

SECTION I

Time—35 minutes

28 Questions

Directions: Each passage in this section is followed by a group of questions to be answered on the basis of what is stated or implied in the passage. For some of the questions, more than one of the choices could conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question, and blacken the corresponding space on your answer sheet.

- The accumulation of scientific knowledge regarding the environmental impact of oil well drilling in North America has tended to lag behind the actual drilling of oil wells. Most attempts to
- (5) regulate the industry have relied on hindsight: the need for regulation becomes apparent only after undesirable events occur. The problems associated with oil wells' potential contamination of groundwater—fresh water within the earth that
- (10) supplies wells and springs—provide a case in point.
- When commercial drilling for oil began in North America in the mid-nineteenth century, regulations reflected the industry's concern for the purity of the wells' oil. In 1893, for example, regulations were
- (15) enacted specifying well construction requirements to protect oil and gas reserves from contamination by fresh water. Thousands of wells were drilled in such a way as to protect the oil, but no thought was given to the possibility that the groundwater itself might need
- (20) protection until many drinking-water wells near the oil well sites began to produce unpotable, oil-contaminated water.

- The reason for this contamination was that groundwater is usually found in porous and
- (25) permeable geologic formations near the earth's surface, whereas petroleum and unpotable saline water reservoirs are generally found in similar formations but at greater depths. Drilling a well creates a conduit connecting all the formations that it
- (30) has penetrated. Consequently, without appropriate safeguards, wells that penetrate both groundwater and oil or saline water formations inevitably contaminate the groundwater. Initial attempts to prevent this contamination consisted of sealing off the
- (35) groundwater formations with some form of protective barrier to prevent the oil flowing up the well from entering or mixing with the natural groundwater reservoir. This method, which is still in use today, initially involved using hollow trees to seal off the
- (40) groundwater formations; now, however, large metal pipe casings, set in place with cement, are used.

- Regulations currently govern the kinds of casing and cement that can be used in these practices; however, the hazards of insufficient knowledge
- (45) persist. For example, the long-term stability of this way of protecting groundwater is unknown. The protective barrier may fail due to corrosion of the casing by certain fluids flowing up the well, or because of dissolution of the cement by these fluids.
- (50) The effects of groundwater bacteria, traffic vibrations,

- and changing groundwater chemistry are likewise unassessed. Further, there is no guarantee that wells drilled in compliance with existing regulations will not expose a need for research in additional areas: on
- (55) the west coast of North America, a major disaster recently occurred because a well's location was based on a poor understanding of the area's subsurface geology. Because the well was drilled in a channel accessing the ocean, not only was the area's
- (60) groundwater completely contaminated, but widespread coastal contamination also occurred, prompting international concern over oil exploration and initiating further attempts to refine regulations.

1. Which one of the following most accurately states the main point of the passage?
- (A) Although now recognized as undesirable, occasional groundwater contamination by oil and unpotable saline water is considered to be inevitable wherever drilling for oil occurs.
- (B) Widespread coastal contamination caused by oil well drilling in North America has prompted international concern over oil exploration.
- (C) Hindsight has been the only reliable means available to regulation writers responsible for devising adequate safeguard regulations to prevent environmental contamination associated with oil well drilling.
- (D) The risk of environmental contamination associated with oil well drilling continues to exist because safeguard regulations are often based on hindsight and less-than-sufficient scientific information.
- (E) Groundwater contamination associated with oil well drilling is due in part to regulations designed to protect the oil from contamination by groundwater and not the groundwater from contamination by oil.

