**Kaplan Progress Test 5 (#17) -- 1/6/2014**

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE1477** |
| Passage ID (file name) | TLDE1477 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a first-year student and a librarian.   **Student (male):** I'm sorry to bother you, but I'm confused, and I'm kind of in a rush....  **Librarian (female):** What seems to be the problem?  **Student:** I tried to print from the computer -   **Librarian:** Which one? We have different banks of computers.  **Student:** Uh, on the left, over there. I inserted my disk, but what do I do next? The computer doesn't have the word processing program that I use on it.  **Librarian:** No, it wouldn't, because we don't encourage students to type on these computers. There are separate computer rooms for that in the Tech Building.  **Student:** But I see people printing papers here all the time.  **Librarian:** Well, you can print here, but not type. Let me show you how.  **Student:** Okay. So after I put in the disk...  **Librarian:** Click on the icon that says "View Documents." This allows you to open a file from your disk.  **Student:** Oh. I couldn't figure that out. I was looking for the icon for the program.  **Librarian:** So once you open your file, click on "Print" and the command goes to our central printer. See that computer sitting by itself over there?  **Student:** Where that guy in the blue sweater is standing?  **Librarian:** Exactly. Once you send the file, go to that computer. But before you can print, slip your school ID card through the little box next to the screen.  **Student:** My ID? Why?  **Librarian:** There is a nominal fee for printing - after you go over a certain number. The machine uses your ID number to keep track.  **Student:** Oh. How many free copies do we get per semester?  **Librarian:** Two hundred and fifty copies per student. But once you go over that, it's two-point-five cents a page.  **Student:** That doesn't sound too bad. I'm not even sure I'll go over the two-hundred fifty.  **Librarian:** Well, you'd be surprised how quickly they pile up.  **Student:** I suppose. Okay well, I really need to print this paper for class - which starts in 10 minutes. So I'd better get going.  **Librarian:** Hold on a second - once you slip in your ID, you'll see a list of numbers on the screen. Each number corresponds with one computer in the bank.  **Student:** How do I know the number?  **Librarian:** There are labels on all the monitors. See here? Mine is B-21. So before you go over to the central printer, make a note of which computer you're on.  **Student:** Okay. And when I have that number...  **Librarian:** It will also appear on the list on the printer's computer. Click on it and the job you sent will be processed and printed.  **Student:** Okay. I think I got it. Thanks so much. But I gotta run; my professor really hates it when people show up late.  **Librarian:** Okay. Let me know if you have any other questions. |
| Stem / Prompt | What does the student want to do? |
| Correct Answer | 2 |
| Option 1 | Write a paper on the computer |
| Option 2 | Print out a paper for class |
| Option 3 | Apply for a student ID |
| Option 4 | Check out a library book |

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| **Question #** | **2** |
| **Kaplan QID** | **TLIN1478** |
| Passage ID (file name) | TLDE1477 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred about the student? |
| Correct Answer | 3 |
| Option 1 | He used to work in the computer lab. |
| Option 2 | He does not know his way around campus. |
| Option 3 | He is anxious about getting to class on time. |
| Option 4 | He has never used a computer before. |

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| **Question #** | **3** |
| **Kaplan QID** | **TLIM1479** |
| Passage ID (file name) | TLDE1477 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Librarian:** Two hundred and fifty copies per student. But once you go over that, it's two-point-five cents a page.  **Student:** That doesn't sound too bad. I'm not even sure I'll go over the two-hundred fifty.  **Librarian:** Well, you'd be surprised how quickly they pile up. |
| Stem / Prompt | What does the librarian imply? |
| Correct Answer | 1 |
| Option 1 | That the student will make more than 250 copies |
| Option 2 | That the student owes the library money |
| Option 3 | That the student damaged the printer |
| Option 4 | That the student does not know how many copies he made |

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| **Question #** | **4** |
| **Kaplan QID** | **TLDE1480** |
| Passage ID (file name) | TLDE1477 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the librarian say the student needs? |
| Correct Answer | 4 |
| Option 1 | A library card |
| Option 2 | A computer account |
| Option 3 | A special disk |
| Option 4 | A student ID |

