurate depiction of cost per unit of time (hour – 1.085 is 1 hour + .085 sales tax rate, hence the sales tax, when multiplied by 100 for percent conversion, is 8.5%).

QUESTION 927

What is the equation of a line that contains the point (2, 10) and has a y-intercept of 6?

- A. $y = \frac{1}{2}x + 6$
- B. $y = x + 6$
- C. $y = 2x + 6$
- D. $y = 4x + 6$



Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:
Solving for equations yields only one with correct plug-in computations and y-intercept in appropriate place.

QUESTION 928

John took out a cash advance of x dollars from a financing company. The company deducts a fee of $\frac{1}{4}$ of the original advanced amount along with a transfer fee of \$25.

Which of the following represents the final advanced amount that John receives after all applied fees in dollars?

- A. $\frac{1}{4}x - 25$
- B. $\frac{1}{4} \times (x - 25)$
- C. $\frac{3}{4} \times (x - 25)$
- D. $\frac{1}{4}x - 25$

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:
John would be left with three-quarters the amount upon removing the one-fourth.

QUESTION 929

The number of bonus points, $B(p)$, a credit card holder receives is given by the function $B(p) = 4p + 2$, where p represents the number of purchases made. If the number of purchases is increased by 8, by how much does the number of bonus points increase?

- A. 4
- B. 8
- C. 32
- D. 64

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Plug in numbers following the guidelines, first before the increase and then after, and subtract the two.

QUESTION 930

$$\frac{3x^2 - 2x - 6}{x^2 - 4x + 17} = \frac{x^2 + 7x + 10}{x^2 + 2x + 3}$$

- A. 1 B. 2
- C. 3
- D. 4

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

Explanation:

Plug in numbers. 4 is the only one that gives you an equality:

$$\frac{34}{54} = \frac{17}{27} \rightarrow \frac{17}{27} = \frac{17}{27}$$



QUESTION 931 If $x^2 + 13x = 90$ and $x > 0$, what is the value of x ?

- A. -5
- B. 0C. 5
- D. 10

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Solve for x , then plug in the answer choices to check your work.

QUESTION 932

If x is more than one-third the value of y , which of the following expresses the value of y in terms of x ?

- A. $y = (x + 2) / 3$
- B. $y = (x - 2) / 3$
- C. $y = 3 \times (x - 2)$
- D. $y = 3 \times (x - 6)$

Correct Answer: C

Section: Math Explanation

Explanation/Reference: Explanation:

Always try plugging in when presented with variables in questions and answers. Keep numbers simple. Choosing 12 for $y = 3 \times (x - 2)$, write $b = 2 + 1/3 \times 12$. Solving leaves you with $b = 2 + 4 = 6$. Plug in 6 to each equation to see what works.

QUESTION 933 Which of the following is equivalent to $(2x + 6) / 4$ times $(6x - 36) / (3x + 9)$?

- A. $(12x^2 - 216) / (12x + 36)$
- B. $(8x - 30) / (3x + 13)$
- C. $(x - 6) / 4$
- D. $x - 6$

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

Pick a small, simple number and solve for each number.

QUESTION 934

If $x^2 + 16x = 161$, and $x > 0$, what is the value of x ?

- A. 3
- B. 7
- C. 11
- D. 15

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Simply plug in numbers and solve.



QUESTION 935 The population (x) of town (y) since 2000 can be estimated by the equation $x = 1.0635z + 3,250$, where z is the number of years since 2000 and $0 \leq z \leq 20$. In the context of this equation, what does the number 1.0635 most likely represent?

- A. The estimated population of town (y) in 2000.
- B. The estimated population of town (y) in 2017.
- C. The factor by which the population of town (y) has grown annually.
- D. The factor by which the population of town (y) has decreased annually.

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

No negative numbers so there is an increase, not decrease underway. The decimal sets off growth, too.

QUESTION 936 In the following equation, what is the value of x ?

$$\frac{1}{2}x + 4 = \frac{3}{4}x - 5$$

- A. 8
- B. 9
- C. 27
- D. 36

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:
Plug in the answer options and find the one that solves the equations.

QUESTION 937 Which of the following is equivalent to $(12x^2 + 4x + 5y) + (3x^2 - 2x + 3y) = 15x^2 + 2x + 8y$?

- A. $17x^2 + 4x + 8y$ B.
 $17x^2 + 4x - 8y$
C. $17x^2 - 4x + 8y$ D.
 $8y - 4x + 17x^2$

Correct Answer: A
Section: Math
Explanation

Explanation/Reference:

Explanation:
Add all like variables.

QUESTION 938

A car averages 30 miles per gallon. If gas costs \$2.20 per gallon, which of the following is closest to how much the gas would cost for this car to travel 3,250 miles?

- A. \$48.73
B. \$111.23 C. \$238.33
D. \$372.14



Correct Answer: C
Section: Math Explanation

Explanation/Reference:

Explanation:
At 30 miles per gallon, it takes $108.33 \text{ gallons} \times \2.20 to make the whole trip. This equals \$238.33.

QUESTION 939 When $x = 4$ and $y = 6$, by how much does the value of $3x^2 - 3y$ exceed the value of $2x^2 - 2y$?

- A. 5
B. 10 C. 15
D. 20

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

Explanation:
Plug numbers into two equations. Solve. Subtract the lower number from the higher number.

QUESTION 940 What is the value of x when $2x + 7 = 3x - 5$?

- A. 2
B. 6
C. 12
D. 24

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Add $-2x$ to both sides of the equality. This leaves $7 = x - 5$. Add 5 to both sides to isolate the variable. You're left with $12 = x$.

QUESTION 941 What is the greatest common factor of 52, 156, and 260?

- A. 4
- B. 18
- C. 36 D. 52

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

Start with the largest number to save on time. Divide it into each to see if you get a whole number. The first that is, is your answer.

QUESTION 942 Sales for a business were \$4 million more the second year than the first, and sales for the third year were double sales of year two. If sales of the third year were \$48 million, what were sales in millions of dollars for the first year?

- A. 10 B.
- 15 C. 20
- D. 25

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Divide year three by two to get year two total. Subtract four from that to get the year one total. Answer should be 20.

QUESTION 943 If $x \times y = 156$, $x + y = 43$, and $x < y$, what is the value of $x - y$?

- A. -35
- B. 35
- C. 0
- D. -24

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

Answer A is correct. Divide 156 by two and check to see if two numbers add up to 43. $156 \div 2 = 78$. $2 + 78 = 43$? Try again. $156 \div 3 = 3 + 52 = 55$? Try again. $156 \div 4 = 39$. $4 + 39 = 43$? Correct. Now plug in the lower number for x (4) and the higher number for y (39), and you're left with $4 - 39$, or $4 + (-39)$. This equals -35.

QUESTION 944 A building built on a level field casts a shadow seven feet long and stands 35 feet tall. A nearby building casts a shadow 14 feet long. How tall is the building?

- A. 28 B.
- 42 C. 56
- D. 70

Correct Answer: D

Section: Math Explanation



Explanation/Reference:

Explanation:

The shadow is one-fifth of the building height on building one. Since they are both on a level field, you can expect the same ratio ($14 \times 5 = 70$).

QUESTION 945 Membership fees for NetFilms streaming service include a one-time membership fee of \$10 and ongoing monthly fees of \$5. How many months would you be able to buy with \$120 after the membership fee is removed?

- A. 22 B.
23 C. 24
D. 25

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

The one-time fee reduces the \$120 to \$110. Since it is one-time and not recurring, that will be the only time it has to be assessed. From there, divide \$110 by the \$5 per month ongoing price to get 22 months.

QUESTION 946 If $y = -6$, what is the value of $(y^3 - 40) / (y - 2)$?

- A. -32
B. 32
C. 0
D. 64

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Plug in -6 to each use of y . That will leave you with $(-216 - 40) / (-6 - 2)$, or $-256 / -8$. Divide -256 by -8 . The negatives will cancel out leaving you with 32.

QUESTION 947 What is the perimeter, in feet, of a rectangle with width 10 feet and length 20 feet?

- A. 30 B.
60
C. 90
D. 120

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

Rectangles have two pair of equal sides, so double the two values given and add them together.