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2. The passage states which one of the following about underground oil reservoirs?
- (A) They are usually located in areas whose subsurface geology is poorly understood.
 - (B) They are generally less common in coastal regions.
 - (C) They are usually located in geologic formations similar to those in which gas is found.
 - (D) They are often contaminated by fresh or saline water.
 - (E) They are generally found at greater depths than groundwater formations.
3. The author's attitude regarding oil well drilling regulations can most accurately be described as
- (A) cynical that future regulatory reform will occur without international concern
 - (B) satisfied that existing regulations are adequate to prevent unwarranted tradeoffs between resource collection and environmental protection
 - (C) concerned that regulatory reform will not progress until significant undesirable events occur
 - (D) optimistic that current scientific research will spur regulatory reform
 - (E) confident that regulations will eventually be based on accurate geologic understandings
4. The author uses the phrase "the hazards of insufficient knowledge" (line 44) primarily in order to refer to the risks resulting from
- (A) a lack of understanding regarding the dangers to human health posed by groundwater contamination
 - (B) a failure to comprehend the possible consequences of drilling in complex geologic systems
 - (C) poorly tested methods for verifying the safety of newly developed technologies
 - (D) an inadequate appreciation for the difficulties of enacting and enforcing environmental regulations
 - (E) a rudimentary understanding of the materials used in manufacturing metal pipe casings
5. Based on the information in the passage, if a prospective oil well drilled near a large city encounters a large groundwater formation and a small saline water formation, but no oil, which one of the following statements is most likely to be true?
- (A) Groundwater contamination is unlikely because the well did not strike oil and hence will not be put in operation.
 - (B) Danger to human health due to groundwater contamination is unlikely because large cities generally have more than one source of drinking water.
 - (C) Groundwater contamination is likely unless the well is plugged and abandoned.
 - (D) Groundwater contamination is unlikely because the groundwater formation's large size will safely dilute any saline water that enters it.
 - (E) The risk of groundwater contamination can be reduced if casing is set properly and monitored routinely for breakdown.

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- In many bilingual communities of Puerto Rican Americans living in the mainland United States, people use both English and Spanish in a single conversation, alternating between them smoothly and frequently even within the same sentence. This practice—called code-switching—is common in bilingual populations. While there are some cases that cannot currently be explained, in the vast majority of cases subtle factors, either situational or rhetorical, explain the use of code-switching.

- Linguists say that most code-switching among Puerto Rican Americans is sensitive to the social contexts, which researchers refer to as domains, in which conversations take place. The main conversational factors influencing the occurrence of code-switching are setting, participants, and topic. When these go together naturally they are said to be congruent; a set of three such congruent factors constitutes a conversational situation. Linguists studying the choice between Spanish and English among a group of Puerto Rican American high school students classified their conversational situations into five domains: family, friendship, religion, education, and employment. To test the effects of these domains on code-switching, researchers developed a list of hypothetical situations made up of two of the three congruent factors, or of two incongruent factors, approximating an interaction in one of the five domains. The researchers asked the students to determine the third factor and to choose which mix of language—on a continuum from all English to all Spanish—they would use in that situation. When given two congruent factors, the students easily supplied the third congruent factor and strongly agreed among themselves about which mix they would use. For instance, for the factors of participants “parent and child” and the topic “how to be a good son or daughter,” the congruent setting chosen was “home” and the language mix chosen was Spanish only. In contrast, incongruent factors such as the participants “priest and parishioner” and the setting “beach” yielded less agreement on the third factor of topic and on language choice.

- But situational factors do not account for all code-switching; it occurs even when the domain would lead one not to expect it. In these cases, one language tends to be the primary one, while the other is used only sparingly to achieve certain rhetorical effects. Often the switches are so subtle that the speakers themselves are not aware of them. This was the case with a study of a family of Puerto Rican Americans in another community. Family members believed they used only English at home, but their taped conversations occasionally contained some Spanish, with no change in situational factors. When asked what the presence of Spanish signified, they commented that it was used to express certain attitudes such as intimacy or humor more emphatically.

