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**Section 1: Sec One (1 to 94)**

**Details:** Topic 1, Analogies

**QUESTION: 1**

SCALE : TONE :

- A. spectrum : color
- B. texture : sensation
- C. wave : frequency
- D. prism : hue
- E. form : shape

**Answer:** A

**Explanation:**

This is a “part-to-whole” analogy. A musical SCALE is comprised of a series of TONES that are arranged in a fixed sequence; similarly, the spectrum is comprised of a series of colors arranged in a particular sequence.

**QUESTION: 2**

SANDAL : FOOTPRINT ::

- A. sock : carpet
- B. river : gorge
- C. galosh : puddle
- D. cleat : turf
- E. boat : wake

**Answer:** E

**Explanation:**

This is a “symptom or sign” analogy. A SANDAL leaves behind it a FOOTPRINT that traces the sandal’s path; similarly, a boat leaves behind it a wake that traces the boat’s path.

**QUESTION: 3**

DAM : DELUGE ::

- A. treat : disease
- B. settle : dispute
- C. lock : theft
- D. harvest : crop
- E. assemble : pieces

**Answer:** C

**Explanation:**

This is an “operates against” (prevention) analogy. You DAM (a body of water) to prevent a DELUGE (sudden, enormous flow); similarly, you lock something like a door or a safe in order to prevent at heft

**QUESTION: 4**

WAR : OFFENSIVE ::

- A. school : student
- B. waterfall : river
- C. slumber : dream
- D. stadium : soccer
- E. game : poker

**Answer:** C

**Explanation:**

This is an “environment for” analogy. An OFFENSIVE (a noun here) is an event—a planned attack—that typically occurs during a WAR. Similarly, a dream is an event that typically occurs during slumber (deep sleep). As for choice (D), soccer is an event that might take place in a stadium. But to say that soccer usually occurs in a stadium would be an overstatement. Also, a stadium is a physical place, whereas WAR and slumber are events.

**QUESTION: 5**

SONG : SERENADE ::

- A. appointment : tryst
- B. play : vignette
- C. memorandum: letter
- D. arrangement : commitment
- E. book : novel

**Answer:** A

**Explanation:**

This is a “type of” (special category) analogy. A SERENADE is a special kind of SONG, one sung by a lover to his beloved, sometimes in secret; similarly, a tryst is a special kind of appointment, one made by lovers, often in secret.

**QUESTION: 6**

HAND : GNARLED :

- A. tree : tall
- B. foot : cramped
- C. flower : crushed
- D. brow : creased
- E. tire : flat

**Answer:** D

**Explanation:**

This is a type of “symptom or manifestation” analogy. A HAND may become GNARLED (knotted and twisted) with age, just as a brow may become creased (wrinkled or ridged) with age. Gnarls and creases are each a manifestation of gradual deterioration. Since a tire goes flat abruptly and for one of many possible reasons, choice is not as strong an analogy as choice (D).

**QUESTION:** 7  
OSCILLATE : PENDULUM ::

- A. obligate : promise
- B. swim : pool
- C. purchase : product
- D. shake : earthquake
- E. travel : automobile

**Answer:** E

**Explanation:**

This is an “inherent function” analogy. A PENDULUM is designed to OSCILLATE (move back and forth); similarly, an automobile is designed to travel.

**QUESTION:** 8  
ARCHITECT : CREATIVE ::

- A. partisan : impartial
- B. traitor : disloyal
- C. soldier : obedient
- D. consumer : prosperous
- E. prisoner : rebellious

**Answer:** B

**Explanation:**

This is an “ideal characteristic” analogy. Ideally, an ARCHITECT is CREATIVE; similarly, an ideal soldier is one who is obedient; that is, one who obeys the orders of a superior officer. Choice B is incorrect because disloyalty is not just an ideal characteristic of a traitor; it is the defining characteristic.

**QUESTION: 9**

DESIGNATION : STIGMA ::

- A. odor : fragrance
- B. circumstance : predicament
- C. legislation : statute
- D. advice : command
- E. falsehood : lie

**Answer: B**

**Explanation:**

This is a “negative form of” analogy. A STIGMA (mark or sign of disgrace) is an unwanted DESIGNATION. Similarly, a predicament (difficult situation) is an unwanted circumstance.

