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## Topic Break Down

Topic	No. of Questions
Topic 1, Reading	310
Topic 2, Writing and Language	310
Topic 3, Math	310
Total	930



**QUESTION NO: 1**

He was a un-common small man, he really was. Certainly not so small as he was made out to be, but where IS your Dwarf as is? He was a most uncommon small man, with a most uncommon large Ed; and what he had inside that Ed, nobody ever knowed but himself: even supposin himself to have ever took stock of it, which it would have been a stiff job for even him to do.

The kindest little man as never growed! Spirited, but not proud. When he travelled with the Spotted Baby though he knowed himself to be a nat'ral Dwarf, and knowed the Baby's spots to be put upon him artificial, he nursed that Baby like a mother. You never heerd him give a ill-name to a Giant. He DID allow himself to break out into strong language respectin the Fat Lady from Norfolk; but that was an affair of the 'art; and when a man's 'art has been trifled with by a lady, and the preference giv to a Indian, he ain't master of his actions.

He was always in love, of course; every human nat'ral phenomenon is. And he was always in love with a large woman; I never knowed the Dwarf as could be got to love a small one. Which helps to keep 'em the Curiosities they are.

One sing'ler idea he had in that Ed of his, which must have meant something, or it wouldn't have been there. It was always his opinion that he was entitled to property. He never would put his name to anything. He had been taught to write, by the young man without arms, who got his living with his toes (quite a writing master HE was, and taught scores in the line), but Chops would have starved to death, afore he'd have gained a bit of bread by putting his hand to a paper. This is the more curious to bear in mind, because HE had no property, nor hope of property, except his house and a sarser. When I say his house, I mean the box, painted and got up outside like a reg'lar six-roomer, that he used to creep into, with a diamond ring (or quite as good to look at) on his forefinger, and ring a little bell out of what the Public believed to be the Drawing-room winder. And when I say a sarser, I mean a Chaney sarser in which he made a collection for himself at the end of every Entertainment. His cue for that, he took from me: "Ladies and gentlemen, the little man will now walk three times round the Cairawan, and retire behind the curtain." When he said anything important, in private life, he mostly wound it up with this form of words, and they was generally the last thing he said to me at night afore he went to bed.

He had what I consider a fine mind – a poetic mind. His ideas respectin his property never come upon him so strong as when he sat upon a barrel-organ and had the handle turned. Arter the wibration had run through him a little time, he would screech out, "Toby, I feel my property coming – grind away! I'm counting my guineas by thousands, Toby – grind away! Toby, I shall be a man of fortun! I feel the Mint a jingling in me, Toby, and I'm swelling out into the Bank of England!" Such is the influence of music on a poetic mind. Not that he was partial to any other music but a barrel-organ; on the contrary, hated it.

He had a kind of a everlasting grudge agin the Public: which is a thing you may notice in many phenomenons that get their living out of it. What riled him most in the nater of his occupation was, that it kep him out of Society. He was continiwallly saying, "Toby, my ambition is, to go into Society. The curse of my position towards the Public is, that it keeps me hout of Society. This don't signify to a low beast of a Indian; he an't formed for Society. This don't signify to a Spotted Baby; HE an't formed for Society. I am."

What is the likely connection with property and belonging to society from the Dwarf's perspective?

- A. Owning property establishes a certain independence and freedoms not enjoyed by a phenomenon.
- B. Belonging to society provides one the opportunity to acquire property.
- C. Gaining enough wealth allows one to acquire property and property establishes one as a member of society.
- D. Joining society is predicated upon owning or being able to acquire property and earnings derived from a phenomenon performer will provide that opportunity shortly.
- E. The diamond ring or look alike exemplifies the property noted which is but a beginning to becoming a member of society.