QUESTION 948

A company offers early bird pricing of \$15 on a new product if there are 10 or fewer orders. The price goes down to \$12.50 if it is ordered by more than 10. Twenty ends up ordering at the \$15 amount. How much does the company end up offering as rebate?

- A. \$25 B.
\$50
C. \$75
D. \$100

Correct Answer: B

Section: Math Explanation**Explanation/Reference:**

Explanation:

Twenty times \$15 equals \$300. Since the 10-person threshold is met, the price goes down \$2.50 for each order ($\$2.50 \times 20 = \50).

QUESTION 949 For what value of x is the equation $8/x = 6/12$?

- A. 8
- B. 12
- C. 16
- D. 24

Correct Answer: C

Section: Math Explanation**Explanation/Reference:**

Explanation:

Cross-multiply and you end up with $(8 \times 12) = (6 \times x)$, or $6x = 96$. Divide 96 by six, and $x = 16$.

QUESTION 950 If $f(x) = 8x^2 - 10x + 5$, then $f(-4) = ?$

- A. -173
- B. -3
- C. 50
- D. 173

Correct Answer: D

Section: Math Explanation**Explanation/Reference:**

Explanation:

Substitute (-4) for x and solve.

QUESTION 951 If $2(x - 14) = 22$, then $x = \underline{\hspace{1cm}}$.

- A. 20
- B. 25
- C. 30
- D. 35

Correct Answer: B

Section: Math Explanation**Explanation/Reference:**

Explanation:

Get rid of the parentheses by multiplying 2 times x and -14 . This leaves you with $2x - 28 = 22$. Isolate the variable by adding 28 to both sides, leaving $2x = 50$. Divide both sides by 2 ($x = 25$).

QUESTION 952

Which number is a common multiple of 35, 5, and 50?

- A. 100
- B. 180
- C. 250
- D. 350

Correct Answer: D

Section: Math Explanation**Explanation/Reference:**

Explanation:

Start with the largest number (350) to help narrow your options. Fifty (50) will go into 350 seven times. Thirty-five (35), 10 times. Five (5), 70 times.



QUESTION 953 The expression $9 \times (x - 3) + 2 \times (4x + 4)$ is equivalent to:

- A. $(x - 19) / 17$
- B. $x - 19$
- C. $17x - 19$
- D. $x - 17$

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Multiply to get rid of the parentheses. You get $9x - 27 + 8x + 8$. Simplify by adding like units. $9x + 8x$ is $17x$ and $-27 + 8$ is -19 . This leaves you with $17x - 19$.

QUESTION 954 If $a + 3b = 37$ and $a - 3b = 19$, then $b =$ ____.

- A. 3
- B. 6
- C. 12
- D. 24

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

Using system of equations, add the two givens like such:

$$a + 3b = 37 \quad a - 3b = 19 \quad 2a = 56 \quad a = 28$$

Now plug in 28 and isolate b .

$$28 + 3b = 37 \quad 3b = 9 \quad b = 3$$

AND

$$28 - 3b = 19$$

$$\begin{aligned} -3b &= -9 \\ b &= 3 \end{aligned}$$

QUESTION 955 A book receives 30 reviews on Amazon as judged by a 5-star scale. Sixty percent gave the book 5 out of 5 Stars. How many reviewers gave it this rating?

- A. 6
- B. 12
- C. 18
- D. 24

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

There are thirty reviews. Multiply this by the decimal form of 60% (0.60). Eighteen (18) will be your answer.

QUESTION 956

What is the degree measure of the obtuse angle formed by the hands of a 12-hour clock that reads exactly one o'clock?

- A. 165° B.
 150° C.
 135°
D. 120°

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

Explanation:

A 12-hour clock forms a circle (360°). Half the clock is 180° . Divide 360 by 12 and get 30, as in the acute angle of one o'clock is 30° . That leaves the obtuse angle as 150° .

QUESTION 957

A rectangle with a perimeter of 30 centimeters is twice as long as it is wide. What is the area of the rectangle in square centimeters?

- A. 20 B.
30 C.
40
D. 50

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

Perimeter is determined by adding the four sides. Since rectangles will always consist of two pair of equal sides, the two long sides added to the two short sides must equal 30. We also know that one pair will be twice as long as the other pair. ($2x + 2y = 30$, or $x + y = 15$). Now think multiples of 15. Five (5) comes immediately to mind. Sub it for one of the variables. $5 + y = 15$, or $y = 10$. Is 10 twice as long as 5 and do the two equal 15? Yes, they do. Now that you have your side measurements, multiply them to get the area in square centimeters. Fifty (50) is your answer.

QUESTION 958 If $x \times y = 144$, $x + y = 30$, and $x > y$, what is the value of x/y ?

- A. 4 B. 8

- C. 16
- D. 32

A

Explanation

Explanation:

Start with multiples of 144. Look for numbers that, when added together, equal 30. The larger will be x. In this case, 24 is x, 6 is y, and 24 divided by 6 is four.

QUESTION 959 What is x, the second term in the series of $\frac{1}{3} + x + \frac{1}{9} + \frac{1}{27} + \frac{1}{81} \dots$?

- A. $\frac{1}{6}$
- B. $\frac{1}{9}$
- C. $\frac{1}{12}$
- D. $\frac{1}{15}$

Correct Answer: B

Section: Math

Explanation

Explanation/Reference:

Explanation:

You will notice a pattern where each new number is created by multiplying the previous by $\frac{1}{3}$.

QUESTION 960 A streaming box with a list price of \$120 is marked down 30%. If Steve gets an employee discount of 20% off the sale price, how much does he pay for the device?

- A. \$67.20
- B. \$72.30
- C. \$78.40
- D. \$80.00

Correct Answer: A

Section: Math

Explanation

Explanation/Reference:

Explanation:

First, you must determine the sale price by multiplying \$120 times the decimal form of 70% (0.70) to account for the 30% discount. This leaves you with \$84.00. Steve will get a 20% discount on that, so you will want to multiply times the decimal form of 80% (0.80). The answer, \$67.20.

QUESTION 961 A car departs Little Rock, Ark., traveling to a baseball game located nine miles east and 12 miles north of the departure point. About how many miles is the game from the departure point?

- A. 3
- B. 63
- C. 15
- D. 21

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

Explanation:

Correct Answer:
Section: Math

Explanation/Reference:

Use the Pythagorean theorem since the directions as given form a right triangle. $9^2 + 12^2 = c^2$, or $81 + 144 = 225^2$. Take the square root, and you're left with 15.

QUESTION 962 A youth basketball program serves a total of 280 children who are either 11 or 12 years old. The sum of the children's ages equal 3,238 years. How many 12-year-old children are in the program?

- A. 55
- B. 122C. 132
- D. 158

Correct Answer: D
Section: Math
Explanation

Explanation/Reference:

Explanation:
Finding answer requires a series of operations.

Firstly, choose one of the answers provided and use it to determine the sum of the 11-year-old ages. Start here because it is easier to operate with existing numbers than to simply make up figures.

122×11 can be discovered by adding a zero to the end of 122 (1,220), then adding 122 to that for a total of 1,342. Subtract 1,342 from the sum of 3,238, and you'll get 1,896. Now divide 1,896 by 12 to get 158. Further, the sum of 158 and 122 equals 280, so the answer checks out on that end as well.

QUESTION 963 What is the probability that a number selected at random from the set {2, 4, 5, 7, 9, 10, 12, 13, 18, 20, 60, 124} will be divisible by both 2 and 5?

- A. 1/12
- B. 2/12
- C. 1/4
- D. 3/4



Correct Answer: C
Section: Math
Explanation

Explanation/Reference:

Explanation:
Only four of the 12 numbers in the set are divisible by five, but one of those – 5 – is not divisible by 2. So only three of 12 numbers qualify, or 1/4.

QUESTION 964 A dish is cooked with the secret ingredients A, B, and C mixed in the ratio 2:3:5, respectively, by weight. How many pounds of secret ingredient A are in 42 pounds of the dish?

- A. 8.4
- B. 12.6
- C. 21
- D. 42

Correct Answer: A
Section: Math
Explanation

Explanation/Reference:

Explanation:
 $2:3:5 = 42$, or $2x + 3x + 5x = 42$, $10x = 42$, $x = 4.2$. Now sub 4.2 in for x. Ingredient A is 2 in the ratio, so $2(4.2) = 8.4$.