**QUESTION: 10**

TEACHER : INSTRUCTION ::

- A. lawyer : crime
- B. army : regiment
- C. doctor : disease
- D. student : learning
- E. guard : protection

**Answer: E**

**Explanation:**

This is an “inherent function” analogy. The function of a TEACHER is to provide INSTRUCTION for another; similarly, the function of a guard is to provide protection for another. As for choice (D), although the “function” of a student might be said to learn, it is not to provide learning for another. So choice E is not as strong an analogy as choice (D).

**Section 1: Sec One (1 to 20)**  
**Details: Analogies Part 1**

**QUESTION: 1**

DRIP : GUSH

- A. cry : laugh
- B. curl : roll
- C. stream : tributary
- D. dent : destroy
- E. bend : angle

**Answer:** D

**QUESTION: 2**

WALK : LEGS

- A. blink : eyes
- B. chew : mouth
- C. dress : hem
- D. cover : book
- E. grind : nose

**Answer:** B

**QUESTION: 3**

ENFRANCHISE : SLAVERY

- A. equation : mathematics
- B. liberate : confine
- C. bondage : subjugation
- D. appeasement : unreasonable
- E. anatomy : physiology

**Answer:** B

**QUESTION:** 4

UNION JACK : VEXILLOLOGY

- A. toad : ornithology
- B. turtle : microbiology
- C. gymnosperms : botany
- D. friend : home economics
- E. algae : zoology

**Answer:** C

**QUESTION:** 5

TOPAZ : YELLOW

- A. diamond : carat
- B. jeweler : clarity
- C. sapphire : red
- D. amethyst : purple
- E. amber : blue

**Answer:** D

**QUESTION:** 6

LUMEN : BRIGHTNESS

- A. candle : light
- B. density : darkness
- C. nickel : metal
- D. inches : length
- E. color : hue

**Answer:** D

## Section 1: Sec One (1 to 7)

### Details:

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics. Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Espontently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress. Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

### QUESTION: 1

The Curies' \_\_\_\_ collaboration helped to unlock the secrets of the atom.

- A. friendly
- B. competitive
- C. courteous
- D. industrious
- E. chemistry

**Answer:** A

### QUESTION: 2

Marie had a bright mind and a \_\_personality.

- A. strong
- B. lighthearted
- C. humorous

- D. strange
- E. envious

**Answer: B**

**QUESTION: 3**

When she learned that she could not attend the university in Warsaw, she felt\_\_\_\_\_.

- A. hopeless
- B. annoyed
- C. depressed
- D. worried
- E. none of the above

**Answer: B**

**QUESTION: 4**

Marie \_\_\_\_ by leaving Poland and traveling to France to enter the Sorbonne.

- A. challenged authority
- B. showed intelligence
- C. behaved
- D. was distressed
- E. answer not available in article

**Answer: A**

**QUESTION: 5**

\_\_\_\_\_she remembered their joy together.

- A. Dejectedly
- B. Worried
- C. Tearfully
- D. Happily
- E. Sorrowfully

**Answer: A**

**QUESTION:** No: 1

Column A

$$2 \square 2$$

$$a \square b = (a + b)(a - b)$$

Column B

$$-2 \square -2$$

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: C

Explanation: To determine Quantity A, substitute the number 2 for a and for b in the centered equation:  $(2 + 2)(2 - 2) = (4)(0) = 0$  Follow the same procedure for the quantity in Column B:

$$(2 + 2)(2 - 2) = (4)(0) = 0$$

The quantities in both columns equal zero (0).

**QUESTION:** No: 2

Column A

$$\sqrt[3]{x}$$

$$0 < x < 1$$

Column B

$$\sqrt{x}$$

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: A

Explanation:

For any fractional number between zero (0) and 1, the number is less than its square root, which in turn is less than its cube root.

**QUESTION:** No: 3

Column A

The circumference of circle O

The circumference of circle D

Line segments AB and CD are  
chords of circle O.

Column B

The length of AB plus twice  
the length of CD

- The length of AB plus twice  
the length of CD
- A. The quantity in Column A is greater;
  - B. The quantity in Column B is greater;
  - C. The quantities are equal;
  - D. The relationship cannot be determined from the information given.

Answer: A

Explanation: A circle's circumference is  $\pi$ —the product of (a bit greater than 3.1) and the circle's diameter. If AB and CD were each as large as possible, they would each equal the circle's diameter. Three times this length is still less than  $\pi$ .