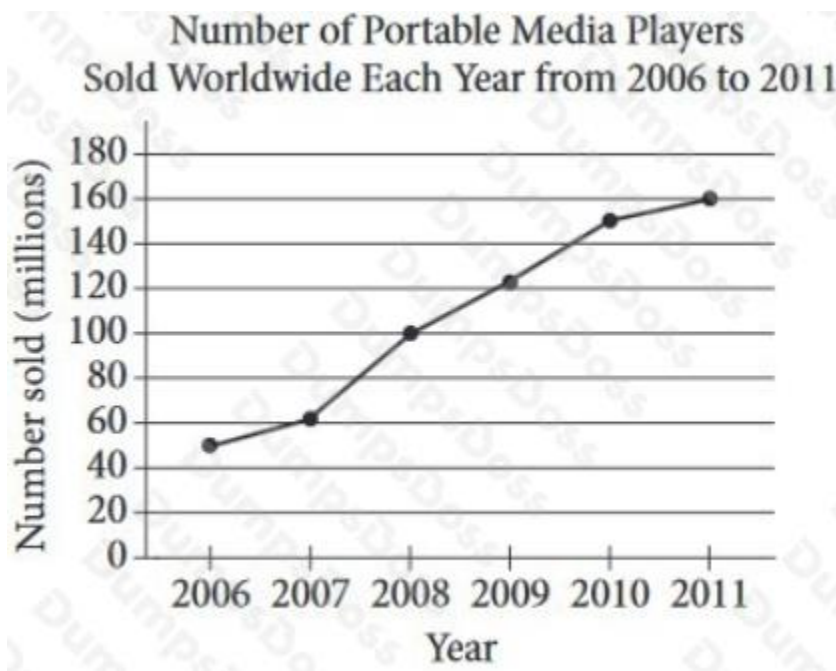
**ANSWER: C****Explanation:**

The link between property and belonging to society becomes more clear later in the passage as the Dwarf interchanges property and guineas, fortun, and Mint. Clearly, his predisposition to money is established as he collects incremental monies from the crowd, places the money in a sarser in his house, and doesn't spend it on anything except an ample supply of food. As money is seen as the avenue to property, property assigns rights to societal membership.

**QUESTION NO: 2 - (HOTSPOT)****HOTSPOT**

NOTE: The use of a calculator is permitted.

Directions: solve the problem and enter your answer in the grid.



According to the line graph above, the number of portable media players sold in 2008 is what fraction of the number sold in 2011?

**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:



Based on the line graph, the number of portable media players sold in 2008 was 100 million, and the number of portable media players sold in 2011 was 160 million. Therefore, the number of portable media players sold in 2008 is

$$\frac{100 \text{ million}}{160 \text{ million}}$$

of the portable media players sold in 2011. This fraction reduces to  $\frac{5}{8}$ .

### QUESTION NO: 3

The continued strong demand for business loans, combined with a tightening in the availability of funds has caused commercial banks in most parts of the country to begin trimming their lists of customers entitled to prime-rate loans.

The prime rate is the interest rate that banks charge their best customers with the highest credit ratings. The present rate is 5.5 percent.

The executive in charge of the national department at one of New York's leading banks noted yesterday, for example, that "the change has come particularly in the short and medium term range."

In these categories, the bank officers said, rates are generally 5.75% when they had been 5.5% formerly.

Short term loans are for less than one year while medium term loans are from one to five years.

A top executive at another large New York bank added that "we also see a trend toward shorter maturities on term loans." The longest maturity his bank would give the, he said, was seven or eight years at any rate.

"Personally I feel that we shouldn't be giving prime-rate loans on any maturities of more than two years," he asserted.

The president of a large Texas bank stated flatly that "we are negotiating with each individual customer," implying in that no customer is guaranteed the prime rate.

A senior loan officer at a major California bank said, "We've been shying away from even talking about the prime rate and have been fixing rates with each loan rather than gearing our rates to the prime."

One area, however, apparently not experiencing the pinch was Chicago, where the executive of a large bank reported that "I don't think we're in a position where we have to reduce the list of prime customers."

If a borrower gets a comparatively low rate, you may assume that they:

- A. are paying over 6%.
- B. are paying under 5.75%.
- C. will never pay 5.75% interest or higher.
- D. have not borrowed from a California bank.
- E. have borrowed on a medium-term range.

**ANSWER: B**

#### QUESTION NO: 4

When Rob became interested in electricity, his clear-headed father considered the boy's fancy to be instructive as well as amusing; so he heartily encouraged his son, and Rob never lacked batteries, motors, or supplies of any sort that his experiments might require.

He fitted up the little back room in the attic as his workshop, and from thence, a network of wires soon ran throughout the house. Not only had every outside door its electric bell, but every window was fitted with a burglar alarm; moreover, no one could cross the threshold of any interior room without registering the fact in Rob's workshop. The gas was lighted by an electric fob; a chime, connected with an erratic clock in the boy's room, woke the servants at all hours of the night and caused the cook to give warning; a bell rang whenever the postman dropped a letter into the box; there were bells, bells, bells everywhere, ringing at the right time, the wrong time and all the time. And there were telephones in the different rooms, too, through which Rob could call up the different members of the family just when they did not wish to be disturbed.

His mother and sisters soon came to vote the boy's scientific craze a nuisance; but his father was delighted with these evidences of Rob's skill as an electrician and insisted that he be allowed perfect freedom in carrying out his ideas.

Paragraph three performs which of the following functions?

- A. shows that mother and sister's input is valuable and heralded
- B. shows father is willing to listen and alter decisions if warranted
- C. postulates the notion that perhaps the experiments have gone too far
- D. demonstrates the continuing grip father has over the entire household



E. warrants a rethinking of the continuous supplying of materials to Rob

**ANSWER: D**

**Explanation:**

Notwithstanding Rob's mother and sisters feel that the experiments are a nuisance, father still holds firm in his decision to allow things to continue, reinforcing the control father has over the entire house.

#### QUESTION NO: 5

NOTE: The use of a calculator is permitted.

For a polynomial  $p(x)$ , the value of  $p(3)$  is  $-2$ . Which of the following must be true about  $p(x)$ ?

