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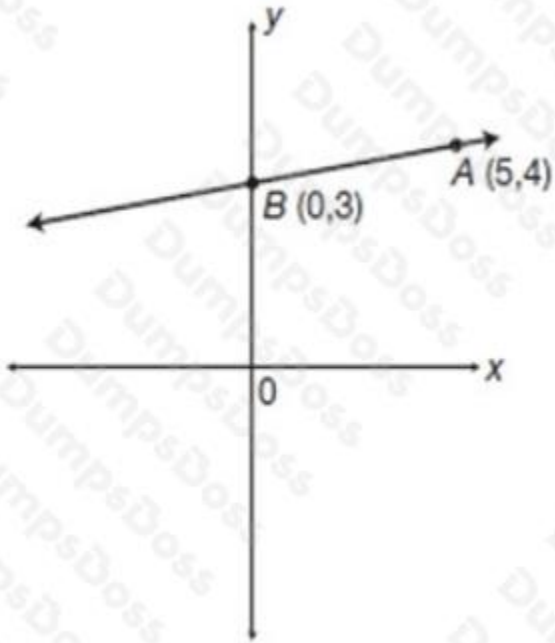
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QUESTION NO: 1

What is the slope of the line passing through points A (5, 4) and B (0, 3)?

- A. $1/10$
- B. $1/5$
- C. $3/5$
- D. $4/5$
- E. 5

ANSWER: B**Explanation:**

$$\text{Slope} = (y_1 - y_2) / (x_1 - x_2)$$

In this case $y_1 = 4$, $y_2 = 3$, $x_1 = 5$, $x_2 = 0$,

$$(4 - 3) / (5 - 0) = 1/5$$

QUESTION NO: 2

Read the following passage and answer the question.

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.

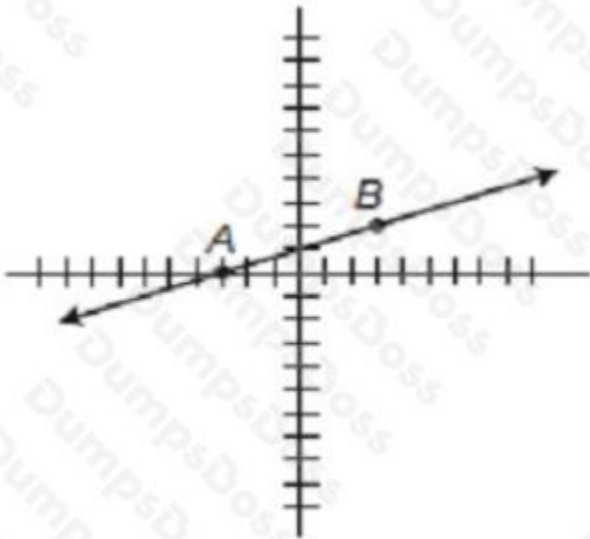
ANSWER: D

Explanation:

The answer is D, because the author clearly states the opinion of nations in possession of huge stockpiles of lethal weapons are trying hard to avoid actual conflict.

QUESTION NO: 3 - (HOTSPOT)

HOTSPOT



What is the slope of the line that passes through points A and B on the coordinate graph? Mark your answer on the grid below.

Hot Area:

	/	/	/	
•	•	•	•	•
	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

ANSWER:

	/	/	/	
.
	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Explanation:

1/3

The coordinates of point A are (-3,0). The coordinates of point B are (3, 2). Use the slope formula: $(y_2 - y_1) / (x_2 - x_1)$

Substitute and solve:

$$(2 - 0) / (3 - (-3)) = 2/6, \text{ or } 1/3$$

QUESTION NO: 4

Yoga

- (1) One of today's hottest fads is also one of the world's oldest practices the ancient art of yoga.
- (2) Yoga is different from other fitness activities because it is not only physical.
- (3) In the correct form, yoga is a practice of unification: an emotional, spiritual, and physical exercise.
- (4) A simple sitting pose such as staff pose, for example, requiring that you to tighten and lengthen stomach, back, and arm muscles as you stretch your legs out in front of you and place your hands by your side.
- (5) More difficult poses, such as brave warrior, require you to balance on one leg and hold a pose that strengthens leg, back, and stomach muscles.