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| **Question #** | **5** |
| **Kaplan QID** | **TLDE1481** |
| Passage ID (file name) | TLDE1477 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What information does the student need at the central computer? |
| Correct Answer | 4 |
| Option 1 | The number of pages in his document |
| Option 2 | The number of his computer account |
| Option 3 | The number on his library card |
| Option 4 | The number of the computer his disk is in |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE1642** |
| Passage ID (file name) | TLDE1642 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and an admissions officer.   **Student (male):** I'd like to speak to Mrs. Wolf.  **Admissions (female):** I'm Mrs. Wolf. How can I help you?  **Student:** Oh, hi. I'm a new transfer student. I think there might be some mix-up with my record? I'm not sure. The Registrar says I can't sign up for certain courses.  **Admissions:** Let me pull up your file. What's your last name?  **Student:** Forrest. F-o-r-r-e-s-t. Jeff's the first name.  **Admissions:** Okay.... Jeff Forrest, yes. Hmm, we didn't get your transcript from your previous college.  **Student:** What? That's not possible. I went there myself three weeks ago and paid 10 dollars to have them send it to you.  **Admissions:** Let me check your paper file.  **Student:** I went in person just to expedite this in time for registration.  **Admissions:** Ah, here's the problem. The transcript they sent is a copy from microfilm and it's very hard to read. See?  **Student:** Wow, this is really blurry. But I can read the course names, though, and the grades are legible - sort of.  **Admissions:** So you see the problem. We'll have to get them to send something much clearer for us to determine which credits we can transfer.  **Student:** But that'll be difficult. I remember them telling me that my records are on microfilm because I went to school there about 25 years ago....  **Admissions:** 25 years?  **Student:** Yeah, things beyond my control came up and I didn't get a chance to finish. But it's never too late to come back, is it?  **Admissions:** No, it certainly isn't. In fact, that's something we really encourage. However, we do need a clear copy of your coursework from your previous college so we can apply any appropriate credits.  **Student:** What if they don't have a readable copy?  **Admissions:** Do you have old grade reports they mailed you?  **Student:** I could look, but I doubt it. I've moved so many times and thrown out so many papers. I just figured the transcript from the school would do the job if I ever needed it.  **Admissions:** That's a fair assumption, but nobody knew how, uh, susceptible microfilm was to this kind of deterioration. But maybe the original isn't so bad.  **Student:** Yeah, maybe. But if it is, aren't there any other options? I mean, I must have at least 60 credits I could transfer.  **Admissions:** Yes, it does look - sort of, as you said - like that. We'll see what the college says to you about a better copy, and in the meantime, let me make an appointment for you with the director of Admissions and perhaps you could sit with him and help him decipher the names of the courses.  **Student:** I'd be grateful.  **Admissions:** No problem. We'll work something out. |
| Stem / Prompt | What is the problem with the student's transcript? |
| Correct Answer | 3 |
| Option 1 | It was never sent. |
| Option 2 | It is incomplete. |
| Option 3 | It is illegible. |
| Option 4 | It was never paid for. |

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| **Question #** | **7** |
| **Kaplan QID** | **TLDE1643** |
| Passage ID (file name) | TLDE1642 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why does the student need the transcript? |
| Correct Answer | 1 |
| Option 1 | To register for classes |
| Option 2 | To graduate from college |
| Option 3 | To apply for an internship |
| Option 4 | To apply for a teaching position |

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| **Question #** | **8** |
| **Kaplan QID** | **TLIM1644** |
| Passage ID (file name) | TLDE1642 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Stem / Prompt | Why will it be difficult for the student to get a clear copy of his transcript? |
| Correct Answer | 4 |
| Option 1 | The college has no record of his attendance. |
| Option 2 | He sent the transcript to the wrong school. |
| Option 3 | The college misplaced all of his paperwork. |
| Option 4 | His records are over 20 years old. |