6. Which one of the following most accurately expresses the main point of the passage?
- (A) The lives of Puerto Rican Americans are affected in various ways by code-switching.
 - (B) It is not always possible to explain why code-switching occurs in conversations among Puerto Rican Americans.
 - (C) Rhetorical factors can explain more instances of code-switching among Puerto Rican Americans than can situational factors.
 - (D) Studies of bilingual communities of Puerto Rican Americans have caused linguists to revise many of their beliefs about code-switching.
 - (E) Most code-switching among Puerto Rican Americans can be explained by subtle situational and rhetorical factors.
7. In lines 56–59, the author mentions the family members’ explanation of their use of Spanish primarily in order to
- (A) report evidence supporting the conclusion that the family’s code-switching had a rhetorical basis
 - (B) show that reasons for code-switching differ from one community to another
 - (C) supply evidence that seems to conflict with the researchers’ conclusions about why the family engaged in code-switching
 - (D) refute the argument that situational factors explain most code-switching
 - (E) explain how it could be that the family members failed to notice their use of Spanish
8. Which one of the following questions is NOT characterized by the passage as a question to which linguists sought answers in their code-switching studies involving high school students?
- (A) Where do the students involved in the study think that a parent and child are likely to be when they are talking about how to be a good son or daughter?
 - (B) What language or mix of languages do the students involved in the study think that a parent and child would be likely to use when they are talking at home about how to be a good son or daughter?
 - (C) What language or mix of languages do the students involved in the study think that a priest and a parishioner would be likely to use if they were conversing on a beach?
 - (D) What topic do the students involved in the study think that a parent and child would be most likely to discuss when they are speaking Spanish?
 - (E) What topic do the students involved in the study think that a priest and parishioner would be likely to discuss on a beach?

9. The primary function of the third paragraph of the passage is to
- (A) consider a general explanation for the phenomenon of code-switching that is different from the one discussed in the preceding paragraphs
 - (B) resolve an apparent conflict between two explanations for code-switching that were discussed in the preceding paragraphs
 - (C) show that there are instances of code-switching that are not explained by the factors discussed in the previous paragraph
 - (D) report some of the patterns of code-switching observed among a family of Puerto Rican Americans in another community
 - (E) show that some instances of code-switching are unconscious
10. Based on the passage, which one of the following is best explained as rhetorically determined code-switching?
- (A) A speaker who does not know certain words in the primary language of a conversation occasionally has recourse to familiar words in another language.
 - (B) A person translating a text from one language into another leaves certain words in the original language because the author of the text invented those words.
 - (C) For the purpose of improved selling strategies, a businessperson who primarily uses one language sometimes conducts business in a second language that is preferred by some people in the community.
 - (D) A speaker who primarily uses one language switches to another language because it sounds more expressive.
 - (E) A speaker who primarily uses one language occasionally switches to another language in order to maintain fluency in the secondary language.
11. It can be inferred from the passage that the author would most likely agree with which one of the following statements?
- (A) Research revealing that speakers are sometimes unaware of code-switching casts doubt on the results of a prior study involving high school students.
 - (B) Relevant research conducted prior to the linguists' work with high school students would lead one to expect different answers from those the students actually gave.
 - (C) Research conducted prior to the study of a family of Puerto Rican Americans was thought by most researchers to explain code-switching in all except the most unusual or nonstandard contexts.
 - (D) Research suggests that people engaged in code-switching are usually unaware of which situational factors might influence their choice of language or languages.
 - (E) Research suggests that the family of Puerto Rican Americans does not use code-switching in conversations held at home except for occasional rhetorical effect.
12. Which one of the following does the passage offer as evidence that code-switching cannot be entirely explained by situational factors?
- (A) Linguists have observed that bilingual high school students do not agree among themselves as to what mix of languages they would use in the presence of incongruent situational factors.
 - (B) Code-switching sometimes occurs in conversations whose situational factors would be expected to involve the use of a single language.
 - (C) Bilingual people often switch smoothly between two languages even when there is no change in the situational context in which the conversation takes place.
 - (D) Puerto Rican Americans sometimes use Spanish only sparingly and for rhetorical effect in the presence of situational factors that would lead one to expect Spanish to be the primary language.
 - (E) Speakers who engage in code-switching are often unaware of the situational factors influencing their choices of which language or mix of languages to speak.
13. Which one of the following, if true, would most cast doubt on the author's interpretation of the study involving the family discussed in the third paragraph?
- (A) In a previous twelve-month study involving the same family in their home, their conversations were entirely in English except when situational factors changed significantly.
 - (B) In a subsequent twelve-month study involving the same family, a particular set of situational factors occurred repeatedly without any accompanying instances of code-switching.
 - (C) In a subsequent twelve-month study involving the same family, it was noted that intimacy and humor were occasionally expressed through the use of English expressions.
 - (D) When asked about the significance of their use of Spanish, the family members replied in English rather than Spanish.
 - (E) Prior to their discussions with the researchers, the family members did not describe their occasional use of Spanish as serving to emphasize humor or intimacy.