(6) Though they may seem easy to those who have never practiced, yoga poses require great concentration, and they are surprisingly effective in stretching and strengthening muscles.

(7) While yoga tones and strengthens the body, it also tones and strengthens the mind.

(8) Many poses can be only held if you are completely focused on the task, and full benefit of the poses are coming only through proper breathing.

(9) Concentrated, deep breathing during yoga helps you extend more fully into the poses.

(10) Thereby gaining greater benefit from the stretch.

(11) And the steady circulation of breath through you're body both calms and energizes.

(12) I am still relatively new to the practice of yoga.

(13) I have been practicing yoga for only one year.

(14) I am addicted to yoga unlike any other physical activity because it is also a spiritual practice.

(15) 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.

(16) The physical release is also a spiritual release.

(17) I feel calm after doing yoga, reconnected to my body, and reconnected to my inner self.

Sentence 11: The steady circulation of breath through you're body both calms and energizes.

Which correction should be made to sentence 11?

- A. Delete both.
- B. Change you're to your.
- C. Insert a comma after breath and body.
- D. Move of breath to follow body.
- E. No correction is necessary.

ANSWER: B

Explanation:

You're is a contraction of you are; the sentence requires the possessive your. Both could be deleted, but keeping it in the sentence is not an error, so Choice A is incorrect. Choice C is incorrect because through your body is a prepositional phrase necessary for the meaning of the sentence, so it should not be set off by commas. Choice D creates an awkward word order by moving breath farther away from circulation, so it is incorrect. Choice E is incorrect because you're must be corrected.

QUESTION NO: 5

Humidity is the amount of water vapor in the air at a given time. At warm temperatures, air can hold more moisture than it can at cold temperatures. Relative humidity is the amount of vapor the air is holding expressed as a percentage of the amount the air is capable of holding. For example, at 86 degrees Fahrenheit, air can hold a maximum of 30.4 grams of water

per cubic meter. If the air at the same temperature is holding only 15.2 grams of water, the relative humidity is 50 percent. At the point at which the air becomes saturated (exceeds the level of water vapor it can hold), it releases water vapor in the form of dew or condensation.

If the air at 75 degrees's holding the maximum amount of moisture that it can, and the temperature suddenly drops to 60 degrees, what is likely to be the result?

- A. The humidity will remain unchanged.
- B. The relative humidity will decrease.
- C. Precipitation will be released in the form of rain.
- D. Precipitation will be released in the form of hail.
- E. Precipitation will be released in the form of snow.

ANSWER: C

Explanation:

According to the passage, warm air holds more moisture than cold air; therefore, when the temperature drops, the cold air cannot hold the amount of moisture that the warmer air held. At that temperature, the saturation point would be exceeded and the excess humidity would be released as rain.

QUESTION NO: 6

Which of the following are true about gravity? (Choose all that apply.)

- A. Gravitational force between two objects depends only on the mass of the smaller object.
- B. People can jump higher on the moon than on Earth because the gravitational force between.
- C. Gravitational force between two objects depends only on the mass of the larger object.
- D. Gravitational force between two objects depends on the distance between them.
- E. The more massive two objects are, the greater the gravitational force between them.

ANSWER: B D E

Explanation:

The gravitational force between two objects depends on the masses of both objects not just one of the objects. Both A and C imply that only one object determines the gravitational force.

QUESTION NO: 7

Distribution of Expenses for Sales of
\$240,000 Ace Manufacturing Company



How many dollars were spent for labor?

- A. \$4,800
- B. \$9,600
- C. \$48,000
- D. \$96,000
- E. \$960,000

ANSWER: D

Explanation:

40% of the total expenses of \$240,000 went for labor:

$$0.40 \times \$240,000 = \$96,000$$

QUESTION NO: 8

Read the following passage and answer the question.

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.

The author uses the words "For some reason" in paragraph three (3) to express:

- A. rage
- B. disapproval
- C. despair
- D. sympathy
- E. uncertainty

ANSWER: B

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 NO: 9

Read the passage and answer question <5>.

DIRECTIONS: In the passage below, certain phrases are underlined and numbered . 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

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.