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| **Question #** | **9** |
| **Kaplan QID** | **TLIM1645** |
| Passage ID (file name) | TLDE1642 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Student:** I remember them telling me that my records are on microfilm because I went to school there about 25 years ago....  **Admissions:** 25 years?  **Student:** Yeah, things beyond my control came up and I didn't get a chance to finish. |
| Stem / Prompt | What does the student imply? |
| Correct Answer | 1 |
| Option 1 | He did not want to leave his first school. |
| Option 2 | He is probably too old to go to college. |
| Option 3 | He made a mistake when he was 25 years old. |
| Option 4 | He did graduate from his first school. |

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| **Question #** | **10** |
| **Kaplan QID** | **TLIN1646** |
| Passage ID (file name) | TLDE1642 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What will the man probably do next? |
| Correct Answer | 3 |
| Option 1 | Register for different classes |
| Option 2 | Pay the fee for a new transcript |
| Option 3 | Contact his previous college |
| Option 4 | Meet with the director of admissions |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI2077** |
| Passage ID (file name) | TLMI2077 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to part of a talk in a literature class.   **Professor (female):** Hi, welcome. Um, okay...great.... Welcome to Introduction to Poetry. This should be a really fun class. We're going to read and listen to an enormous number of poems, examine their basic elements, and basically figure out how a poem does what it does.  I want to jump right in today, so let's start off simply by defining the word poetry. How would you define poetry? Anybody? Yes?   **Student A (male):** Basically, poetry is a word that represents... um... a form of rhythmic expression created to describe something...personal experiences... feelings....  **Professor:** Good. How is this different from other forms of literature?   **Student A:** Well, the, uh, the sound of the poem... it's rhythmic, stronger....  **Professor:** Good. Rhythm is absolutely critical. Yes?  **Student B (female):** You know... it's, it's also the way a poem looks on a page. I mean, poems look different... you know?  **Professor:** Yes! You can often distinguish a poem from other types of literature just by looking at it, because poems are usually broken up into lines or verses... and arranged in such a way as to convey meaning and emotion through the organization of its content.  So let's connect these ideas to some terminology, shall we? First, *meter* is a term we use to describe the rhythm established by a poem.   The meter of a poem is established by the arrangement of syllables, the way words are accented, the, uh, stress placed within and between the lines. It is usually dependent not only on the number of syllables in a line, but also on the way those syllables are accented.   For example,  come LIVE with ME and BE my LOVE and WE will ALL the PLEAsures PROVE  Notice the pattern created by the stressed syllables? LIVE...ME...BE...LOVE...WE...ALL...PLEAsures...PROVE  There is a very strong rhythm created by the stressed syllables. This is the poem's meter.  **Student A:** So meter helps distinguish poetry from other forms of literature.  **Professor:** Absolutely. It's rare to find prose that maintains a steady underlying meter, and when we do, we usually call it a *prose poem*. Obviously, we're just skimming the surface of all this today - we will get into all of it more during this term.  Now, another distinguishing characteristic of poetry... is *rhyme*, the selection of words based on a similarity of sound.   A poet may use two words that rhyme - like, for example, the words "you" and "true" - to connect words and to reinforce the connections between the lines in the poem.   I have not seen you for many days,  And truly I've missed you in countless ways.  This is an instantly recognizable element that helps us to recognize a poem as a poem.  So meter and rhyme, these are both obvious structural elements that make us hear or feel a poem in a particular way. But poets can also use language to paint pictures, to make us see. This gets into some deeper stuff. Take figurative language, for example. We use figurative language all the time in regular speech - something is "easy as falling off a log," or we talk about "making mountains out of molehills," and so on. These are all pictures that help describe a sense or experience....   **Student B:** ...language that suggests pictures. Um, I guess I mean language that helps you create a mental picture, so you can see what is being described....  **Professor:** Yes, exactly. What you're describing, one type of figurative language, is called *imagery*. It's an extremely powerful poetic device. Take this section from one of my favorite poems, written during World War I:  The winter evening settles down  With smell of steaks in passageways.  Six o'clock.  The burnt-out ends of smoky days.  And now a gusty shower wraps  The grimy scraps  Of withered leaves about your feet  And newspapers from vacant lots;  Very powerful images. The poet uses these images to describe the modern city - during the first world war, mind you - as a place that is lacking in vitality, in life, that is in decline. To participate fully in the world of the poem, we must understand how the poet uses imagery to convey more than what is actually said or literally meant.  **Student A:** I saw this Valentine's Day card yesterday. It says, "Your arms are my Eden, I cannot leave." I think you also need to know the culture to know what that means. You have to know that Eden refers to the Garden of Eden and that it's supposed to be... like... paradise. Someone from another culture may not know that.  **Professor:** Excellent. So in order to read and understand poetry, we also have to be able to understand the culture from which it came, in addition to being able to interpret the sounds, images, and, uh, other sensations created by the poet's use of language. |
| Stem / Prompt | What is the purpose of the talk? |
| Correct Answer | 3 |
| Option 1 | To review various aspects of creative writing |
| Option 2 | To explain the concept of imagery |
| Option 3 | To introduce students to poetic elements |
| Option 4 | To differentiate between meter and rhythm |