**QUESTION:** No: 4

Column A

The amount of interest  
earned on \$1,000 after four  
months

Column B

The amount of interest  
earned on \$2,000 after  
eight months

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: D

Explanation: Without knowing either interest rate, it is impossible to compute either quantity in order to make the comparison.

**QUESTION:** No: 5

Column A

The number of prime numbers between 10 and 15

Column B

The number of prime factors of 33

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: C

Explanation: There are 2 prime numbers between 10 and 15: 11 and 13. The integer 33 has 2 prime factors: 3 and 11.

**QUESTION:** No: 6

Column A

$$n = 2$$

Set R:  $\{n + 1, 2n + 2, 3n + 3, \dots\}$   
Set S:  $\{n, n + 1, n + 2, \dots\}$

The 25th term of Set R

Column B

Two times the 24<sup>th</sup> term of Set S

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: A

Explanation: Given  $n=2$ , the 25th term of Set R =  $25n+25 = 25(2) + 25 = 75$ . Given  $n=2$ , the 24th term of Set S =  $n+23 = 2 + 23 = 25$ , and two times that 24th term is 50.

**QUESTION:** No: 7

Column A

$(9,300s) (.0093t)$

Column B

$(9.3s) (9.3t)$

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: C

Explanation: There's no need to calculate either quantity, and you can cancel the products from both columns. To make the comparison, observe the place-value shifts from the decimal number 9.3. In Column A, the decimal point shifts 3 places left (9,300) and 3 places right (.0093), so the quantity is equivalent to (9.3)(9.3). You can now see that Quantity B, which is (9.3)(9.3), is the same as Quantity A.

**QUESTION:** No: 8

A farmer wants to fence a rectangular horse corral with an area of 12,000 square feet. Fence posts along each side will be 10 feet apart at their center.

Column A

The fewest possible posts that could be used to construct the fence

Column B

The number of posts used if two of the sides are 300 feet in length each

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: B

Explanation: There's no need to calculate either quantity. Given an area of 12,000 square feet, the shortest possible rectangular perimeter is achieved with a square, in which all sides are the same length. Column B describes a corral with a width of 300 feet and a length of 400 feet. This corral would require more fence posts than a square corral.

**QUESTION:** No: 9

Column A

$$(x + 2)(x - 2)$$

Column B

$$x^2 - 2$$

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;

- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: B

**QUESTION:** No: 10

Column A

The price of a \$100 product marked up by Q percent

Column B

The price of a \$99 product marked up by Q dollars

- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: A

Explanation: Q percent is based on \$100. Therefore, Q percent = Q dollars, and Quantity B will always be \$1 less than Quantity A.

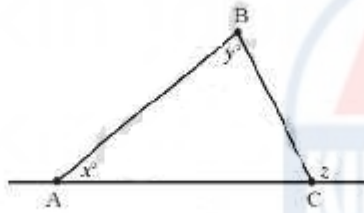
**QUESTION:** No: 11

Column A

$x^\circ + y^\circ$

Column B

$z^\circ$



- A. The quantity in Column A is greater;
- B. The quantity in Column B is greater;
- C. The quantities are equal;
- D. The relationship cannot be determined from the information given.

Answer: C

Explanation:  $x + y +$  the measure of the third interior angle (let's call it  $w$ ) = 180. Also,  $w + z = 180$  (because their angles combine to form a straight line). So, you have two equations:  $x + y + w = 180$  or  $x + y = 180 - w$   
 $w + z = 180$  or  $z = 180 - w$  Therefore,  $x + y = z$  (Quantity A = Quantity B)

**QUESTION: 1**

The victory of the small Greek democracy of Athens over the mighty Persian empire in 490 B. C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man. In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops. The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians. The Athenians were \_\_\_\_\_ by some soldiers who arrived from Plataea.

- A. welcomed
- B. strengthened
- C. held
- D. captured
- E. answer not available

**Answer: B**

**QUESTION: 2**

The Trojan War is one of the most famous wars in history. It is well known for the ten-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began. According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict. To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to

bribe him. "I'll grant you vast kingdoms to rule," promised HerA. "Vast kingdoms are nothing in comparison with my gift," contradicted AthenA. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, Zeus' daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece. Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelasu of Sparta, anyway. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

Eris was known for \_\_\_\_\_ both mortals and immortals.