- A.  $x - 5$  is a factor of  $p(x)$
- B.  $x - 2$  is a factor of  $p(x)$
- C.  $x + 2$  is a factor of  $p(x)$
- D. The remainder when  $p(x)$  is divided by  $x - 3$  is  $-2$ .

**ANSWER: D**

**Explanation:**

If the polynomial  $p(x)$  is divided by  $x - 3$ , the result can be written as

$$\frac{p(x)}{x - 3} = q(x) + \frac{r}{x - 3},$$

where  $q(x)$  is a polynomial and  $r$  is the remainder. Since  $x - 3$  is a degree 1 polynomial, the remainder is a real number. Hence,  $p(x)$  can be written as  $p(x) = (x - 3)q(x) + r$ , where  $r$  is a real number. It is given that  $p(3) = -2$  so it must be true that  $-2 = p(3) = (3 - 3)q(3) + r = (0)q(3) + r = r$ . Therefore, the remainder when  $p(x)$  is divided by  $x - 3$  is  $-2$ .

#### QUESTION NO: 6

Vincent Chernof created ground-breaking musical works and they superimposed lovely melodies over dissonant harmonies.

- A. works and they superimposed
- B. works, which superimposing
- C. works, they superimposed
- D. works that superimposed

E. works, and superimposed

**ANSWER: D**

**Explanation:**

The sentence in its current format is a run-on sentence.

**QUESTION NO: 7**

**DIRECTIONS:** Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Read the passage and answer question (6).

**Rethinking Crowdfunding in the Arts**

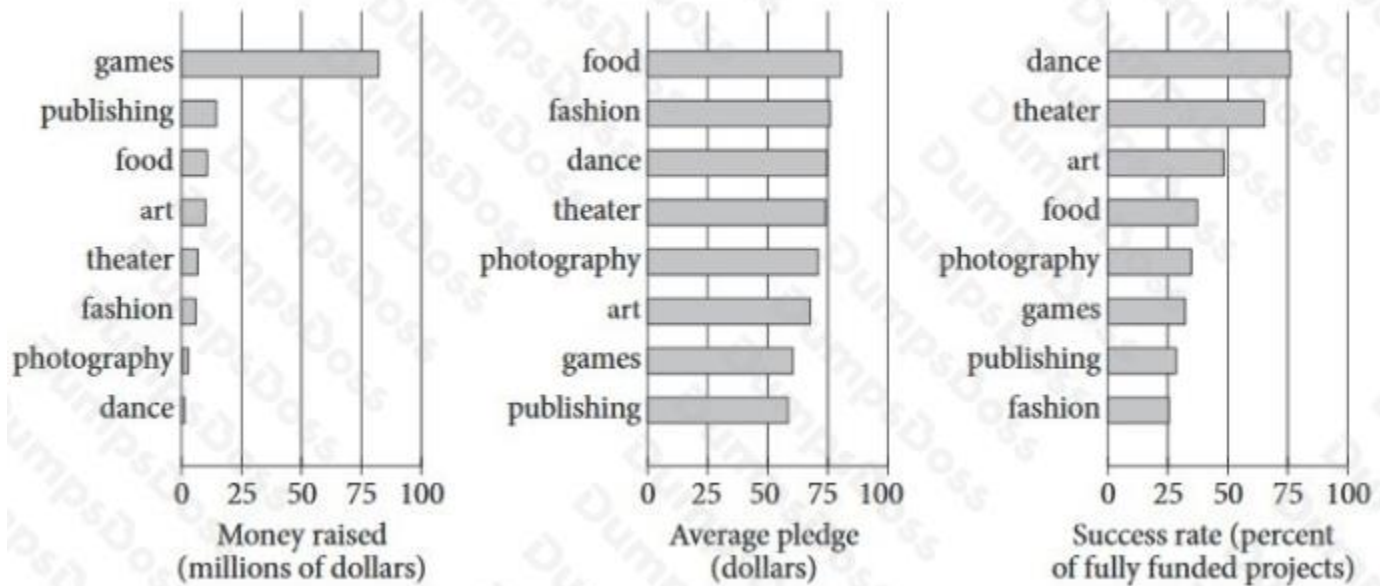
Crowdfunding is a popular way to raise money using the Internet. The process sounds simple: an artist, entrepreneur, or other innovator takes his or her ideas straight to the public via a crowdfunding website. The innovator creates a video about the project and offers, in exchange for donations, a series of “perks,” from acknowledgment on a social media site to a small piece of art. Many crowdfunding programs are all or nothing; in other words, the innovator must garner 100 percent funding for the project or the money is refunded to the donors. At (1) it’s best, the system can give creators direct access to millions of potential backers.