QUESTION 965

If $n = 8$, what is 4^{n-8} ?

- A. 0 B.
1
C. 2
D. 3

B

Explanation

Explanation:
Any number (n) to the zero power (n^0) equals one.

QUESTION 966 When $x = 4$ and $y = 5$, by how much does the value of $3x^2 - 2y$ exceed the value of $2x^2 - 3y$?

- A. 3
B. 7
C. 21
D. 28

Correct Answer: C
Section: Math Explanation

Explanation/Reference:
Explanation:
Just plug the numbers in to both equations. Subtract the lower value from the higher.

QUESTION 967
A meter is a measure of length, and 10 decimeters is equal in length to one meter. How many decimeters are equal in length to 14.5 meters?

- A. 1,450
B. 145
C. 14.5
D. 1.45

Correct Answer: B
Section: Math Explanation

Explanation/Reference:
Explanation:
Multiply 14.5 times 10 to get the answer.

QUESTION 968 Which of the following is true?

- A. Zero is the smallest prime number.
B. Zero is a negative number.
C. The largest factor of 42 is 14.
D. The sum of a positive number and its correlating negative is always zero.

Correct Answer: D
Section: Math Explanation

Explanation/Reference:
Explanation:
 $-1 + 1 = 0$, $-42 + 42 = 0$, etc. As for the others, zero is neither positive or negative and is not a prime number. Furthermore, 14 is not the largest number that will go into 42. That would be 42 itself.

QUESTION 969 If $3x - 1 = 11$, what is the value of $3x + 1$?

Correct Answer:
Section: Math

Explanation/Reference:

A. 10 B. 11 C. 12
D. 13

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

First, solve for $3x - 1 = 11$ by adding 1 to each side, $3x = 12$. Divide both sides by 3 to isolate the variable, and you get $x = 4$. Now plug in four to the other equation. $3 \times 4 + 1 = 13$.

QUESTION 970 Which of the following represents four times the sum of x and 8?

- A. $4 \times (x + 8)$
- B. $4x + 8$
- C. $x + 8$
- D. $4x$

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

Explanation:

Four (4) is a number that would have to be multiplied by x and 8.

QUESTION 971

Marcus's favorite casserole recipe requires 3 eggs and makes 6 servings. Marcus will modify the recipe by using 5 eggs and increasing all other ingredients in the recipe proportionally.

What is the total number of servings the modified recipe will make?

- A. 6
- B. 8
- C. 10 D. 12
- E. 15

Correct Answer: C
Section: Math Explanation

Explanation/Reference:

QUESTION 972

The 35-member History Club is meeting to choose a student government representative. The members decide that the representative, who will be chosen at random, **CANNOT** be any of the 3 officers of the club.

What is the probability that Hiroko, who is a member of the club but **NOT** an officer, will be chosen?

- A. 0
- B. $\frac{4}{35}$ C. $\frac{1}{35}$
- D. $\frac{1}{3}$
- E. $\frac{1}{32}$

E

Explanation

QUESTION 973

For what value of x is the equation $2^{2x+7} = 2^{15}$ true?

- A. 2
- B. 4
- C. 11D. 16
- E. 44

Correct Answer: B

Section: Math

Explanation

Explanation/Reference:

QUESTION 974 Let the function f be defined as $f(x) = 5x^2 - 7(4x + 3)$. What is the value of $f(3)$?

- A. -18
- B. -26
- C. -33
- D. -60
- E. -75

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

**QUESTION 975**

A wallet containing 5 five-dollar bills, 7 ten-dollar bills, and 8 twenty-dollar bills is found and returned to its owner. The wallet's owner will reward the finder with 1 bill drawn randomly from the wallet. What is the probability that the bill drawn will be a twenty-dollar bill?

- A. $\frac{1}{20}$
- B. $\frac{4}{51}$
- C. $\frac{1}{8}$ D. $\frac{2}{5}$
- E. $\frac{2}{3}$

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

QUESTION 976

The ABC Book Club charges a \$40 monthly fee, plus \$2 per book read in that month. The Easy Book Club charges a \$35 monthly fee, plus \$3 per book read in that month. For each club, how many books must be read in 1 month for the total charges from each club to be equal?

- A. 1 B.
- 4 C. 5
- D. 6
- E. 75

Correct Answer: C

Section: Math

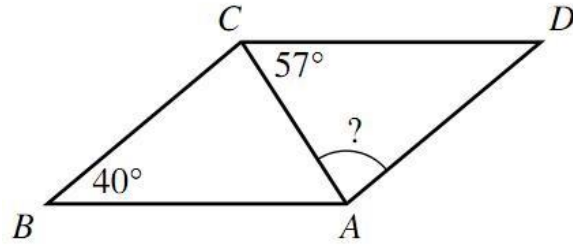
Explanation

Correct Answer:
Section: Math

Explanation/Reference:
Explanation/Reference:

QUESTION 977

In parallelogram $ABCD$ below, AC is a diagonal, the measure of angle ABC is 40° , and the measure of angle ACD is 57° .



What is the measure of angle CAD ?

- A. 40°
- B. 57°
- C. 77°
- D. 83°
- E. 97°

Correct Answer: D
Section: Math
Explanation

Explanation/Reference:



QUESTION 978 When $x = 1/2$, what is the value of $(8x - 3) / x$?

- A. $1/2$
- B. 2
- C. $5/2$
- D. 5
- E. 10

Correct Answer: B
Section: Math

Explanation

Explanation/Reference:

QUESTION 979

In the standard (x, y) coordinate plane, what is the midpoint of the line segment that has endpoints $(3, 8)$ and $(1, -4)$?

- A. $(-2, -12)$
- B. $(-1, -6)$
- C. $(11/2, -3/2)$
- D. $(2, 2)$
- E. $(4, -12)$

Correct Answer: D

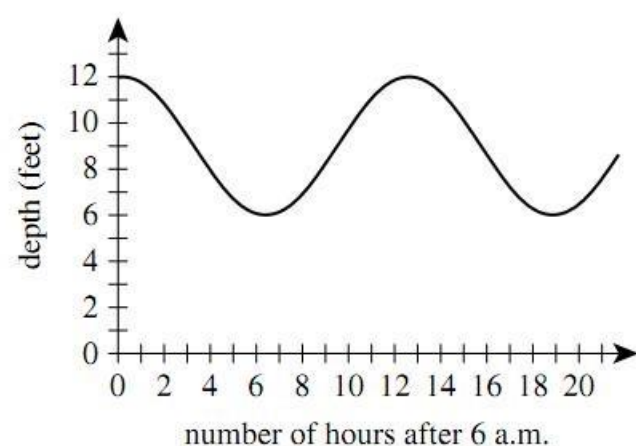
Section: Math

Explanation

Explanation/Reference:

QUESTION 980

The fluctuation of water depth at a pier is shown in the figure below. One of the following values gives the positive difference, in feet, between the greatest water depth and the least water depth shown in this graph. Which value is it?



- A. 3
- B. 6
- C. 9
- D. 12
- E. 19

Correct Answer: B

Section: Math

Explanation

Explanation/Reference:

QUESTION 981 What is the slope of the line through $(-2, 1)$ and $(2, -5)$ in the standard (x, y) coordinate plane?

- A. $3/2$
- B. 1
- C. -1

- D. $-\frac{3}{2}$
- E. -4

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

QUESTION 982

In Cherokee County, the fine for speeding is \$17 for each mile per hour the driver is traveling over the posted speed limit. In Cherokee County, Kirk was fined \$221 for speeding on a road with a posted speed limit of 30 mph. Kirk was fined for traveling at what speed, in miles per hour?

- A. 13
- B. 17
- C. 43
- D. 47
- E. 60

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

QUESTION 983 What is the sum of the solutions of the 2 equations below?

$$8x = 12$$
$$2y + 10 = 22$$

- A. $2\frac{2}{5}$
- B. $7\frac{1}{2}$
- C. 9
- D. 10
- E. $17\frac{1}{2}$

Correct Answer: B

Section: Math

Explanation

Explanation/Reference:

QUESTION 984 The average of 5 distinct scores has the same value as the median of the 5 scores. The sum of the 5 scores is 420. What is the sum of the 4 scores that are **NOT** the median?