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Reader-response theory, a type of literary theory that arose in reaction to formalist literary criticism, has endeavored to shift the emphasis in the interpretation of literature from the text itself to the

- (5) contributions of readers to the meaning of a text. According to literary critics who endorse reader-response theory, the literary text alone renders no meaning; it acquires meaning only when encountered by individual readers, who always bring varying
- (10) presuppositions and ways of reading to bear on the text, giving rise to the possibility—even probability—of varying interpretations. This brand of criticism has met opposition from the formalists, who study the text alone and argue that reader-response theory can
- (15) encourage and even validate fragmented views of a work, rather than the unified view acquired by examining only the content of the text. However, since no theory has a monopoly on divining meaning from a text, the formalists' view appears
- (20) unnecessarily narrow.

The proponents of formalism argue that their approach is firmly grounded in rational, objective principles, while reader-response theory lacks standards and verges on absolute subjectivity. After

- (25) all, these proponents argue, no author can create a work that is packed with countless meanings. The meaning of a work of literature, the formalists would argue, may be obscure and somewhat arcane; yet, however hidden it may be, the author's intended
- (30) meaning is legible within the work, and it is the critic's responsibility to search closely for this meaning. However, while a literary work is indeed encoded in various signs and symbols that must be translated for the work to be understood and
- (35) appreciated, it is not a map. Any complicated literary work will invariably raise more questions than it answers. What is needed is a method that enables the critic to discern and make use of the rich stock of meanings created in encounters between texts and
- (40) readers.

Emphasizing the varied presuppositions and perceptions that readers bring to the interpretations of a text can uncover hitherto unnoticed dimensions of the text. In fact, many important works have received

- (45) varying interpretations throughout their existence, suggesting that reader-based interpretations similar to those described by reader-response theory had been operating long before the theory's principles were articulated. And while in some cases critics' textual
- (50) interpretations based on reader-response theory have unfairly burdened literature of the past with contemporary ideologies, legitimate additional insights and understandings continue to emerge years after an ostensibly definitive interpretation of a major
- (55) work has been articulated. By regarding a reader's personal interpretation of literary works as not only valid but also useful in understanding the works, reader-response theory legitimizes a wide range of perspectives on these works and thereby reinforces
- (60) the notion of them as fluid and lively forms of discourse that can continue to support new interpretations long after their original composition.

14. Which one of the following most accurately describes the author's attitude toward formalism as expressed in the passage?
- (A) scholarly neutrality
(B) grudging respect
(C) thoughtless disregard
(D) cautious ambivalence
(E) reasoned dismissal
15. Which one of the following persons displays an approach that most strongly suggests sympathy with the principles of reader-response theory?
- (A) a translator who translates a poem from Spanish to English word for word so that its original meaning is not distorted
(B) a music critic who insists that early music can be truly appreciated only when it is played on original instruments of the period
(C) a reviewer who finds in the works of a novelist certain unifying themes that reveal the novelist's personal concerns and preoccupations
(D) a folk artist who uses conventional cultural symbols and motifs as a way of conveying commonly understood meanings
(E) a director who sets a play by Shakespeare in nineteenth-century Japan to give a new perspective on the work
16. With which one of the following statements would the author of the passage be most likely to agree?
- (A) Any literary theory should be seen ultimately as limiting, since contradictory interpretations of texts are inevitable.
(B) A purpose of a literary theory is to broaden and enhance the understanding that can be gained from a work.
(C) A literary theory should provide valid and strictly objective methods for interpreting texts.
(D) The purpose of a literary theory is to make clear the intended meaning of the author of a work.
(E) Since no literary theory has a monopoly on meaning, a reader should avoid using theories to interpret literature.