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| **Question #** | **12** |
| **Kaplan QID** | **TLDE2078** |
| Passage ID (file name) | TLMI2077 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, which of the following does NOT help establish a poem's meter? |
| Correct Answer | 4 |
| Option 1 | The way words are accented |
| Option 2 | The arrangement of syllables |
| Option 3 | The stress placed between and within lines |
| Option 4 | The selection of words based on similar sound |

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| **Question #** | **13** |
| **Kaplan QID** | **TLIE2079** |
| Passage ID (file name) | TLMI2077 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Obviously, we're just skimming the surface of all this today - we will get into all of it more during this term.   What does the professor mean when she says:   **Professor:** Obviously, we're just skimming the surface of all this today... |
| Stem / Prompt | What does the professor mean when she says: |
| Correct Answer | 2 |
| Option 1 | They are discussing the subject in detail. |
| Option 2 | They are examining the topic superficially. |
| Option 3 | She will temporarily ignore the subject. |
| Option 4 | She will break the subject down into smaller pieces. |

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| **Question #** | **14** |
| **Kaplan QID** | **TLRF2080** |
| Passage ID (file name) | TLMI2077 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the professor recite a section from a poem written during World War I? |
| Correct Answer | 4 |
| Option 1 | To create a mood for students in the classroom |
| Option 2 | To demonstrate a method for analyzing poetry |
| Option 3 | To describe a historical development in poetry |
| Option 4 | To illustrate the use of a particular poetic device |

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| **Question #** | **15** |
| **Kaplan QID** | **TLIM2081** |
| Passage ID (file name) | TLMI2077 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Student A:** I saw this Valentine's Day card yesterday. It says, "Your arms are my Eden, I cannot leave." I think you also need to know the culture to know what that means. You have to know that Eden refers to the Garden of Eden and that it's supposed to be... like... paradise. Someone from another culture may not know that. |
| Stem / Prompt | Why does the student mention the words in the Valentine's Day card? |
| Correct Answer | 2 |
| Option 1 | To provide an example of the kind of symbolism poets use |
| Option 2 | To indicate that knowledge of a particular culture is sometimes needed |
| Option 3 | To point to the ways figures of speech help poets convey information |
| Option 4 | To show that poems convey more information about culture than other texts |

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| **Question #** | **16** |
| **Kaplan QID** | **TLII2082** |
| Passage ID (file name) | TLMI2077 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | In the discussion, the professor and students discussed three important elements often associated with poetry. Indicate whether each of the following is an element that was discussed. |
| Correct Answer | 125 |
| Option 1 | Rhyme |
| Option 2 | Rhythm |
| Option 3 | Literal meanings |
| Option 4 | Symbolism |
| Option 5 | Figurative language |