The home page of one leading crowdfunding site features a project to manufacture pinhole cameras on a 3 D printer. (2) The idea is obviously very attractive. An obscure method of photography may be made available to many with little expense. Within weeks, the project was 621 percent funded. In contrast, on the same page, a small Brooklyn performance venue is attempting to raise money for its current season. The venue features works of performance art showcased in a storefront window. Those who have seen the space consider it vital. (3) However, that group may not be large enough; with just fourteen days to go in the fund raising period, the campaign is only 46 percent funded.

Artists such as these Brooklyn performers find that crowdfunding exacerbates problems that already exist. (4) Work, that is easily understood and appreciated, is supported, while more complex work goes unnoticed. (5) Time that could be used creating art is spent devising clever perks to draw the attention of potential contributors. (6) In addition, audiences may contain many “free (7) riders,” they did not make contributions. Ironically, the success of crowdfunding may weaken overall funding for the arts if people begin to feel that paying for the art (8) loved by them is someone else’s responsibility.

[1] One innovative playwright has woven the deficiencies of the system into her crowdfunding model. [2] Though the price for her tickets was higher than that of tickets for comparable shows, it was still affordable to most theatergoers – and reflected the real cost of the performance. [3] She presented the total cost for producing her play on a crowdfunding site. [4] Then she divided the total cost by the number of people she expected to attend the performance. [5] The result of the calculation was the minimum donor price, and only donors who paid at least the minimum ticket price were allowed to attend the performance. [6] By subverting the presumption that money used for her project is an altruistic donation, the playwright showed that (9) our work has monetary value to those who enjoy it. (10)

Crowdfunded Projects on Kickstarter in 2012



Adapted from "These Were the Most Successful Projects on Kickstarter Last Year." ©2013 by The Economist Newspaper Limited.

- A. NO CHANGE
- B. Conversely,
- C. However,
- D. Thus,

**ANSWER: A**

**Explanation:**

"In addition" appropriately introduces an additional problem with crowdfunding in the arts.

"Conversely," "however," and "thus" do not indicate the appropriate relationship between what is said earlier in the paragraph about problems with crowdfunding in the arts and the additional problem that follows.

**QUESTION NO: 8**

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.  $y = -\frac{2}{3}x + 5$

**ANSWER: E**

**Explanation:**

Perpendicular lines have slopes that are negative reciprocals of each other. The slope of the line given is  $\frac{2}{1}$ .

The negative reciprocal of  $\frac{2}{1}$  is  $\frac{1}{2}$ . Every line with a slope of  $-\frac{3}{4}$  is perpendicular to the given line;  $y = -\frac{3}{2}x + 5$  is perpendicular to  $y = \frac{2}{3}x - 5$

**QUESTION NO: 9**

Passage 1 is adapted from Catharine Beecher, Essay on Slavery and Abolitionism. Originally published in 1837. Passage 2 is adapted from Angelina

E. Grimké, Letters to Catharine Beecher.

Originally published in 1838. Grimké encouraged Southern women to oppose slavery publicly. Passage 1 is Beecher's response to Grimké's views. Passage 2 is Grimké's response to Beecher.

**Passage 1**

Heaven has appointed to one sex the superior, and to the other the subordinate station, and this without any reference to the character or conduct of either. It is therefore as much for the dignity as it is for the interest of females, in all respects to conform to the duties of this relation... But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all pervading. But it was designed that the mode of gaining influence and of exercising power should be altogether different and peculiar...

A man may act on society by the collision of intellect, in public debate; he may urge his measures by a sense of shame, by fear and by personal interest; he may coerce by the combination of public sentiment; he may drive by physical force, and he does not outstep the boundaries of his sphere. But all the power, and all the conquests that are lawful to woman, are those only which appeal to the kindly, generous, peaceful and benevolent principles.

Woman is to win everything by peace and love; by making herself so much respected, esteemed and loved, that to yield to her opinions and to gratify her wishes, will be the free will offering of the heart. But this is to be all accomplished in the domestic and social circle. There let every woman become so cultivated and refined in intellect, that her taste and judgment will be respected; so benevolent in feeling and action; that her motives will be revered; – so unassuming and unambitious, that collision and competition will be banished; – so “gentle and easy to be entreated,” as that every heart will repose in her presence; then, the fathers, the husbands, and the sons, will find an influence thrown around them, to which they will yield not only willingly but proudly...

A woman may seek the aid of co-operation and combination among her own sex, to assist her in her appropriate offices of piety, charity, maternal and domestic duty; but whatever, in any measure, throws a woman into the attitude of a combatant, either for herself or others – whatever binds her in a party conflict – whatever obliges her in any way to exert coercive influences, throws her out of her appropriate sphere. If these general principles are correct, they are entirely opposed to the plan of arraying females in any Abolition movement.

**Passage 2**

The investigation of the rights of the slave has led me to a better understanding of my own. I have found the Anti-Slavery cause to be the high school of morals in our land – the school in which human rights are more fully investigated, and better



understood and taught, than in any other. Here a great fundamental principle is uplifted and illuminated, and from this central light, rays innumerable stream all around.