- A. scheming against
- B. involving in conflict
- C. feeling hostile toward
- D. ignoring
- E. comforting

**Answer: B**

### **QUESTION: 3**

The Trojan War is one of the most famous wars in history. It is well known for the tenyear duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began. According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict. To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him. "I'll grant you vast kingdoms to rule," promised HerA. "Vast kingdoms are nothing in comparison with my gift," contradicted AthenA. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, Zeus' daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece. Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelasu of Sparta, anyway. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen. Each goddess tried \_\_\_\_\_ to bribe Paris.

- A. boldly
- B. effectively

- C. secretly
- D. carefully
- E. answer not stated

**Answer:** A

**QUESTION:** 4

The Trojan War is one of the most famous wars in history. It is well known for the ten-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began. According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict. To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him. "I'll grant you vast kingdoms to rule," promised Hera. "Vast kingdoms are nothing in comparison with my gift," contradicted Athena. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, Zeus' daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece. Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelaus of Sparta, anyway. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen. Athena \_\_\_\_\_ Hera, promising Paris victory and fame in war.

- A. denied the statement of
- B. defeated
- C. agreed with
- D. restated the statement
- E. questioned the statement

**Answer:** A

## Question: 1

Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

Food science authorities have, in recent years, begun recommending that those persons who prepare their own whole grains begin by soaking the grains. Most grains contain phytic acid, which can prevent proper mineral absorption. For instance, phytic acid can block the body's ability to absorb iron from foods and thus raise the potential over time for anemia. Soaking the grains for several hours, however, reduces the level of phytic acid within them and makes the grains such as rice, wheat, and quinoa easier to digest. In fact, persons who struggle with digesting gluten, a common ingredient within grains like wheat, find that they are considerably more tolerant once the phytic acid has been reduced or removed. The soaking process is as simple as adding warm water to the grains for as long as twelve hours in advance of preparing them and then allowing the grains to sit in the water for a while. Based on the information provided within the passage, which of the following statements best defines the term food science?

- A. The science of food preparation and the way that the chemical content of food alters during cooking.**
- B. The study of the chemical ingredients within food and the properties of those chemical ingredients.**
- C. The complex chemical ingredients that are found within grains and the way these chemicals affect the body.**
- D. The study of domestic food preparation and the differences between cooking food at home and the commercial preparation of food.**
- E. An emerging field that utilizes modern technology to study ancient grains and how the body utilizes them.**

Answer: B

*Food science is mentioned without definition within the passage, but the information provided about phytic acid and the comments from food scientists regarding the soaking of grains provide enough detail for inference. Based on the information in the passage, it can safely be said that a food scientist considers the chemicals in food and analyzes the properties of those chemicals. The passage does not offer enough information to indicate that food science is related solely to food preparation, particularly since phytic acid is an ingredient in grains prior to their preparation. The passage is based primarily on a chemical within grains, but the claim that food science is limited entirely to grains is too narrow. If this were the case, the field would likely be called grain science, instead of food science. The passage mentions people preparing their grains at home, but it mentions nothing about the commercial preparation of food, so it cannot be said that food science is limited to domestic food preparation. The author makes no mention of the use of modern technology, so "The study of domestic food preparation and the differences..." cannot be inferred from the passage.*

## Question: 2

The mystery of the Roanoke Colony never has been solved to any satisfaction, although a number of theories have arisen over the years. Some historians have suggested that the Roanoke colonists simply attempted to return to England but died in the effort. Cannibalism by area tribes and attacks by the Spanish have also been proposed as explanations for the disappearance of the colonists, but neither theory holds much weight among historical experts who argue conflicting evidence. Two other theories, however, remain popular as potential solutions. One historian has put forth the idea that the Roanoke colonists relocated away from the original settlement and eventually were killed by the powerful Chief Powhatan; the chief is said to have claimed responsibility for their deaths, because the colonists allied themselves with a tribe that did not support the powerful chief. Alternatively, other historians have located evidence to suggest that the people of Roanoke took shelter with area tribes and eventually became part of them. A number of Native American groups along the Mid-Atlantic claim European descent and share common features generally recognized as European.