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| **Question #** | **17** |
| **Kaplan QID** | **TLMI2083** |
| Passage ID (file name) | TLMI2083 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to part of a lecture in a psychology class.   **Professor (male):** Gestalt psychology has had an enormous impact on 20th-century psychology. Many of its core ideas have become generally accepted knowledge, and I'm sure you will find much of it familiar.   The basic idea of Gestalt psychology is that people are innately designed to perceive sensory information as organized wholes rather than as separate sensations. The term *Gestalt* is actually a German word meaning "whole figure or meaningful whole."   Let me give you an example. Have you ever seen rapidly flashing Christmas lights that appear to move around the Christmas tree? You know, a string of lights that appears to be going up the tree, snaking around the tree, you know what I'm talking about? You know the pattern is formed by a bunch of individually blinking lights, but you can't help but see the pattern. Right? Our minds intuitively focus on the movement, not the individual lights themselves....  **Student A (female):** Isn't that also true of flashing neon lights, like the lights in Las Vegas? They seem to move, although it's just because the lights flash at different times....  **Professor:** That's right. Gestalt psychologists call that the phi phenomenon.   The phi phenomenon describes how we perceive movement, even when nothing is actually moving from place to place. It's actually the basic principle of motion pictures!   In film, we perceive motion even though what we are seeing is just a rapid sequence of individual pictures. Literally speaking, our perception of the phenomenon is different from the phenomenon itself. And, according to Gestalt, it's because our minds are innately predisposed to mentally regroup and organize sensory stimuli into patterns we can make sense of.  **Student B (male):** I'm sorry. What phenomenon is that again?  **Professor:** Phi, P-H-I, phenomenon. It's how we see movement, the illusion of movement, even when nothing is actually moving from one place to another.   So, one of the basic premises of Gestalt psychologists is that people are not passive receptors of the sensory stimuli that are imposed on them by the outside world. Rather, people actively participate in the process of selecting which stimuli they are going to pay attention to, and organize this information into an orderly worldview. This organization and interpretation of information is the backbone of Gestalt psychology.  **Student B:** How do we actively participate in the process of selecting what we're going to pay attention to? It seems mostly unconscious to me.  **Professor:** It is! It's not like you're looking at the Christmas tree lights, choosing to find the pattern. It's... it's just there. Let's consider another example. Imagine you are given a set of dots outlining the shape of a star. We are more likely to perceive it as a star, instead of a set of dots, right? Our minds try to complete the figure. It's not a conscious choice. Our brains actively work to help us see the star and to make the dots conform to a recognized pattern.  **Student A:** It happens naturally.  **Professor:** Yes, it happens naturally, and it happens predictably. Gestalt psychologists believe that people use a predictable set of rules - what they call *Gestalt laws* - to organize sensory information and make our experiences meaningful and coherent. I'll just briefly go over a few of these laws. Several of them will probably sound like old news to you, but this only illustrates how so much of Gestalt psychology has become mainstream.  Let's see... okay, how about the law of *pragnanz*, which we just saw with the example of the star.   The law of pragnanz tells us that humans tend to organize what they see into symmetrical, simple, and regular forms. They fill in gaps to create forms that are meaningful to them. And that's exactly what we saw with the dots that combined to form the shape of a star.   Another law... the law of *closure*... states that if something is missing in an otherwise complete figure, we'll mentally add it. A triangle, for example, with a small part of its edge missing, will still be seen as a triangle.  Another one... the law of *orientation*... people tend to group stimuli that have the same basic orientation - horizontal, vertical, or angled - together as part of the same group. We see it as one group.  There are quite a few more Gestalt rules but you get the general idea. Interesting stuff, right? We'll examine all of this in more detail later: the phi phenomenon, which explains the illusion of motion pictures, the law of pragnanz, how we organize things into simple shapes, laws of closure and orientation, etc.  But the main idea I would like you all to walk away with today, the idea behind all these Gestalt laws and examples, is that we actively organize our world into meaningful patterns, in order to make sense of it. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 3 |
| Option 1 | The historical roots of Gestalt psychology |
| Option 2 | Recent developments in Gestalt psychology |
| Option 3 | How Gestalt psychology explains human perception |
| Option 4 | The impact of Gestalt psychology on 20th-century thought |