Human beings have rights, because they are moral beings: the rights of all men grow out of their moral nature; and as all men have the same moral nature, they have essentially the same rights. These rights may be wrested from the slave, but they cannot be alienated: his title to himself is as perfect now, as is that of Lyman Beecher\*: it is stamped on his moral being, and is, like it, imperishable. Now if rights are founded in the nature of our moral being, then the mere circumstance of sex does not give to man higher rights and responsibilities, than to woman. To suppose that it does, would be to deny the self-evident truth, that the "physical constitution is the mere instrument of the moral nature." To suppose that it does, would be to break up utterly the relations, of the two natures, and to reverse their functions, exalting the animal nature into a monarch, and humbling the moral into a slave; making the former a proprietor, and the latter its property.

When human beings are regarded as moral beings, sex, instead of being enthroned upon the summit, administering upon rights and responsibilities, sinks into insignificance and nothingness. My doctrine then is, that whatever it is morally right for man to do, it is morally right for woman to do. Our duties originate, not from difference of sex, but from the diversity of our relations in life, the various gifts and talents committed to our care, and the different eras in which we live.

\* Lyman Beecher was a famous minister and the father of Catharine Beecher.

In Passage 1, Beecher implies that women's effect on public life is largely:

- A. overlooked, because few men are interested in women's thoughts about politics.
- B. indirect, because women exert their influence within the home and family life.
- C. unnecessary, because men are able to govern society themselves.
- D. symbolic, because women tend to be more idealistic about politics than men are.

E. Grimké, Letters to Catharine Beecher.

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Passage 2

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cause to be the high school of morals in our land – the school in which human rights are more fully investigated, and better understood and taught, than in any other. Here a great fundamental principle is uplifted and illuminated, and from this central light, rays innumerable stream all around.

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\* Lyman Beecher was a famous minister and the father of Catharine Beecher.

In Passage 1, Beecher implies that women’s effect on public life is largely:

**ANSWER: B**

**Explanation:**

Choice [indirect, because women exert their...] is the best answer. In the third paragraph (sentence 1 of Passage 1), Beecher suggests that women can be “so much respected, esteemed and loved” by those around them that men will accede to their wishes: “then, the fathers, the husbands, and the sons, will find an influence thrown around them, to which they will yield not only willingly but proudly ...” These lines show that Beecher believes women can influence society by influencing the men around them; in other words, women have an indirect influence on public life.

Other choices are incorrect because Beecher believes women do have an effect on society, even if it is an indirect effect. Beecher does not indicate that women’s effect on public life is ignored because most men are not interested, unnecessary because men do not need help governing society, or merely symbolic because women tend to be idealistic.

**QUESTION NO: 10**

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Read the passage and answer question (10).

**The Consolations of Philosophy**

Long viewed by many as the stereotypical useless major, philosophy is now being seen by many students and prospective employers as in fact a very useful and practical major, offering students a host of transferable skills with relevance to the modern workplace. (1) In broad terms, philosophy is the study of meaning and the values underlying thought and behavior.

But (2) more pragmatically, the discipline encourages students to analyze complex material, question conventional beliefs, and express thoughts in a concise manner.

Because philosophy (3) teaching students not what to think but how to think, the age-old discipline offers consistently useful tools for academic and professional achievement. (4) A 1994 survey concluded that only 18 percent of American colleges required at least one philosophy course. (5) Therefore, between 1992 and 1996, more than 400 independent philosophy departments were eliminated from institutions.

More recently, colleges have recognized the practicality and increasing popularity of studying philosophy and have markedly increased the number of philosophy programs offered. By 2008 there were 817 programs, up from 765 a decade before. In addition, the number of four-year graduates in philosophy has grown 46 percent in a decade. Also, studies have found that those students who major in philosophy often do better than students from other majors in both verbal reasoning and analytical (6) writing. These results can be measured by standardized test scores. On the Graduate Record Examination (GRE), for example, students intending to study philosophy in graduate school (7) has scored higher than students in all but four other majors.

These days, many (8) student's majoring in philosophy have no intention of becoming philosophers; instead they plan to apply those skills to other disciplines. Law and business specifically benefit from the complicated theoretical issues raised in the study of philosophy, but philosophy can be just as useful in engineering or any field requiring complex analytic skills. (9) That these skills are transferable across professions (10) which makes them especially beneficial to twenty-first-century students. Because today's students can expect to hold multiple jobs – some of which may not even exist yet – during (11) our lifetime, studying philosophy allows them to be flexible and adaptable. High demand, advanced exam scores, and varied professional skills all argue for maintaining and enhancing philosophy courses and majors within academic institutions.

A. NO CHANGE

B. that

C. and

D. DELETE the underlined portion.

**ANSWER: D**

**Explanation:**

Choice [DELETE...] is the best answer because it creates a complete and coherent sentence.

Other choices are incorrect because each inserts an unnecessary relative pronoun or conjunction, resulting in a sentence without a main verb.

**QUESTION NO: 11**

NOTE: The use of a calculator is permitted.

