

# ECON 2Z03 intermediate microeconomics I Sample and Practice Questions and answers 2024 for Quiz 2

## McMaster University

### Sample and Practice Questions for Quiz 2

Econ 2Z03

Please refrain from publishing this question set on any online platform.

Try to solve all questions yourself, consulting with the book, materials provided in lecture notes, and handout. If you solve it and send it back to me, I'll provide you with the solutions.

- (1) As president and CEO of MegaWorld industries, you must decide on some very risky alternative investments:

Project	Profit if Successful	Probability of Success	Loss if Failure	Probability of Failure
A	\$10 million	.5	-\$6 million	.5
B	\$50 million	.2	-\$4 million	.8
C	\$90 million	.1	-\$10 million	.9
D	\$20 million	.8	-\$50 million	.2
E	\$15 million	.4	\$0	.6

Wrong.

The highest expected return belongs to investment:

- A) A.
  - B.
  - C) C.
  - D) D.
- (2) The weighted average of all possible outcomes of a project, with the probabilities of the outcomes used as weights, is known as the:
- A) variance.
  - B) standard deviation.
  - C) expected value.
  - D) coefficient of variation.
- (3) The variance of an investment opportunity:
- A) cannot be negative.
  - B) has the same unit of measure as the variable from which it is derived.
  - C) is a measure of central tendency.
  - D) is unrelated to the standard deviation.
- (4) An investment opportunity is a sure thing; it will pay off \$100 regardless of which of the three possible outcomes comes to pass. The variance of this investment opportunity:
- A) is 0.



# Intermediate Microeconomics Practice Questions And Answers

**Austan Goolsbee, Steven Levitt, Chad Syverson**



## **Intermediate Microeconomics Practice Questions And Answers:**

**Intermediate Microeconomic Theory** Ana Espinola-Arredondo, Felix Munoz-Garcia, 2020-10-27 A short rigorous introduction to intermediate microeconomic theory that offers worked out examples tools for solving exercises and algebra support This book takes a concise example filled approach to intermediate microeconomic theory It avoids lengthy conceptual description and focuses on worked out examples and step by step solutions Each chapter presents the basic theoretical elements reducing them to their main ingredients and offering several worked out examples and applications as well as the intuition behind each mathematical assumption and result The book provides step by step tools for solving standard exercises offering students a common approach for solving similar problems The book walks readers through each algebra step and calculation so only a basic background in algebra and calculus is assumed The book includes 140 self assessment exercises giving students an opportunity to apply concepts from previous worked out examples Intermediate Microeconomics Heinz Kohler, 1990 **Intermediate Microeconomics** Eric J. Solberg, 1982 **Intermediate Microeconomics** Michael B. Ormiston, 1992 Intermediate Microeconomics Roger LeRoy Miller, Roger E. Meiners, 1986 Intermediate Microeconomics Robert W. Clower, Philip E. Graves, Robert L. Sexton, 1988 **Intermediate Microeconomics** E. David Emery, 1984 **Microeconomics** Austan Goolsbee, Steven Levitt, Chad Syverson, 2023-09-14 Goolsbee Levitt and Syverson s text helps answer two critical questions Do people and firms really act as theory suggests and How can someone use microeconomics in a practical way *Applications in Intermediate Microeconomics* Ronald Shone, 1981 **Intermediate Microeconomics** Roy J. Ruffin, 1992 Intermediate Microeconomics and Its Application Walter Nicholson, 1983 After a timely update of its problem sets and applications *Intermediate Microeconomics and Its Application* is now available in an eighth edition As with previous editions this text still offers the most clear and concise introduction to economic analysis of how markets operate The author s streamlined approach to the material and lively new discussions offer students a textbook that is easy to learn from and interesting to read Instructors will like the additions to the Further Topics section which offers an up to date presentation of new topics in microeconomics **Intermediate Microeconomics** Lila Jean Truett, Dale B. Truett, 1984 *Instructors Manual* Jeffrey Perloff, 2000-07 Schaum's Outline of Theory and Problems of Microeconomic Theory Dominick Salvatore, 1992 The learn by doing approach of this powerful study guide helps students master one of the most difficult courses required in most colleges and universities traditionally one of the most important courses in all economics and business curricula Every chapter fully illustrates theories principles or background information and includes multiple choice review questions with answers *International Handbook on Teaching and Learning Economics* Gail Mitchell Hoyt, KimMarie McGoldrick, 2012 The International Handbook on Teaching and Learning Economics is a power packed resource for anyone interested in investing time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist It sets guidelines