Considering the information in the passage, which of the following could explain why historical experts reject the theory of the Spanish attacking Roanoke Colony?

- A. Archeologists have not located any evidence of ammunition in the area around Roanoke Colony and have concluded that no guns were fired at the colonists.**

- B. Historical documents indicate that at the time the Roanoke colonists disappeared, the Spanish government had not yet discovered where the English had settled in the New World.**
- C. The English settlements in the New World had continued to anger the Spanish government, and led to ongoing tension between the two nations.**
- D. There is historical evidence that the Spanish government was working closely with Chief Powhatan to develop a treaty with the English.**
- E. The large number of Native American tribes around Roanoke Colony makes it more likely that cannibals attacked the settlers before the Spanish could.**

**Answer: B**

*The Spanish cannot attack a colony if they are unaware of its location. Historical documents indicating that the Spanish government had not yet discovered the location of Roanoke would certainly lend credence to the claims of historians*

*"who argue conflicting evidence" regarding the theory of Spanish attack. Colonies can be attacked by more ways than just gunfire, so the idea that archeologists cannot find ammunition represents weak evidence against a Spanish attack. "The English settlements in the New World had continued to anger..." offers an option that does more to support the idea of Spanish attack rather than offering evidence to conflict with it. "There is historical evidence that the Spanish government was working..." combines ideas in the paragraph but also confuses them; the author notes that Chief Powhatan "claimed responsibility for their deaths, because the colonists allied themselves with a tribe that did not support him".*

*It makes little sense then for him to claim to have killed the Roanoke colonists if he was working to forge a treaty that would protect them. The author of the passage clearly negates the theory about a cannibal attack, so "The large number of Native American tribes around Roanoke Colony..." cannot be correct.*

**Question: 3**

Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

Iceland's Althing represented an important development in making the people of a nation an active part of the system that governed them. The meeting of the Althing brought together the main leaders of communities across the island; these local leaders all gathered to discuss and determine legal issues. The Althing also welcomed the free men of Iceland to present their claims, disputes, and the like. Althing attendees met at Lǫgberg, meaning "Law Rock," and the

Althing brought together the main leaders of communities across the island; these local leaders all gathered to discuss and determine legal issues. The Althing also welcomed the free men of Iceland to present their claims, disputes, and the like. Althing attendees met at Lǫgberg, meaning "Law Rock," and the Lǫgsögumaður, or Lawspeaker, would oversee the event. The first activity was for the Lawspeaker to read a list of all applicable laws. The Lawspeaker would also offer necessary moderation in the case of disputes and provide an overriding sense of order. Also part of the Althing was the Lǫgretta, a legislative organization that supported the Lawspeaker by determining laws and settling legal disagreements.

Based on the information provided in the passage, which of the following best summarizes the purpose of the Althing within Iceland's political system?

- A. To provide a stable system of government for the free men of Iceland**
- B. To unite the citizenry of Iceland against the invasion of foreign powers**
- C. To determine the laws of Iceland and to provide the free men with a role in their government**
- D. To develop leaders within the communities and to make them as self-governing as possible**
- E. To develop an island-wide legislative system that was consistent in application**

**Answer: C**

*The author notes that the purpose of the Althing was "to discuss and determine legal issues". In addition, the first sentence points out that the Althing*

*"represented an important development in making the people of a nation an active part of the system that governed*

them". This statement clearly matches the information that the Althing's purpose was to "determine the laws of Iceland and to provide the free men with a role in their government". While the Althing might have contributed to creating a stable government in Iceland, that is not its purpose as noted in the passage. The author points out that the Althing called together the leaders from each community, but nothing in the passage suggests that the Althing developed leaders or attempted to make the communities self-governing.

Additionally, the author of the passage says nothing about uniting the citizenry against foreign powers. And while it might be inferred that the Althing contributed to developing consistent application of the laws, this answer choice does not offer as good a summary as the information in "To provide a stable system of government for the free men of Iceland".

#### Question: 4

Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

Food science authorities have, in recent years, begun recommending that those persons who prepare their own whole grains begin by soaking the grains. Most grains contain phytic acid, which can prevent proper mineral absorption. For instance, phytic acid can block the body's ability to absorb iron from foods and thus raise the potential over time for anemia. Soaking the grains for several hours, however, reduces the level of phytic acid within them and makes the grains such as rice, wheat, and quinoa easier to digest. In fact, persons who struggle with digesting gluten, a common ingredient within grains like wheat, find that they are considerably more tolerant once the phytic acid has been reduced or removed. The soaking process is as simple as adding warm water to the grains for as long as twelve hours in advance of preparing them and then allowing the grains to sit in the water for a while. Which of the following best describes the problem with phytic acid in grains?