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17. The passage states that reader-response theory legitimizes which one of the following?
- (A) a wide range of perspectives on works of literature
 - (B) contemporary ideology as a basis for criticism
 - (C) encoding the meaning of a literary work in signs and symbols
 - (D) finding the meaning of a work in its text alone
 - (E) belief that an author's intended meaning in a work is discoverable
18. Which one of the following most accurately describes the author's purpose in referring to literature of the past as being "unfairly burdened" (line 51) in some cases?
- (A) to reinforce the notion that reader-based interpretations of texts invariably raise more questions than they can answer
 - (B) to confirm the longevity of interpretations similar to reader-based interpretations of texts
 - (C) to point out a fundamental flaw that the author believes makes reader-response theory untenable
 - (D) to concede a minor weakness in reader-response theory that the author believes is outweighed by its benefits
 - (E) to suggest that reader-response theory can occasionally encourage fragmented views of a work
19. Which one of the following, if true, most weakens the author's argument concerning reader-response theory?
- (A) Reader-response theory is reflected in interpretations that have been given throughout history and that bring additional insight to literary study.
 - (B) Reader-response theory legitimizes conflicting interpretations that collectively diminish the understanding of a work.
 - (C) Reader-response theory fails to provide a unified view of the meaning of a literary work.
 - (D) Reader-response theory claims that a text cannot have meaning without a reader.
 - (E) Reader-response theory recognizes meanings in a text that were never intended by the author.
20. The author's reference to "various signs and symbols" (line 33) functions primarily to
- (A) stress the intricacy and complexity of good literature
 - (B) grant that a reader must be guided by the text to some degree
 - (C) imply that no theory alone can fully explain a work of literature
 - (D) illustrate how a literary work differs from a map
 - (E) show that an inflexible standard of interpretation provides constant accuracy
21. Which one of the following can most reasonably be inferred from the information in the passage?
- (A) Formalists believe that responsible critics who focus on the text alone will tend to find the same or similar meanings in a literary work.
 - (B) Critical approaches similar to those described by formalism had been used to interpret texts long before the theory was articulated as such.
 - (C) Formalists would not find any meaning in a text whose author did not intend it to have any one particular meaning.
 - (D) A literary work from the past can rarely be read properly using reader-response theory when the subtleties of the work's social-historical context are not available.
 - (E) Formalism is much older and has more adherents than reader-response theory.

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Faculty researchers, particularly in scientific, engineering, and medical programs, often produce scientific discoveries and invent products or processes that have potential commercial value. Many

- (5) institutions have invested heavily in the administrative infrastructure to develop and exploit these discoveries, and they expect to prosper both by an increased level of research support and by the royalties from licensing those discoveries having
- (10) patentable commercial applications. However, although faculty themselves are unlikely to become entrepreneurs, an increasing number of highly valued researchers will be sought and sponsored by research corporations or have consulting contracts with
- (15) commercial firms. One study of such entrepreneurship concluded that “if universities do not provide the flexibility needed to venture into business, faculty will be tempted to go to those institutions that are responsive to their commercialized desires.” There is
- (20) therefore a need to consider the different intellectual property policies that govern the commercial exploitation of faculty inventions in order to determine which would provide the appropriate level of flexibility.

- (25) In a recent study of faculty rights, Patricia Chew has suggested a fourfold classification of institutional policies. A supramaximalist institution stakes out the broadest claim possible, asserting ownership not only of all intellectual property produced by faculty in the
- (30) course of their employment while using university resources, but also for any inventions or patent rights from faculty activities, even those involving research sponsored by nonuniversity funders. A maximalist institution allows faculty ownership of inventions that
- (35) do not arise either “in the course of the faculty’s employment [or] from the faculty’s use of university resources.” This approach, although not as all-encompassing as that of the supramaximalist university, can affect virtually all of a faculty
- (40) member’s intellectual production. A resource-provider institution asserts a claim to faculty’s intellectual product in those cases where “significant use” of university time and facilities is employed. Of course, what constitutes significant use of resources is a
- (45) matter of institutional judgment.

- As Chew notes, in these policies “faculty rights, including the sharing of royalties, are the result of university benevolence and generosity. [However, this] presumption is contrary to the common law,
- (50) which provides that faculty own their inventions.” Others have pointed to this anomaly and, indeed, to the uncertain legal and historical basis upon which the ownership of intellectual property rests. Although these issues remain unsettled, and though universities
- (55) may be overreaching due to faculty’s limited knowledge of their rights, most major institutions behave in the ways that maximize university ownership and profit participation.

- But there is a fourth way, one that seems to be
- (60) free from these particular issues. Faculty-oriented

institutions assume that researchers own their own intellectual products and the rights to exploit them commercially, except in the development of public health inventions or if there is previously specified

(65) “substantial university involvement.” At these institutions industry practice is effectively reversed, with the university benefiting in far fewer circumstances.