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| **Question #** | **18** |
| **Kaplan QID** | **TLDE2084** |
| Passage ID (file name) | TLMI2083 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, which aspect of Gestalt explains the illusion of motion pictures? |
| Correct Answer | 3 |
| Option 1 | The idea of closure |
| Option 2 | The law of pragnanz |
| Option 3 | The phi phenomenon |
| Option 4 | The law of orientation |

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| **Question #** | **19** |
| **Kaplan QID** | **TLDM2085** |
| Passage ID (file name) | TLMI2083 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | What does the professor say about the way individuals respond to stimuli? |
| Correct Answer | 3 |
| Option 1 | They are passive receptors of all stimuli. |
| Option 2 | They are overwhelmed by unfamiliar stimuli. |
| Option 3 | They are active participants in sorting stimuli. |
| Option 4 | They pay no attention to different types of stimuli. |

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| **Question #** | **20** |
| **Kaplan QID** | **TLRF2086** |
| Passage ID (file name) | TLMI2083 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Let's consider another example. Imagine you are given a set of dots outlining the shape of a star. We are more likely to perceive it as a star, instead of a set of dots, right? |
| Stem / Prompt | Why does the professor use the example of the dots and star? |
| Correct Answer | 3 |
| Option 1 | To show that people are more accepting of some shapes |
| Option 2 | To discuss similarities in the patterning of particular experiences |
| Option 3 | To describe the way people fill in gaps to make a picture meaningful |
| Option 4 | To indicate that people tend to group stimuli that look alike together |

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| **Question #** | **21** |
| **Kaplan QID** | **TLIE2087** |
| Passage ID (file name) | TLMI2083 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** I'll just briefly go over a few of these laws. Several of them will probably sound like old news to you, but this only illustrates how so much of Gestalt psychology has become mainstream.   Why does the professor say this:   **Professor:** Several of them will probably sound like old news to you... |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 2 |
| Option 1 | The professor has mentioned them in previous lectures. |
| Option 2 | The students may have heard about them in other contexts. |
| Option 3 | They were on handouts that were distributed before this lecture. |
| Option 4 | These topics are now included in many cross-disciplinary courses. |

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| **Question #** | **22** |
| **Kaplan QID** | **TLDE2088** |
| Passage ID (file name) | TLMI2083 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following are mentioned as key principles in Gestalt psychology? |
| Correct Answer | 24 |
| Option 1 | People tend to perceive sensory information as separate sensations. |
| Option 2 | People look for relationships between individual sensory events. |
| Option 3 | People lack the motivation to make choices about how they process stimuli. |
| Option 4 | People try to impose a coherent structure on information. |