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.

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>

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>

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.

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>

A. NO CHANGE

B. worked

C. will work

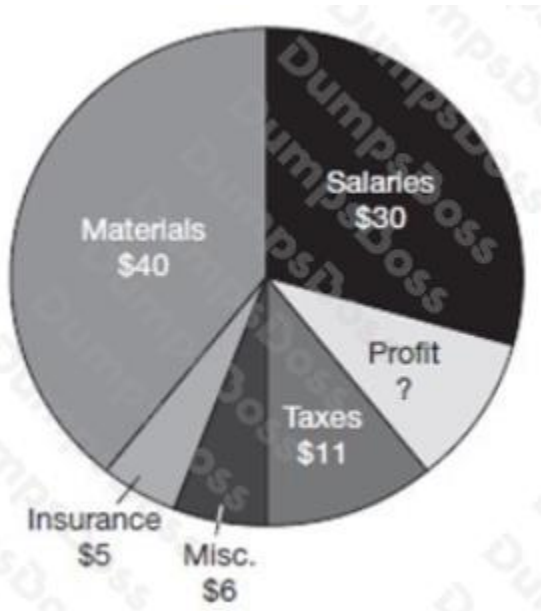
D. work

ANSWER: B

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 NO: 10



The graph shows what happens to each \$100 taken in by a small business. How many dollars out of each \$100 taken in represent profit?

- A. \$5
- B. \$6
- C. \$7
- D. \$7.5
- E. \$8

ANSWER: E

Explanation:

Add the amounts given: $11 + 6 + 5 + 40 + 30 = \$92$. $\$100 - \92 leaves \$8 for profit.

QUESTION NO: 11

Read this excerpt of the persuasive essay, "Should Cell Phones Be Banned in Schools"?

Today, almost any parent can use a cell phone to ask their children about their whereabouts, occupation, or health. At the same time, most parents can remember the days when cell phones simply did not exist, and children were factually left on their own for at least half of the day. I believe that cell phones today pose a great distraction for students – especially advanced smartphones that provide numerous opportunities for entertainment – and thus should be prohibited from use in schools; but, at the same time, I stand for not prohibiting cell phones from students' possession entirely, since they allow parents monitor their children for safety.

The first and foremost reason why cell phones should be prohibited from use at schools is that they pose a significant disruption in the educational process (School Security). The most obvious manifestation of such disruption is cheating during

exams or other testing methods; access to the Internet, electronic books, and consulting with peers through mobile Skype right from the classroom. Phone rings, incoming message signals, or games interfere with the educational process by distracting teachers and students from classes. Even if the sound is turned off, a phone's vibration still distracts students.

Another reason for prohibiting cell phones in classes is an increased temptation for students to communicate with friends instead of focusing on study material. Once again, the level of technology allows clever smartphone owners to regularly check their social networks profiles and browse Internet content. Texting itself, while being an extremely popular way of mobile communication among youth, becomes even more tempting when a student is listening to a lecture but has their mind wandering (Wundermuller).

Select all that provide evidence that support the claim the writer used personal experience to come to the conclusion that cellphones are a distraction for students.

A. The most obvious manifestation of such disruption is cheating during exams or other testing methods; access to the Internet, electronic books, and consulting with peers through mobile Skype right from the classroom.

B. Phone rings, incoming message signals, or games interfere with the educational process by distracting teachers and students from classes. Even if the sound is turned off, a phone's vibration still distracts students.

C. Another reason for prohibiting cell phones in classes is an increased temptation for students to communicate with friends instead of focusing on study material.

D. Once again, the level of technology allows clever smartphone owners to regularly check their social networks profiles and browse Internet content.

E. Texting itself, while being an extremely popular way of mobile communication among youth, becomes even more tempting when a student is listening to a lecture but has their mind wandering (Wundermuller).

ANSWER: A B C D

Explanation:

Choice E is tied to a source, hence why it would be an incorrect answer in this case.

QUESTION NO: 12

Read the following passage and answer the question.

In this passage a Mexican American historian describes a technique she used as part of her re-search.

(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 indicates that the "concepts" mentioned 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

ANSWER: A

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 NO: 13

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.

ANSWER: C**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.