Katarina is a botanist studying the production of pears by two types of pear trees. She noticed that Type A trees produced 20 percent more pears than Type B trees did. Based on Katarina's observation, if the Type A trees produced 144 pears, how many pears did the Type B trees produce?

A. 115

B. 120

C. 124

D. 173

**ANSWER: B****Explanation:**

Let  $x$  represent the number of pears produced by the Type B trees. Then the Type A trees produce 20 percent more pears than  $x$ , which is  $x + 0.20x = 1.20x$  pears. Since Type A trees produce 144 pears, the equation  $1.20x = 144$  holds. Thus  $x = 144/1.20 = 120$ . Therefore, the Type B trees produced 120 pears.

**QUESTION NO: 12**

This passage is adapted from Richard J. Sharpe and Lisa Heyden, "Honey Bee Colony Collapse Disorder is Possibly Caused by a Dietary Pyrethrum Deficiency." ©2009 by Elsevier Ltd. Colony collapse disorder is characterized by the disappearance of adult worker bees from hives.

Honey bees are hosts to the pathogenic large ectoparasitic mite *Varroa destructor* (Varroa mites). These mites feed on bee hemolymph (blood) and can kill bees directly or by increasing their susceptibility to secondary infection with fungi, bacteria or viruses. Little is known about the natural defenses that keep the mite infections under control.

Pyrethrums are a group of flowering plants which include *Chrysanthemum coccineum*, *Chrysanthemum cinerariifolium*, *Chrysanthemum marschalli*, and related species. These plants produce potent insecticides with anti mite activity. The naturally occurring insecticides are known as pyrethrums. A synonym for the naturally occurring pyrethrums is pyrethrin and synthetic analogues of pyrethrums are known as pyrethroids. In fact, the human mite infestation known as scabies (*Sarcoptes scabiei*) is treated with a topical pyrethrum cream.

We suspect that the bees of commercial bee colonies which are fed mono crops are nutritionally deficient. In particular, we postulate that the problem is a diet deficient in anti mite toxins: pyrethrums, and possibly other nutrients which are inherent in such plants. Without, at least, intermittent feeding on the pyrethrum producing plants, bee colonies are susceptible to mite infestations which can become fatal either directly or due to a secondary infection of immunocompromised or nutritionally deficient bees. This secondary infection can be viral, bacterial or fungal and may be due to one or more pathogens. In addition, immunocompromised or nutritionally deficient bees may be further weakened when commercially produced insecticides are introduced into their hives by bee keepers in an effort to fight mite infestation. We further postulate that the proper dosage necessary to prevent mite infestation may be better left to the bees, who may seek out or avoid pyrethrum containing plants depending on the amount necessary to defend against mites and the amount already consumed by the bees, which in higher doses could be potentially toxic to them.

This hypothesis can best be tested by a trial wherein a small number of commercial honey bee colonies are offered a number of pyrethrum producing plants, as well as a typical bee food source such as clover, while controls are offered only the clover. Mites could then be introduced to each hive with note made as to the choice of the bees, and the effects of the mite parasites on the experimental colonies versus control colonies.

It might be beneficial to test wild type honey bee colonies in this manner as well, in case there could be some genetic difference between them that affects the bees' preferences for pyrethrum producing flowers.



**Pathogen Occurrence in Honey Bee Colonies With and Without Colony Collapse Disorder**

Pathogen	Percent of colonies affected by pathogen	
	Colonies with colony collapse disorder (%)	Colonies without colony collapse disorder (%)
<b>Viruses</b>		
IAPV	83	5
KBV	100	76
<b>Fungi</b>		
<i>Nosema apis</i>	90	48
<i>Nosema ceranae</i>	100	81
<b>All four pathogens</b>	<b>77</b>	<b>0</b>

Adapted from Diana L. Cox-Foster et al., "A Metagenomic Survey of Microbes in Honey Bee Colony Collapse Disorder." ©2007 by American Association for the Advancement of Science.

The table above shows, for colonies with colony collapse disorder and for colonies without colony collapse disorder, the percent of colonies having honey bees infected by each of four pathogens and by all four pathogens together.

The passage most strongly suggests that beekeepers' attempts to fight mite infestations with commercially produced insecticides have what unintentional effect?

- A. They increase certain mite populations.
- B. They kill some beneficial forms of bacteria.
- C. They destroy bees' primary food source.
- D. They further harm the health of some bees.

**ANSWER: D**

**Explanation:**

The authors explain that when beekeepers use commercially produced insecticides to fight mite infections, they may "further weaken" bees that are "immunocompromised or nutritionally deficient" (sentence 5 of paragraph 3).