- A. 315
- B. 320
- C. 336
- D. 350
- E. 360

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

QUESTION 985

What is the value of the expression below? $|-8 + 4| - |3 - 9|$

- A. -18
- B. -2
- C. 0
- D. 2
- E. 18

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

QUESTION 986 Which of the following expressions is equivalent to $x^{2/3}$? A.

$$\frac{x^2}{3}$$

B.

$$\frac{x \times 2}{3}$$

C.

$$\sqrt{x^3}$$

D. E.

$$\sqrt[3]{x}$$

Correct Answer: E

Section: Math Explanation

$$\sqrt[3]{x^2}$$

Explanation/Reference:



QUESTION 987 In the standard (x, y) coordinate plane, what is the slope of the line given by the equation $4x = 7y + 5$?

- A. $-4/7$
- B. $4/7$
- C. $7/4$
- D. 4E. 7

Correct Answer: B

Section: Math

Explanation

Explanation/Reference:

QUESTION 988 For which of the following conditions will the sum of integers m and n *always* be an odd integer?

- A. m is an odd integer.
- B. n is an odd integer.
- C. m and n are both odd integers.
- D. m and n are both even integers.
- E. m is an odd integer and n is an even integer.

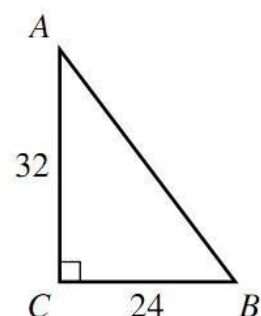
Correct Answer: E

Section: Math Explanation

Explanation/Reference:

QUESTION 989

The lengths of the 2 legs of right triangle ABC shown below are given in inches. The midpoint of AB is how many inches from A ?



- A. 16 B. 20 C. 21 D. 28
E. 40

Correct Answer: B

Section: Math Explanation

Explanation/Reference:

QUESTION 990

In triangle DEF , the length of DE is the square root of 30 inches, and the length of EF is 3 inches. If it can be determined, what is the length, in inches, of DF ?

- A. 3
 $\sqrt{30}$ B.
 $\sqrt{33}$ C.
 $\sqrt{39}$ D.
 E. Cannot be determined from the given information.

Correct Answer: E

**Section: Math
Explanation**

Explanation/Reference:

QUESTION 991

Laura plans to paint the 8-foot-high rectangular walls of her room, and before she buys paint she needs to know the area of the wall surface to be painted. Two walls are 10 feet wide, and the other 2 walls are 15 feet wide. The combined area of the 1 window and the 1 door in her room is 60 square feet. What is the area, in square feet, of the wall surface Laura plans to paint?

- A. 200 B.
340 C. 360
D. 390
E. 400

Correct Answer: B

**Section: Math
Explanation**

Explanation/Reference:

QUESTION 992 The length of a rectangle is 5 inches longer than the width. The perimeter of the rectangle is 40 inches. What is the width of the rectangle, in inches?

- A. 7.5
- B. 8
- C. 15
- D. 16
- E. 17.5

Correct Answer: A

Section: Math

Explanation

Explanation/Reference:

QUESTION 993 8% of 60 is 1/5 of what number?

- A. 0.96
- B. 12
- C. 24
- D. 240
- E. 3,750

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:



QUESTION 994

Armin is trying to decide whether to buy a season pass to his college basketball team's 20 home games this season. The cost of an individual ticket is \$14, and the cost of a season pass is \$175. The season pass will admit Armin to any home basketball game at no additional cost.

What is the minimum number of home basketball games Armin must attend this season in order for the cost of a season pass to be less than the total cost of buying an individual ticket for each game he attends?

- A. 8
- B. 9
- C. 12D. 13
- E. 20

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

QUESTION 995

$(4.8 \times 10^{-7}) / (1.6 \times 10^{-11})$

- A. 3.0×10^4
- B. 3.0×10^{-4}
- C. 3.0×10^{-18}
- D. 3.2×10^{18}
- E. 3.2×10^4

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

QUESTION 996 A circle in the standard (x, y) coordinate plane has center $C(-1, 2)$ and passes through $A(2, 6)$. Line segment AB is a diameter of this circle. What are the coordinates of point B ?

- A. $(-6, -2)$ B. $(-5, -1)$
 C. $(-4, -2)$
 D. $(4, 2)$
 E. $(5, 10)$

Correct Answer: C
Section: Math Explanation

Explanation/Reference:

QUESTION 997 Which of the following expressions is a factor of $x^3 - 64$?

- A. $x - 4$ B. $x + 4$
 C. $x + 64$
 D. $x^2 + 16$
 E. $x^2 - 4x + 16$

Correct Answer: A
Section: Math Explanation

Explanation/Reference:



QUESTION 998 The average of a list of 4 numbers is 90.0. A new list of 4 numbers has the same first 3 numbers as the original list, but the fourth number in the original list is 80, and the fourth number in the new list is 96.

What is the average of this new list of numbers?

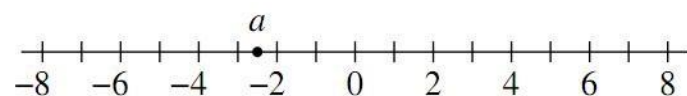
- A. 90.0 B. 91.5 C. 94.0 D. 94.5
 E. 94.8

Correct Answer: C
Section: Math Explanation

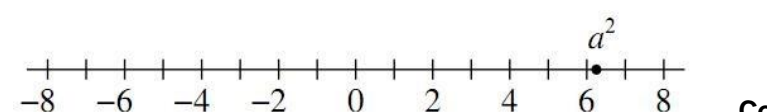
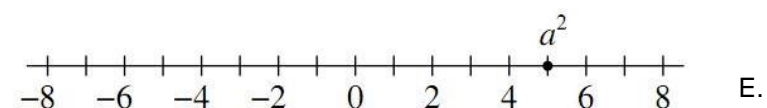
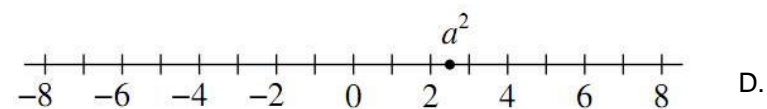
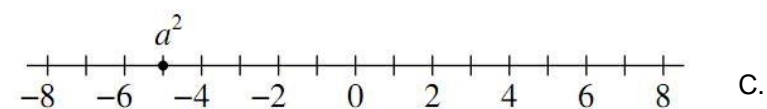
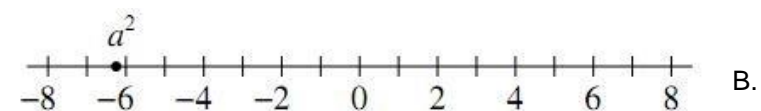
Explanation/Reference:

QUESTION 999

The number a is located at -2.5 on the number line below



One of the following number lines shows the location of a^2 . Which number line is it? A.



Correct Answer: E

Section: Math

Explanation

Explanation/Reference:

QUESTION 1000 Maria ordered a pizza. She ate only $\frac{2}{9}$ of it and gave the remaining pizza to her 3 brothers. What fraction of the whole pizza will each of Maria's brothers receive, if they share the remaining pizza equally?

- A. $\frac{7}{9}$ B. $\frac{3}{7}$
 C. $\frac{1}{3}$
 D. $\frac{7}{27}$
 E. $\frac{2}{27}$

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

QUESTION 1001

The number 1,001 is the product of the prime numbers 7, 11, and 13. Knowing this, what is the prime factorization of 30,030?