for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms The International Handbook on Teaching and Learning Economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major This Handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics This Handbook should be on every instructor s desk and referenced regularly Tawni Hunt Ferrarini The American Economist In delightfully readable short chapters by leaders in the sub fields who are also committed teachers this encyclopedia of how and what in teaching economics covers everything There is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years Daniel S Hamermesh University of Texas Austin US The International Handbook on Teaching and Learning Economics provides a comprehensive resource for instructors and researchers in economics both new and experienced This wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content pedagogic techniques and the scholarship of the teaching enterprise The internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including Pedagogic practice teaching techniques technology use assessment contextual techniques and K 12 practices Research findings principles courses measurement factors influencing student performance evaluation and the scholarship of teaching and learning Institutional administrative issues faculty development the undergraduate and graduate student and international perspectives Teaching enhancement initiatives foundations organizations and workshops Grounded in research and covering past and present knowledge as well as future challenges this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics graduate students new teachers lecturers faculty researchers chairs deans and directors

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web learning objectives by the end of this section you will be able to distinguish between signs and symptoms of disease

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web pathogens are disease causing agents e g microorganisms viruses and prions bactericidal drugs kill the invading bacteria whereas bacteriostatic drugs suppress its potential to reproduce the use of penicillin as a viable antibiotic was shown by florey

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web sep 6 2023 in the above quotation collier s metaphor of memory as an abstract painting is an example of another tool she employs in marigolds the story is replete with visual metaphors which the

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web marigolds by eugenia w collier and to kill a mockingbird by harper lee are very similar in their settings and moods for example in marigolds the narrator indicates that all she can remember from her hometown is dust and poverty which shows

this was during the great depression

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web marigolds she had so tenderly cared for 84 this quote helps the theme because it shows the compassion that miss lottie had for the marigolds as well as the symbolic hope of the marigolds that made lizabeth so angry because in her innocence she envied the happiness they gave miss lottie a third technique the author uses is situational irony

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web both the character lizabeth in marigolds and collier were born and grew up in maryland lizabeth and collier also both grew up in the time of the great depression collier is african american like lizabeth and she uses this to

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web aug 28 2021 collier frequently uses metaphor an expression that connects seemingly unrelated subjects or concepts frequently in marigolds already in the first paragraph she turns to metaphor but memory is an abstract painting it does not present things as they are but rather as they feel

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web feb 26 2014 eugenia collier born 1928 respect for education eugenia collier grew up in the segregated part of baltimore maryland the city where she still lives today from her parents a doctor and a teacher collier learned the value of education at a young age this led her to graduate with high honors from howard university she then received a master

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web the story marigolds tells about the loss of innocence in a young girl the author eugenia collier wrote about a young girl named lizabeth living during the great depression lizabeth faces challenges and realizes how things can change she starts to see beauty where she didn t before

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web in her short story marigolds eugenia collier tells the story of a young woman named lizabeth growing up in rural maryland during the depression lizabeth is on the verge of becoming an adult but one moment suddenly makes her feel more woman than child and has an impact on the rest of her life

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web eugenia w collier the author makes excellent use out of similes and metaphors to thicken the plot of the piece aid in the reader s understanding of the story and to fully develop the lesson she wished to convey the similes purpose was making the reader contemplate the feelings of the narrator and how those emotions led to the eventual

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web in marigolds eugenia collier presents a compelling short story that presents the theme of maturity through setting and conflict of interest in this story lizabeth is found wondering if her childhood is over and when she ruins miss lottie s marigolds she

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web aug 31 2021 collier describes the marigolds using vivid lively adjectives dazzling passionate beautiful contrast this description with that of the rest of the neighborhood crumbling decay perfect ugliness grotesque

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web one summer when lizabeth is fourteen the children decide to go throw stones at miss lottie s marigolds miss lottie is an

old woman who lives in a ramshackle building with her disabled son john burke the children scamper over to miss lottie s house and decapitate a few marigolds

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