**QUESTION NO: 13**

But the Dust-Bin was going down then, and your father took but little, excepting from a liquid point of view. Your mother's object in those visits was of a house-keeping character, and you was set on to whistle your father out. Sometimes he came out, but generally not. Come or not come, however, all that part of his existence which was unconnected with open Waitering was kept a close secret, and was acknowledged by your mother to be a close secret, and you and your mother flitted about the court, close secrets both of you, and would scarcely have confessed under torture that you know your father, or that your father had any name than Dick (which wasn't his name, though he was never known by any other), or that he had kith or kin or chick or child. Perhaps the attraction of this mystery, combined with your father's having a damp compartment, to himself, behind a leaky cistern, at the Dust Bin, a sort of a cellar compartment, with a sink in it, and a smell, and a plate-rack, and a bottle-rack, and three windows that didn't match each other or anything else, and no daylight, caused your young mind to feel convinced that you must grow up to be a Waiter too; but you did feel convinced of it, and so did all your brothers, down to your sister. Every one of you felt convinced that you was born to the Waitering. At this stage of your career, what was your feelings one day when your father came home to your mother in open broad daylight, of itself an act of Madness on the part of a Waiter, and took to his bed (leastwise, your mother and family's bed), with the statement that his eyes were devilled kidneys. Physicians being in vain, your father expired, after repeating at intervals for a day and a night, when gleams of reason and old business fitfully illuminated his being, "Two and two is five. And three is sixpence." Interred in the parochial department of the neighbouring churchyard, and accompanied to the grave by as many Waiters of long standing as could spare the morning time from their soiled glasses (namely, one), your bereaved form was attired in a white neckaneker, and you was took on from motives of benevolence at The George and Gridiron, theatrical and supper. Here, supporting nature on what you found in the plates (which was as it happened, and but too often thoughtlessly, immersed in mustard), and on what you found in the glasses (which rarely went beyond driblets and lemon), by night you dropped asleep standing, till you was cuffed awake, and by day was set to polishing every individual article in the coffee-room. Your couch being sawdust; your counterpane being ashes of cigars. Here, frequently hiding a heavy heart under the smart tie of your white neck ankecher (or correctly speaking lower down and more to the left), you picked up the rudiments of knowledge from an extra, by the name of Bishops, and by calling plate-washer, and gradually elevating your mind with chalk on the back of the corner-box partition, until such time as you used the inkstand when it was out of hand, attained to manhood, and to be the Waiter that you find yourself.

I could wish here to offer a few respectful words on behalf of the calling so long the calling of myself and family, and the public interest in which is but too often very limited. We are not generally understood. No, we are not. Allowance enough is not made for us. For, say that we ever show a little drooping listlessness of spirits, or what might be termed indifference or apathy. Put it to yourself what would your own state of mind be, if you was one of an enormous family every member of which except you was always greedy, and in a hurry. Put it to yourself that you was regularly replete with animal food at the slack hours of one in the day and again at nine p.m., and that the repleter you was, the more voracious all your fellow-creatures came in. Put it to yourself that it was your business, when your digestion was well on, to take a personal interest and sympathy in a hundred gentlemen fresh and fresh (say, for the sake of argument, only a hundred), whose imaginations was given up to grease and fat and gravy and melted butter, and abandoned to questioning you about cuts of this, and dishes of that, each of 'em going on as if him and you and the bill of fare was alone in the world.

Which selection best describes the overall purpose of the author in the 1st paragraph?

- A. to establish how the main character became a waiter
- B. to establish that the life of a waiter was harsh
- C. to illuminate the lifestyle of a waiter during the time of this writing
- D. to share the hardships of the wife of a waiter
- E. to offer some explanation as to the secrecy shrouding the father

**ANSWER: A****Explanation:**

The entire section identified either the mysterious lifestyle that enticed the main character into becoming a waiter, explained how he got the job following his father's death, or gave insights as to his lifestyle as a waiter. All of the information provided by the author was to establish the reasoning and experiences of this character.

**QUESTION NO: 14**

The bill became bogged down in a(n) \_\_\_\_\_ of contentious issues in a Senate subcommittee.

- A. marsh
- B. sequence
- C. iota
- D. conundrum
- E. quagmire

**ANSWER: E****Explanation:**

You know the word is going to be negative: both bogged and contentious tell you so. Eliminate "sequence". Now think that the word is basically going to mean mess. You can eliminate "marsh" and "iota." Conundrum is a confusing problem, not really a messy situation. "Quagmire" is the best answer.

**QUESTION NO: 15**

Notwithstanding much educated \_\_\_\_\_, even as we speak, there is no \_\_\_\_\_ relationship between current levels of hydrocarbon output and ozone deterioration.

- A. speculation ... tenuous
- B. conjecture ... proven
- C. evidence ... speculative
- D. argument ... rational
- E. confusion ... systematic

**ANSWER: B****Explanation:**

Choices "evidence," "argument," and "confusion," respectively, disqualify them as choices based on the first word choice. The qualifier as much educated doesn't match with argument or confusion. Educated folk tend to present, not argue; and if it was a much educated prospective, there likely wouldn't be confusion. Considering much educated "evidence" would pretty much settle the discussion if it is truly evidence. This leaves only choices [speculation ... tenuous] and [conjecture ... proven].