- A. $3 \times 7 \times 10 \times 13$
 B. $30 \times 7 \times 11 \times 13$
 C. $2 \times 5 \times 7 \times 11 \times 13$
 D. $3 \times 7 \times 10 \times 11 \times 13$
 E. $2 \times 3 \times 5 \times 7 \times 11 \times 13$

Correct Answer: E

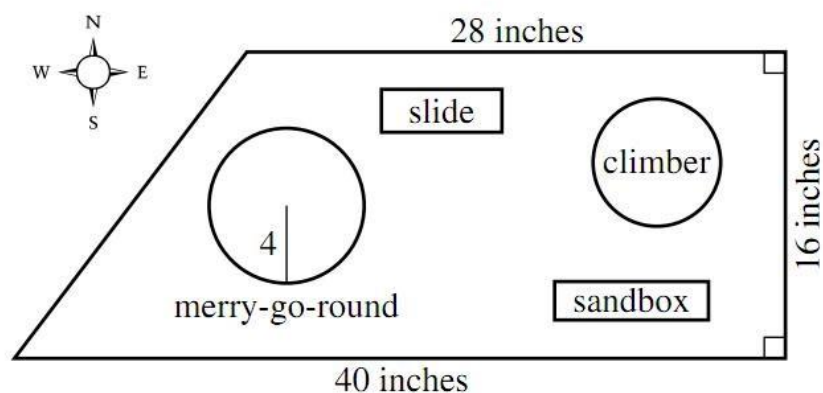
Section: Math

Explanation

Explanation/Reference:

QUESTION 1002

Mikea, an intern with the Parks and Recreation Department, is developing a proposal for the new a trapezoidal Springdale Park. The figure below shows her scale drawing of the proposed park with 3 side lengths and radius of the merry-goround given in inches. In Mikea's scale drawing, 1 inch represents 1.5 feet.



What is the area, in square inches, of the scale drawing of the park?

- A. 448
- B. 544C. 640
- D. 672
- E. 1,088

Correct Answer: B

Section: Math

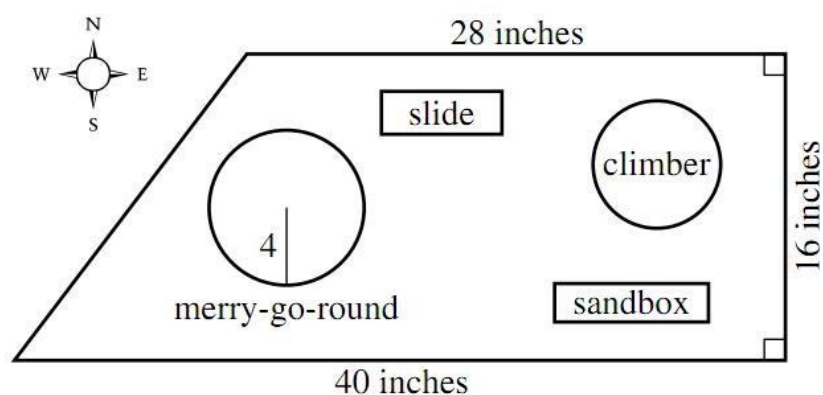
Explanation

Explanation/Reference:



QUESTION 1003

Mikea, an intern with the Parks and Recreation Department, is developing a proposal for the new a trapezoidal Springdale Park. The figure below shows her scale drawing of the proposed park with 3 side lengths and radius of the merry-goround given in inches. In Mikea's scale drawing, 1 inch represents 1.5 feet.



Mikea's proposal includes installing a fence on the perimeter of the park. What is the perimeter, in *feet*, of the park?

- A. 84
- B. 88
- C. 104D. 126
- E. 156

Correct Answer: E

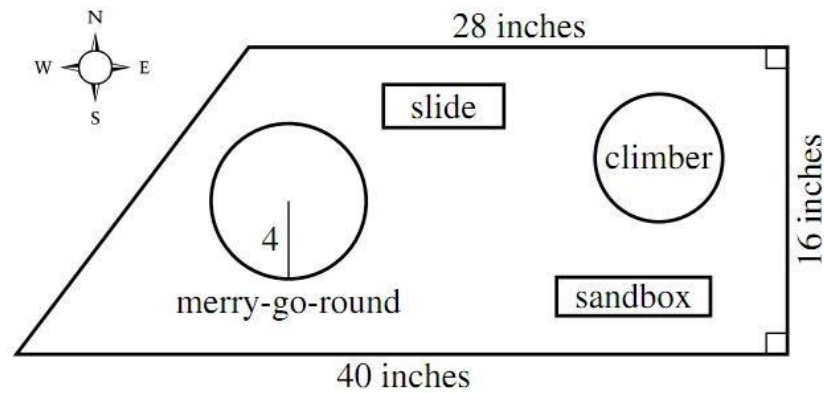
Section: Math

Explanation

Explanation/Reference:

QUESTION 1004

Mikea, an intern with the Parks and Recreation Department, is developing a proposal for the new a trapezoidal Springdale Park. The figure below shows her scale drawing of the proposed park with 3 side lengths and radius of the merry-goround given in inches. In Mikea's scale drawing, 1 inch represents 1.5 feet.



The length of the south side of the park is what percent of the length of the north side?

- A. 112%
- B. 124%
- C. $142\frac{6}{7}\%$
- D. 175%
- E. 250%

Correct Answer: C

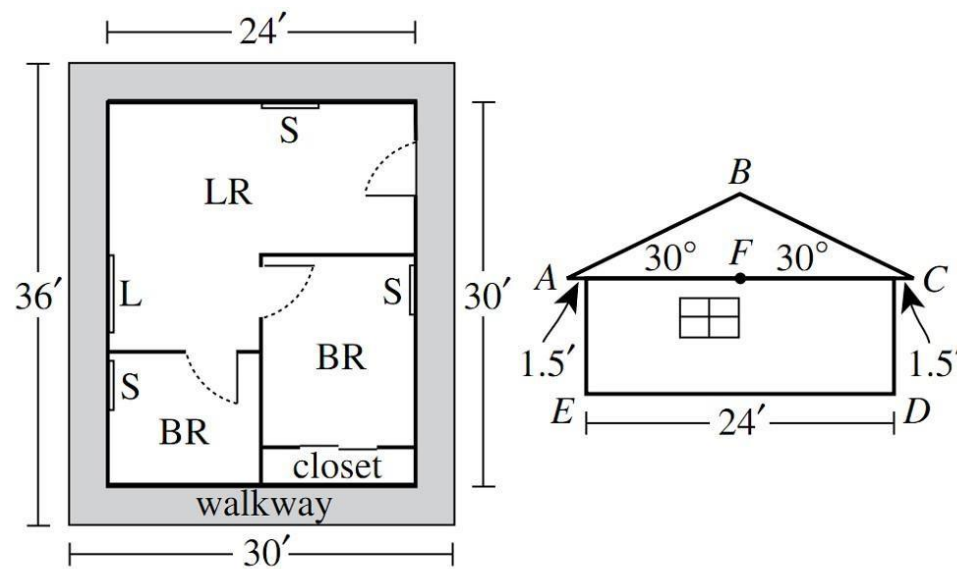
Section: Math

Explanation

Explanation/Reference:

QUESTION 1005

The Smith family is planning to build a 3-room cabin which consists of 2 bedrooms (BR) and 1 living room (LR). Shown below are the rectangular floor plan (left figure) and a side view of the cabin (right figure). In the side view, the roof forms an isosceles triangle (ABC), the walls are perpendicular to the level floor (ED), $AC \parallel ED$, F is the midpoint of AC , and $BF \perp AC$.



During the week the Smiths plan to roof the cabin, there is 20% chance of rain each day.

Mr. Smith plans to build a 3-foot-wide walkway around the outside of the cabin, as shown in the floor plan. What will be the area, in square feet, of the top surface of the walkway?