- A. Phytic acid is a natural ingredient within most foods, but it increases in whole grains and makes them difficult to digest.**
- B. Phytic acid prevents the body from absorbing essential minerals that occur naturally in food.**
- C. Phytic acid binds with the naturally occurring minerals in food and creates toxicity during cooking.**
- D. Phytic acid has a tendency to attach itself to gluten and thus make grains indigestible for persons with a gluten intolerance.**
- E. Phytic acid attacks the body's digestive system and raises the potential for health problems.**

#### Answer: B

Early in the passage, the author says, "Most grains contain phytic acid, which can prevent proper mineral absorption. For instance, phytic acid can block the body's ability to absorb iron from foods and thus raise the potential over time for anemia". This statement matches the information in "Phytic acid prevents the body from absorbing essential...". The author says nothing about phytic acid binding with the minerals; instead, the author explains that phytic acid blocks mineral absorption. The author does not discuss the amount of phytic acid within other foods; as the passage only discusses phytic acid within grains, there is no way to determine if the amount in grains is higher than in other foods (or if phytic acid is found in other foods at all). The passage mentions both phytic acid and gluten, and the author points out that reducing the phytic acid can make glutinous grains easier to digest for those persons with gluten-intolerance; but this assertion is not enough to make the leap that phytic acid attaches itself to gluten. Finally, the passage makes no claim about phytic acid attacking the body's digestive system; rather, it seems that the harm is more passive.

#### Question: 5

Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

It might be surprising to discover that Europe's first republic pre-dated the turn of the 11th century, long before Europe would see the rise of another such system. Around 870 AD, settlers from Norway began arriving in Iceland, and they eventually established a government system that gave all free men on the island a voice in legislative and judicial affairs. In approximately 930 AD, the leaders of Iceland created the Althing, considered the

oldest parliament in the world. This system, and Iceland's identity as a republic, remained in place until 1262, when the decision of the Althing agreed to the Old Covenant and placed Iceland under the authority of the king of Norway. Iceland would not become a selfgoverning republic again until 1944, when the people of Iceland voted to end their political relationship with the kingdom of Denmark. The passage indicates which of the following about the development of republics in Europe?

- A. The republic that developed in Iceland lacked the stability it needed to survive.**
- B. It would be many years before another republic would develop in Europe.**
- C. The republic in Iceland ultimately was unable to withstand subjugation by another nation.**
- D. The modern republics in Europe have far more sophistication than Iceland's early republic.**
- E. Monarchy was a far more common system of government for most of Europe's history.**

Answer: B

*In the first sentence, the author notes the following: "It might be surprising to discover that Europe's first republic pre-dated the turn of the 11th century, long before Europe would see the rise of another such system." This statement clearly indicates that Iceland's republic came well before another in Europe, so indeed it was "many years" before another republic emerged in Europe. The author of the passage mentions a monarchy in Norway and Denmark, but this mention alone is not enough to assume that monarchy was the more common system based only on the information in the passage. The information in "The republic in Iceland ultimately was unable to withstand..." and "The republic that developed in Iceland lacked the stability it needed..." focuses solely on the republic in Iceland, and this counters the question-with its focus on the development of republics in Europe. Additionally, the author mentions that Iceland is currently a republic, but this mention alone is not enough to comment on modern republics in Europe or on the level of "sophistication" that defines them.*

### Question: 6

Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

Iceland's Althing represented an important development in making the people of a nation an active part of the system that governed them. The meeting of the Althing brought together the main leaders of communities across the island; these local leaders all gathered to discuss and determine legal issues. The Althing also welcomed the free men of Iceland to present their claims, disputes, and the like. Althing attendees met at Lǫgberg, meaning "Law Rock," and the

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The passage provides information about the Lawspeaker and his role at the Althing. Using the information in the passage as a guide, which of the following modern political roles is most similar to that of the Icelandic Lawspeaker?