Choice A has “tenuous” as a second word, and “weak” doesn’t fit the sentence. Choice “conjecture” and “proven,” is the best choice.

**QUESTION NO: 16**

NOTE: The use of a calculator is permitted.

$x$	$f(x)$
1	5
3	13
5	21

Some values of the linear function  $f$  are shown in the table above. Which of the following defines  $f$ ?

- A.  $f(x) = 2x + 3$
- B.  $f(x) = 3x + 2$
- C.  $f(x) = 4x + 1$
- D.  $f(x) = 5x$

**ANSWER: C****Explanation:**

Because  $f$  is a linear function of  $x$ , the equation  $f(x) = mx + b$ , where  $m$  and  $b$  are constants, can be used to define the relationship between  $x$  and  $f(x)$ . In this equation,  $m$  represents the increase in the value of  $f(x)$  for every increase in the value of  $x$  by 1. From the table, it can be determined that the value of  $f(x)$  increases by 8 for every increase in the value of  $x$  by 2. In other words, for the function  $f$  the value of  $m$  is  $8/2$ , or 4. The value of  $b$  can be found by substituting the values of  $x$  and  $f(x)$  from any row of the table and the value of  $m$  into the equation  $f(x) = mx + b$  and solving for  $b$ . For example, using  $x = 1$ ,  $f(x) = 5$ , and  $m = 4$  yields  $5 = 4(1) + b$ . Solving for  $b$  yields  $b = 1$ . Therefore, the equation defining the function  $f$  can be written in the form  $f(x) = 4x + 1$ .

**QUESTION NO: 17**

**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".

Read the passage and answer question <6>.

J.K. Rowling



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. Rowling. The Harry Potter series has sold over 447 million copies worldwide and been translated into seventy-three languages, including Latin and Ancient Greek.<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 Hallows, the final installment, 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>

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.

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.<15>

The most appropriate sentence to place at the end of Paragraph 2 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.

**ANSWER: A**

**Explanation:**

The most appropriate sentence to place at the end of Paragraph 2 as a transition to Paragraph 3 is "Although Rowling's legacy in children's literacy is profound, she recently discovered a new passion for children's causes" because of transitions. A correctly refers to the information in Paragraph 2, while foreshadowing the information in Paragraph 3.

**QUESTION NO: 18**

(1) An incredible hot-air balloon exhibition happened on September 5, 1862. (2) It was given by Glaisher and Coxwell, two Englishmen. (3) There was no compressed oxygen for them to breathe in those days. (4) They got so high that they couldn't use their limbs. (5) Coxwell had to open the descending valve with his teeth. (6) Before Glaisher passed out, he recorded an elevation of twenty-nine thousand feet. (7) Many believe they got eight thousand feet higher before they began to descend, making their ascent the highest in the nineteenth century.

(8) Now the largest balloon to go up in the nineteenth century was "The Giant." (9) The balloon held 215,000 cubic feet of air and was 74 feet wide. (10) It could carry four and a half tons of cargo. (11) Its flight began in Paris, in 1853, with fifteen

passengers. (12) All of whom returned safely. (13) The successful trip received a great deal of national and international press because many thought the hot-air balloon would become a form of common transportation.

Which of the following is the best way to combine sentences 9 and 10 (reproduced below)?

The balloon held 215,000 cubic feet of air and was 74 feet wide. It could handle four and a half tons of cargo.

- A. The balloon held 215,000 cubic feet of air and was 74 feet wide, which could handle four and a half tons of cargo.
- B. The balloon held 215,000 cubic feet of air and was 74 feet wide, handling four and a half tons of cargo.
- C. The balloon held 215,000 cubic feet of air and was 74 feet wide; it could handle four and a half tons of cargo.
- D. The balloon held 215,000 cubic feet of air and was 74 feet wide, and it could handle four and a half tons of cargo.
- E. The balloon held 215,000 cubic feet of air and was 74 feet wide, but it could carry four and a half tons of cargo

**ANSWER: C**

**Explanation:**

Sentence combination is huge in this section. This example is trickier than most. It already has an and in the first sentence, so if you use and again your sentence will start to sound like a run-on. Here, too, the -ing verb is imprecise. Which should really go very close to the noun it modifies. But implies a contrast, when all of these ideas are similar. Go with the semicolon.

**QUESTION NO: 19**

At breakfast, Dad asked (1)Hilary and I if we (2)wanted to attend (3)my cousin Noah's university graduation ceremony in Nebraska (4)next spring.

- A. Hilary and I
- B. wanted
- C. my cousin Noah's
- D. next spring
- E. No Error

**ANSWER: A**

**Explanation:**

The correct answer is a compound object using a noun, Hilary, and a pronoun, I. Read the sentence without Hilary. You would never say: Dad asked I so you need the objective pronoun, me.

**QUESTION NO: 20**

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}

<b>ANSWER: C</b>
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**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.