A. 171 B. 324

C. 360 D.

396

E. 720

Correct Answer: C

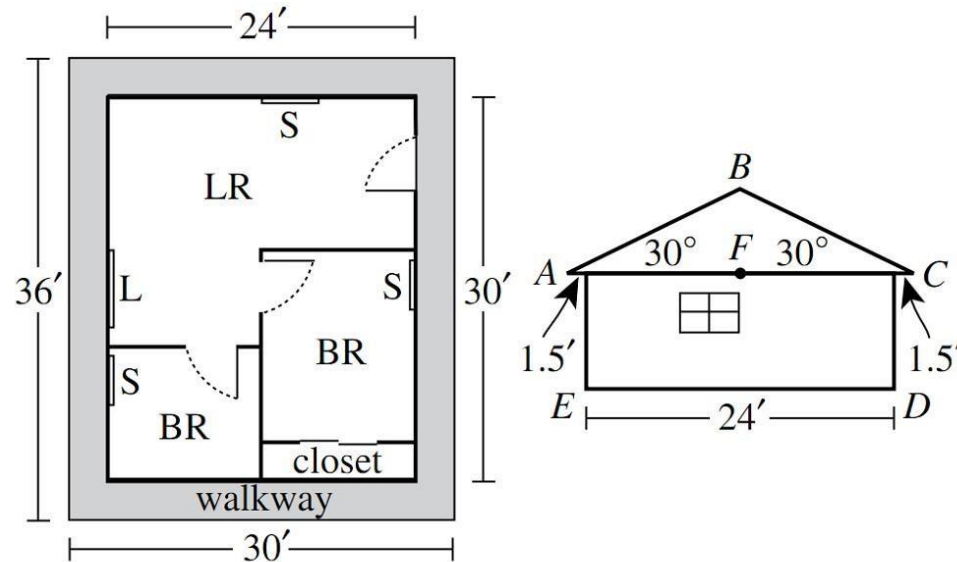
Section: Math

Explanation

Explanation/Reference:

QUESTION 1006

The Smith family is planning to build a 3-room cabin which consists of 2 bedrooms (BR) and 1 living room (LR). Shown below are the rectangular floor plan (left figure) and a side view of the cabin (right figure). In the side view, the roof forms an isosceles triangle (ABC), the walls are perpendicular to the level floor (ED), $AC \parallel ED$, F is the midpoint of AC , and $BF \perp AC$.



During the week the Smiths plan to roof the cabin, there is 20% chance of rain each day.

Mrs. Smith will install a ceiling fan in each room of the cabin and will place curtains over the 4 windows. Each of the ceiling fans has a price of \$52.00. The price of curtains for each small window (S) is \$39.50, and the price of curtains for the large window (L) is twice that for the small window.

Based on this information, which of the following values is closest to the total price Mrs. Smith will pay for curtains and ceiling fans?

- A. \$262 B.
\$302 C.
\$341 D.
\$354
E. \$393

Correct Answer: D

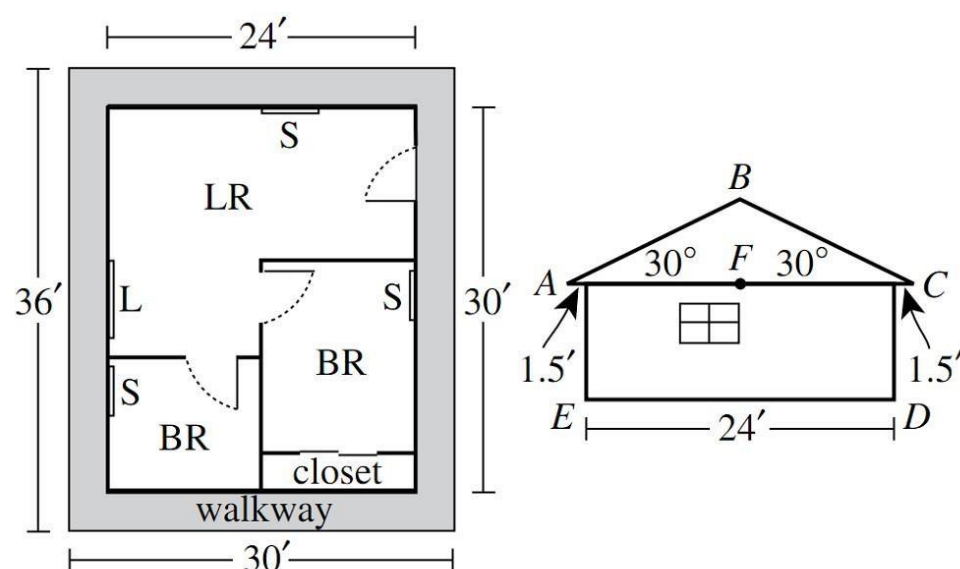
Section: Math

Explanation

Explanation/Reference:

QUESTION 1007

The Smith family is planning to build a 3-room cabin which consists of 2 bedrooms (BR) and 1 living room (LR). Shown below are the rectangular floor plan (left figure) and a side view of the cabin (right figure). In the side view, the roof forms an isosceles triangle (ABC), the walls are perpendicular to the level floor (ED), $AC \parallel ED$, F is the midpoint of AC , and $BF \perp AC$.



During the week the Smiths plan to roof the cabin, there is 20% chance of rain each day.

Mr. and Mrs. Smith plan to roof the cabin on 2 consecutive days. Assuming that the chance of rain is independent of the day, what is the probability that it will rain both days?

- A. 0.04 B. 0.08 C. 0.16 D. 0.20
E. 0.40

Correct Answer: A

Section: Math **Explanation**

Explanation/Reference:

QUESTION 1008 Which of the following expressions, when evaluated, equals an irrational number?

$\sqrt{2} \div \sqrt{8}$ A.

$\sqrt{8} \div \sqrt{2}$ B.

$(\sqrt{8})^2$ C.

$\sqrt{2} \times \sqrt{8}$ D.

$\sqrt{2} + \sqrt{8}$ E.

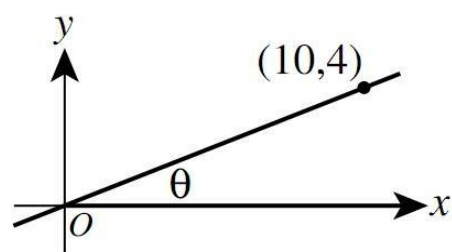
Correct Answer: E

Section: Math Explanation

Explanation/Reference:

QUESTION 1009

A line through the origin and (10, 4) is shown in the standard (x, y) coordinate plane below. The acute angle between the line and the positive x-axis has measure θ .



What is the value of $\tan \theta$?

$\sqrt{29} \div 2$ A.

$2 \div \sqrt{29}$ B.

$5 \div \sqrt{29}$ C.

$2/5$ D.

$5/2$ E.

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

QUESTION 1010

The equation $|2x - 8| + 3 = 5$ has 2 solutions. Those solutions are equal to the solutions to which of the following pairs of equations?

$2x - 5 = 5$ A.

$-2x - 5 = -5$ B.

$2x - 8 = 2$ C.

$2x - 8 = 8$ D.

$-(2x - 8) = 8$ E.

$2x - 8 = 2$

$-(2x - 8) = 2$

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

QUESTION 1011

The frequency chart below shows the cumulative number of Ms. Hernandez’s science students whose test scores fell within certain score ranges. All test scores are whole numbers.

Score range	Cumulative number of students
65–70	12
65–80	13
65–90	19
65–100	21

How many students have a test score in the interval 71 – 80?

- A. 1 B. 6 C. 8
D. 12
E. 13

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

QUESTION 1012

The number of decibels, d , produced by an audio source can be modeled by the equation:

$$d = 10 \log\left(\frac{I}{K}\right),$$

where I is the sound intensity of the audio source and K is a constant.

How many decibels are produced by an audio source whose sound intensity is 1,000 times the value of K ?

- A. 4
B. 30
C. 40
D. 100
E. 10,000

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

QUESTION 1013

Mario plays basketball on a town league team. The table below gives Mario's scoring statistics for last season. How many points did Mario score playing basketball last season?

Type of shot	Number attempted	Percent successful
1-point free throw	80	75%
2-point field goal	60	90%
3-point field goal	60	25%

- A. 129 B. 190 C. 213 D. 330
E. 380

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

QUESTION 1014

The graph of $y = |x - 6|$ is in the standard (x, y) coordinate plane. Which of the following transformations, when applied to the graph of $y = |x|$, results in the graph of $y = |x - 6|$?

- A. Translation to the right 6 coordinate units
- B. Translation to the left 6 coordinate units
- C. Translation up 6 coordinate units
- D. Translation down 6 coordinate units
- E. Reflection across the line $x = 6$

Correct Answer: A

Section: Math

Explanation

Explanation/Reference:

QUESTION 1015

Toby wants to find the volume of a solid toy soldier. He fills a rectangular container 8 cm long, 6 cm wide, and 10 cm high with water to a depth of 4 cm. Toby totally submerges the toy soldier in the water. The height of the water with the submerged toy soldier is 6.6 cm.

Which of the following is closest to the volume, in cubic centimeters, of the toy soldier?