- A. Speaker of the House**
- B. President of the Senate**
- C. Lieutenant Governor**
- D. Secretary of State**
- E. President**

Answer: A

*The Althing was largely a legislative body with a degree of judicial authority. The role of the Lawspeaker was to oversee the Althing, read the laws, moderate disputes, and oversee the assembly. This role is ultimately similar to*

*the role of the Speaker of the House within the U.S. House of Representatives, who oversees the activities of the House and moderates when necessary. The Lawspeaker had a much lesser role than that of the President or of a Lieutenant*

*Governor (who acts in a role similar to the Vice President, but within a state instead of at the federal level). The President of the Senate oversees the Senate and casts the occasional tie-breaking vote but has nowhere near the same presence or the role as the Speaker of the House. The Secretary of State is largely a bureaucratic position with political responsibilities, but it does not offer a comparative position to the Lawspeaker.*

### Question: 7

#### Passage

[1] An atmospheric gas that absorbs and emits thermal radiation in the infrared range is known as a greenhouse gas.

[2] Without such gases, the surface temperature of the earth would have been a frigid instead of the current. [3]

Many climate scientists claim that human activities since the beginning of the

Industrial Revolution have led to a steady increase in the atmospheric concentration of many greenhouse gases, with a consequent increase in the planet's surface temperature by about in the last 130 years. [4] However, in order to correctly estimate the anthropogenic changes in earth's surface temperature, it is important to quantify the effect of external natural factors like large volcanic eruptions on the planet's surface temperature.

[5] Though volcanic eruptions emit carbon dioxide, a greenhouse gas, the atmospheric concentration of this gas is about 16000 times the amount released by volcanic eruptions; therefore, no matter how large a volcanic eruption is, it cannot produce a significant change in the atmospheric carbon dioxide levels. [6]

Further, the total amount of carbon dioxide emitted per year by volcanic eruptions — between 130 and 230 million tons — is roughly equivalent to that emitted in only three to five days of human activity.

[7] It is mainly through the emission of sulfur dioxide gas and ash particles into the atmosphere that large volcanic eruptions affect earth's surface temperature.

[8] Sulfur dioxide reacts with the water vapor present in air to form fine particles called sulfate aerosols. [9] Winds spread the cloud of aerosols and ash particles around the globe in weeks. [10] These particles absorb incoming solar radiation and scatter it back into space, thereby producing a cooling effect on the earth.

[11] They take several years to settle out of the atmosphere and thus impact the global surface temperature for many years. [12] Robock and Mao have shown that for two years after a great volcanic eruption, the surface temperature decreases by. [13] The 1991 Pinatubo eruption in Indonesia was one of the largest volcanic eruptions in the twentieth century and resulted in a global surface cooling of for about two to four years after the eruption.

[14] The El Chichn eruption in 1982 was the first major eruption whose climatic impact was studied in detail by modern instruments. [15] Though the emission volume of this eruption was similar to the Mount St. Helens eruption in 1980, El Chichn released seven times the amount of sulfate aerosols released by Mount St. Helens and lowered the earth's temperature by about as against a decrease of only for Mount St. Helens.

The author's primary purpose in the passage is to

- A. explain how a particular natural factor impacts a climate metric**
- B. suggest an alternative explanation for a temporal change observed in a climate metric**
- C. discuss the different natural factors that impact a climate metric**
- D. delineate the effects of a natural factor on two climate metrics**
- E. disprove a claim about the impact of a particular natural factor on a climate metric**

Answer: A

*Before looking at the answer choices, let's relook at the passage:*

*Paragraph 1 – The author starts with anthropogenic changes to earth's surface temperature, and then suggests that we ought to quantify the changes to this metric from volcanic eruptions.*

*Paragraph 2 – Product 1 (carbon dioxide) of volcanic eruptions is discussed and is shown to have negligible impact on this metric.*

*Paragraph 3 – Products 2 (sulfur dioxide gas) and 3 (ash) of volcanic eruptions are shown to have a significant impact on this metric, and the mechanism by which this impact is realized is discussed. Paragraph 4 – The relative impact of Products 2 (sulfur dioxide gas) and 3 (ash) on this metric is suggested.*

*Let us now look at the options:*

*A. This option is correct. The "particular factor" is one specific external natural factor, namely "volcanic eruptions". The "climate metric" is "earth's surface temperature".*

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