22. Which one of the following most accurately summarizes the main point of the passage?
- (A) While institutions expect to prosper from increased research support and royalties from patentable products resulting from faculty inventions, if they do not establish clear-cut policies governing ownership of these inventions, they run the risk of losing faculty to research corporations or commercial consulting contracts.
- (B) The fourfold classification of institutional policies governing exploitation of faculty inventions is sufficient to categorize the variety of steps institutions are taking to ensure that faculty inventors will not be lured away by commercial firms or research corporations.
- (C) To prevent the loss of faculty to commercial firms or research corporations, institutions will have to abandon their insistence on retaining maximum ownership of and profit from faculty inventions and adopt the common-law presumption that faculty alone own their inventions.
- (D) While the policies of most institutions governing exploitation of faculty inventions seek to maximize university ownership of and profit from these inventions, another policy offers faculty greater flexibility to pursue their commercial interests by regarding faculty as the owners of their intellectual products.
- (E) Most institutional policies governing exploitation of faculty inventions are indefensible because they run counter to common-law notions of ownership and copyright, but they usually go unchallenged because few faculty members are aware of what other options might be available to them.

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23. Which one of the following most accurately characterizes the author's view regarding the institutional intellectual property policies of most universities?
- (A) The policies are in keeping with the institution's financial interests.
 - (B) The policies are antithetical to the mission of a university.
 - (C) The policies do not have a significant impact on the research of faculty.
 - (D) The policies are invariably harmful to the motivation of faculty attempting to pursue research projects.
 - (E) The policies are illegal and possibly immoral.
24. Which one of the following institutions would NOT be covered by the fourfold classification proposed by Chew?
- (A) an institution in which faculty own the right to some inventions they create outside the institution
 - (B) an institution in which faculty own all their inventions, regardless of any circumstances, but grant the institution the right to collect a portion of their royalties
 - (C) an institution in which all inventions developed by faculty with institutional resources become the property of the institution
 - (D) an institution in which all faculty inventions related to public health become the property of the institution
 - (E) an institution in which some faculty inventions created with institutional resources remain the property of the faculty member
25. The passage suggests that the type of institution in which employees are likely to have the most uncertainty about who owns their intellectual products is the
- (A) commercial firm
 - (B) supramaximalist university
 - (C) maximalist university
 - (D) resource-provider university
 - (E) faculty-oriented university
26. According to the passage, what distinguishes a resource-provider institution from the other types of institutions identified by Chew is its
- (A) vagueness on the issue of what constitutes university as opposed to nonuniversity resources
 - (B) insistence on reaping substantial financial benefit from faculty inventions while still providing faculty with unlimited flexibility
 - (C) inversion of the usual practices regarding exploitation of faculty inventions in order to give faculty greater flexibility
 - (D) insistence on ownership of faculty inventions developed outside the institution in order to maximize financial benefit to the university
 - (E) reliance on the extent of use of institutional resources as the sole criterion in determining ownership of faculty inventions
27. The author of the passage most likely quotes one study of entrepreneurship in lines 16–19 primarily in order to
- (A) explain why institutions may wish to develop intellectual property policies that are responsive to certain faculty needs
 - (B) draw a contrast between the worlds of academia and business that will be explored in detail later in the passage
 - (C) defend the intellectual property rights of faculty inventors against encroachment by the institutions that employ them
 - (D) describe the previous research that led Chew to study institutional policies governing ownership of faculty inventions
 - (E) demonstrate that some faculty inventors would be better off working for commercial firms
28. The passage suggests each of the following EXCEPT:
- (A) Supramaximalist institutions run the greatest risk of losing faculty to jobs in institutions more responsive to the inventor's financial interests.
 - (B) A faculty-oriented institution will make no claim of ownership to a faculty invention that is unrelated to public health and created without university involvement.
 - (C) Faculty at maximalist institutions rarely produce inventions outside the institution without using the institution's resources.
 - (D) There is little practical difference between the policies of supramaximalist and maximalist institutions.
 - (E) The degree of ownership claimed by a resource-provider institution of the work of its faculty will not vary from case to case.

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.