- A. 125
- B. 156
- C. 192
- D. 208
- E. 317

Correct Answer: A

Section: Math

Explanation

Explanation/Reference:

QUESTION 1016

A box in the shape of a cube has an interior side length of 18 inches and is used to ship a right circular cylinder with a radius of 6 inches and a height of 12 inches. The interior of the box not occupied by the cylinder is filled with packing material. Which of the following numerical expressions gives the number of cubic inches of the box filled with packing material?

- A. $6(18)^2 - 2\pi(6)(12) - 2\pi(6)^2$
- B. $6(18)^2 - 2\pi(6)(12)$
- C. $18^3 - \pi(6)(12)^2$
- D. $18^3 - \pi(6)^2(12)$
- E. $18^3 - \pi(12)^3$

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

QUESTION 1017

A room has a rectangular floor that is 15 feet by 21 feet. What is the area of the floor in square *yards*?

- A. 24
- B. 35
- C. 36
- D. 105
- E. 144

Correct Answer: B

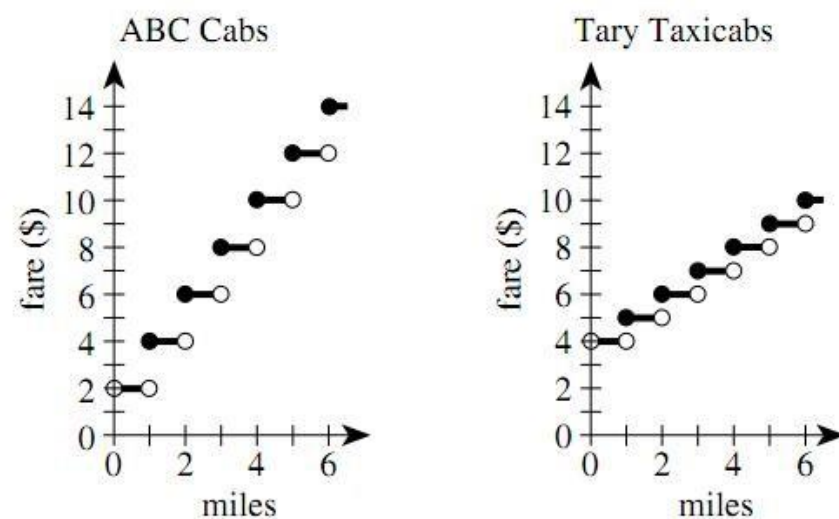
Section: Math

Explanation

Explanation/Reference:

QUESTION 1018

ABC Cabs and Tary Taxicabs both have an initial fare of a whole number of dollars for 1 passenger. The fare increases a whole number of dollars at each whole number of miles traveled. The graphs below show the 1-passenger fares, in dollars, for both cab companies for trips up to 6 miles. When the fares of the 2 cab companies are compared, what is the cheaper fare for a 5-mile trip?



- A. \$8
- B. \$9
- C. \$10
- D. \$11
- E. \$12

Correct Answer: B

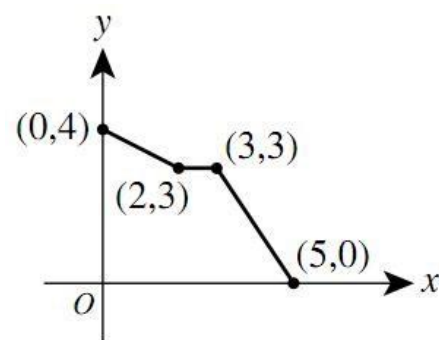
Section: Math

Explanation

Explanation/Reference:

QUESTION 1019

The graph of a function $y = f(x)$ consists of 3 line segments. The graph and the coordinates of the endpoints of the 3 line segments are shown in the standard (x, y) coordinate plane below. What is the area, in square coordinate units, of the region bounded by the graph of $y = f(x)$, the positive y -axis, and the positive x -axis?



- A. 10 B. 13 C. 14 D. 15
E. 20

Correct Answer: B
Section: Math Explanation

Explanation/Reference:

QUESTION 1020

The sum of 2 positive numbers is 151. The lesser number is 19 more than the square root of the greater number. What is the value of the greater number minus the lesser number?

- A. 19 B. 66 C. 85
D. 91
E. 121

Correct Answer: D
Section: Math Explanation

Explanation/Reference:



QUESTION 1021 The list of numbers 41, 35, 30, X, Y, 15 has a median of 25, The mode of the list of numbers is 15.

To the nearest whole number, what is the mean of the list?

- A. 20 B. 25 C. 26 D. 27
E. 30

Correct Answer: C
Section: Math Explanation

Explanation/Reference:

QUESTION 1022 You are given the following system of equations:

$y = x^2$ $rx + sy = t$ where r , s , and t are integers. For which of the following will there be more than one (x, y) solution, with real-number coordinates, for the system?

- A. $r^2 + 4st > 0$ B. $s^2 - 4rt > 0$ C. $r^2 - 4st < 0$ D. $s^2 - 4rt < 0$
E. $s^2 + 4rt < 0$

Correct Answer: A
Section: Math Explanation

Explanation/Reference:

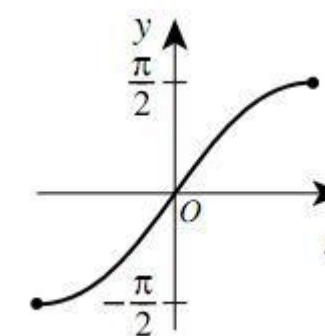
QUESTION 1023 The 3rd and 4th terms of an arithmetic sequence are 13 and 18, respectively. What is the 50th term of the sequence?

A. 248 B. 250 C. 253 D. 258
E. 263

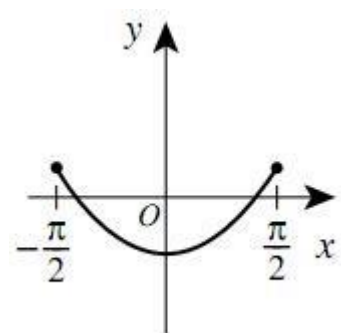
Correct Answer: A

Section: Math Explanation

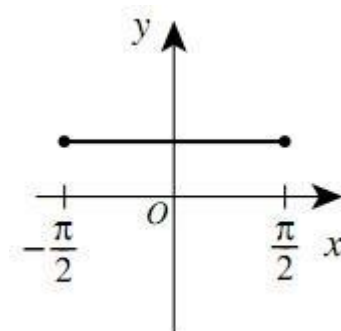
Explanation/Reference:



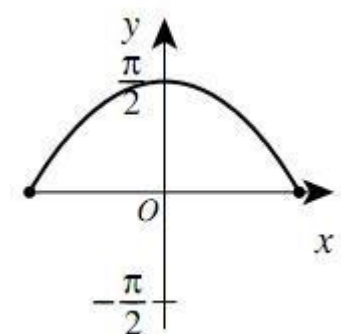
QUESTION 1024 One of the following graphs in the standard (x, y) coordinate plane is the graph of $y = \sin^2 x + \cos^2 x$ over the domain $-\pi/2 \leq x \leq \pi/2$. Which one? A.



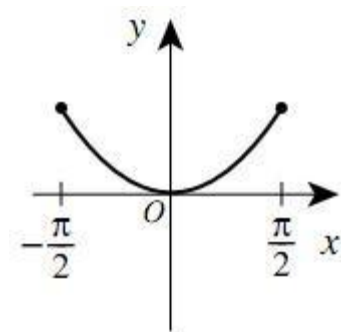
B. C.



D.



E.



Correct Answer: C
Section: Math Explanation

Explanation/Reference:

QUESTION 1025 What is the period of the function $f(x) = \csc(4x)$?

- A. π
B. 2π C. 4π

D. $\pi/4$ E.
 $\pi/2$

Correct Answer: E
Section: Math
Explanation

Explanation/Reference:

QUESTION 1026

At the school carnival, Mike will play a game in which he will toss a penny, a nickel, and a dime at the same time. He will be awarded 3 points for each coin that lands with heads faceup. Let the random variable x represent the total number of points awarded on any toss of the coins.

What is the expected value of x ?

- A. 1
- B. $3/2$
- C. $9/2$
- D. 6E. 9

Correct Answer: C

Section: Math

Explanation

Explanation/Reference:

QUESTION 1027

For what positive real value of k , if any, is the determinant of the matrix $\begin{bmatrix} k & 4 \\ 3 & k \end{bmatrix}$ equal to k ? (Note: The determinant of matrix $\begin{bmatrix} a & c \\ b & d \end{bmatrix}$ equals $ad - bc$.)

- A. 3
- B. 4
- C. 12
- D. The square root of 12
- E. There is no such value of k .

Correct Answer: B

Section: Math

Explanation

Explanation/Reference:



QUESTION 1028

Given a positive integer n such that $n^2 = 1$, which of the following statements about n must be true? (Note: $i^2 = -1$)

- A. When n is divided by 4, the remainder is 0.
- B. When n is divided by 4, the remainder is 1.
- C. When n is divided by 4, the remainder is 2.
- D. When n is divided by 4, the remainder is 3.
- E. Cannot be determined from the given information.

Correct Answer: A

Section: Math

Explanation

Explanation/Reference:

QUESTION 1029 For $-\pi/2 \leq \theta \leq \pi/2$, $|\sin \theta| \geq 1$ is true for all and only the values of θ in which of the following sets?

- A. $\{-\pi/2, \pi/2\}$
- B. $\{\pi/2\}$
- C. $\{\theta \mid -\pi/2 < \theta < \pi/2\}$
- D. $\{\theta \mid -\pi/2 \leq \theta \leq \pi/2\}$
- E. The empty set

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

QUESTION 1030

Ray PK bisects angle LPM , the measure of angle LPM is $11x^\circ$, and the measure of angle LPK is $(4x + 18)^\circ$. What is the measure of angle KPM ?

- A. 12° B. $28\frac{2}{7}^\circ$ C. 42° D. $61\frac{1}{5}^\circ$
E. 66°

Correct Answer: E

Section: Math Explanation

Explanation/Reference:

QUESTION 1031

The expression $\frac{(x^2 + 2x - 15)}{(x^2 + 4x - 21)}$ is equivalent to:

- A. $5/7$
B. $x + 5$
C. $(x + 5) / (x + 7)$
D. $-5 / (2x - 7)$
E. $(2x - 15) / (4x - 21)$

Correct Answer: C

Section: Math Explanation

Explanation/Reference:

Explanation:

Factor the numerator and denominator and cancel like factors:

$$(x^2 + 2x - 15) = (x + 5) \times (x - 3)$$

$$(x^2 + 4x - 21) = (x + 7) \times (x - 3)$$

Cancel the $(x - 3)$ term from the numerator and the denominator. The fraction reduces to $(x + 5) / (x + 7)$.

QUESTION 1032 FILL BLANK

If $z^{\frac{2}{a}} = 9$, then $a = 3$ when $z =$ ____.

Correct Answer: 27

Section: Math Explanation

Explanation/Reference: Explanation:

Substitute 3 for a : $z^{\frac{2}{3}} = 9$.

To solve for z , raise both sides of the equation to the power $3/2$:

$$z^{\frac{2 \times 3}{3 \times 2}} = 9^{\frac{3}{2}},$$

$$z = \sqrt{9^3} = 3^3 = 27$$

QUESTION 1033

The expression $\frac{x^2 + 5x}{x^3 - 25x}$ can be reduced to:

- A. 1
- B. $\frac{5}{x^2 - 25}$
- C. $x + 5$
- D. $\frac{1}{x - 5}$
- E. $\frac{x}{x + 5}$

Correct Answer: D
Section: Math Explanation

Explanation/Reference:

Explanation:

Factor the numerator and denominator of the fraction:

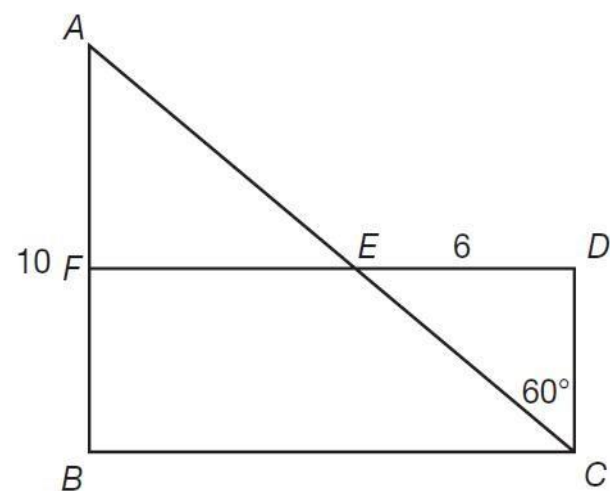
$$(x^2 + 5x) = x \times (x + 5)$$

$$(x^3 - 25x) = x \times (x + 5) \times (x - 5)$$

There is an x term and an $(x + 5)$ term in both the numerator and denominator. Cancel those terms, leaving the fraction.

$$\frac{1}{x - 5}$$

QUESTION 1034



In the diagram above, $FDCB$ is a rectangle. Line ED is six units long, line AB is ten units long, and the measure of angle ECD is 60° . What is the length of line AE ?

- A. 8
- B. $\frac{\sqrt{3}}{2}$
- C. 20
- D. $20 - \frac{\sqrt{3}}{2}$
- E. $20 - 4\sqrt{3}$

Correct Answer: E

Section: Math

Explanation

Explanation/Reference:

Explanation:

$FDCB$ is a rectangle, which means that angle D is a right angle. Angle ECD is 60° , which makes triangle EDC a 30-60-90 right triangle. The leg opposite the 60-degree angle is equal to the square root of 3 times the length of the leg opposite the 30-degree angle. Therefore, the length of side DC is equal to 6 divided by the square root of 3, or $2\sqrt{3}$. The hypotenuse of a 30-60-90 right triangle is equal to twice the length of the leg opposite the 30-degree angle, so the length of EC is

$$2 \times 2\sqrt{3} = 4\sqrt{3}.$$

Angle DCB is also a right angle, and triangle ABC is also a 30-60-90 right triangle. Since angle ECD is 60° , angle ECB is equal to $90 - 60 = 30^\circ$. Therefore, the length of AC , the hypotenuse of triangle ABC , is twice the length of AB : $2 \times 10 = 20$. The length of AC is 20 and the length of EC is $4\sqrt{3}$. Therefore, the length of AE is

$$20 - 4\sqrt{3}$$

QUESTION 1035 If q is decreased by p percent, then the value of q is now:

- A. $q - p$
- B. $q - p/100$
- C. $-pq/100$
- D. $q - pq/100$
- E. $pq - pq/100$

Correct Answer: D

Section: Math

Explanation

Explanation/Reference:

Explanation:

p percent of q is equal to $q \times p/100$, or $pq/100$. If q is decreased by this amount, then the value of q is $pq/100$ less than q , or $q - pq/100$.

QUESTION 1036

The expression $\frac{x^2 - 16}{x^3 + x^2 - 20x}$ can be reduced to:

- A. $\frac{4}{x+5}$
- B. $\frac{x+4}{x+5}$
- C. $\frac{x+4}{x^2+5x}$
- D. $\frac{x+4}{x^2+5x}$
- E. $\frac{16}{x^3-20x}$

Correct Answer: D

Section: Math Explanation

Explanation/Reference:

Explanation:

Factor the numerator and denominator: $x^2 - 16 = (x + 4)(x - 4)$ and $x^3 + x^2 - 20x = x(x + 5)(x - 4)$. Cancel the $(x - 4)$ terms that appear in the numerator and denominator. The fraction becomes

$$\frac{x+4}{x(x+5)} \text{ or } \frac{x+4}{x^2+5x}.$$

QUESTION 1037 A 12-piece chicken meal is ordered at a local KFC, but the family ordering has decided it will give the four chicken breasts included to a homeless person. What are the chances one of the remaining pieces is a drumstick?

- A. $\frac{1}{8}$
- B. $\frac{1}{10}$ C. $\frac{1}{12}$
- D. $\frac{1}{16}$

Correct Answer: A

Section: Math Explanation

Explanation/Reference:

Explanation:

You know four of the 12 are breasts. Removing these leaves you with eight pieces remaining. Assuming wings, thighs, and drumsticks are included, there is a one in eight chance for the remainder.