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| **Question #** | **23** |
| **Kaplan QID** | **TLMI2089** |
| Passage ID (file name) | TLMI2089 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a part of a talk in a biology class.   **Professor (male):** Today, our topic is blood, and, specifically, blood types. Umm... did you guys know that the average person has 25 billion red blood cells? That's 25 billion red blood cells. In a normal, healthy person, these cells are constantly regenerating as blood is being pumped through the body. As a result, most people cope pretty well with losing a... uh, a... shall we say, a moderate amount of blood. And by moderate, I mean two to three pints out of a total of around eight to ten pints of blood. So how does the body cope with losing blood? Well, what happens is over a few weeks the human body makes new red blood cells to replace what was lost. Okay, so that's what happens when you lose two or three pints of blood, but what happens when you lose more than that?  When larger amounts are lost, a blood transfusion is the best way to replace the blood rapidly. A transfusion is, of course, the transfer of blood or blood components into a person's blood stream.... So, so if someone loses blood due to surgery or injury, or if their bodies cannot produce enough blood, doctors give them blood from another person.   **Student A (male):** Is that what they do when someone has severe anemia?  **Professor:** Yes, exactly, because anemia is a disorder caused by a lack of red blood cells. There are also medical treatments and operations that cannot be safely carried out without using blood.  Now, experiments with blood transfusions have been done for hundreds of years. And for hundreds of years, many patients died because the blood type of the recipient - the person getting the blood - wasn't compatible with that of the donor - or the person giving the blood.   Blood transfusions didn't become safer until 1901, when an Austrian scientist named Karl Landsteiner discovered human blood groups or blood types.  We know now that everybody has a blood type, but... uh... did you know that the most common blood-type classification system, called the ABO - that's A-B-O - system, was discovered by Landsteiner in the early 1900s? In 1930, he was awarded the Nobel Prize in Medicine for this groundbreaking discovery. So how did Landsteiner discover the existence of blood types?  While he was studying blood under a microscope, Landsteiner observed two distinct molecules, that is... two molecules on the surface of the red blood cells.   He called one of the molecules "A" and the other molecule "B." If the red blood cell had only "A" molecules on it, that blood was called type A. If the red blood cell had only "B" molecules on it, that blood was called type B. If the red blood cell had a mixture of both molecules, that blood was called type AB. And, if the red blood cell had neither molecule, Landsteiner called that blood type O. So that's how he discovered the four different blood types.   Now, in a blood transfusion, of course you can always give type A blood to persons with blood type A, B blood to a person with blood type B, and so on. But when a person receives blood from another blood group, or donates blood to a person with another kind of blood group, there are really serious risks involved. Remember when I said that many people died before Landsteiner discovered blood types?  Well, picture this: there is an emergency, and a blood transfusion is needed. If, for some reason, we don't give the injured person the right blood type, what happens is a mix of two different blood types. Now the danger happens because the blood cells may begin to clump together in the blood vessels, and this can lead to a potentially fatal situation. Therefore, it is important that blood types be matched before blood transfusions take place. So how do we match blood types?   **Student A:** Well, you give type A blood to people with type A blood, B to people with B, and so on.   **Professor:** Yes, that's the general idea, although it's slightly more complicated than that. Some of you may have heard this somewhere - it's fairly common knowledge: a person with type O blood can donate to anyone. Get it? Anyone can receive blood type O. Therefore, people with blood type O are called universal donors because they can give to people with A, B, or AB blood.  Now, AB is also a special blood type: a person with type AB blood can receive blood from anyone. People with type AB blood are thus said to be universal recipients - they can use blood from anyone. Okay, well, in spite of all of this, doctors still think it is still best to avoid mixing different blood types. Any questions?  **Student B (female):** Well, are there any ethnic differences? Like, do people from the same ethnic background tend to have the same blood type?  **Professor:** Interestingly, yes. For example, almost all South American Indians have type O blood, while most Asians have type B blood. The majority of Caucasians have type O or A, with O leading by a thin margin. And, should you find yourself in Norway requiring a blood transfusion, let's hope it's type A blood you need because that's what most Norwegians have. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 2 |
| Option 1 | Blood cells |
| Option 2 | Blood types |
| Option 3 | Blood transfusions |
| Option 4 | Blood compatibility |

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| **Question #** | **24** |
| **Kaplan QID** | **TLDE2090** |
| Passage ID (file name) | TLMI2089 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, when is a blood transfusion needed? |
| Correct Answer | 1 |
| Option 1 | When someone has a severe case of anemia |
| Option 2 | When someone has lost two to three pints of blood |
| Option 3 | When blood is not pumping through the body |
| Option 4 | When a small amount of blood has been lost |

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| **Question #** | **25** |
| **Kaplan QID** | **TLDM2091** |
| Passage ID (file name) | TLMI2089 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | According to the talk, when did blood transfusions become safer? |
| Correct Answer | 1 |
| Option 1 | After human blood groups were discovered |
| Option 2 | After surgeons started giving type O blood to recipients |
| Option 3 | After Landsteiner won the Nobel Prize in Medicine |
| Option 4 | After scientists found that iron could compensate for blood loss |

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| **Question #** | **26** |
| **Kaplan QID** | **TLDE2092** |
| Passage ID (file name) | TLMI2089 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What did Landsteiner see under the microscope that showed there are different blood types? |
| Correct Answer | 2 |
| Option 1 | Red blood cells |
| Option 2 | Two molecules |
| Option 3 | How blood cells are produced |
| Option 4 | The interaction of blood cells |

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| **Question #** | **27** |
| **Kaplan QID** | **TLRF2093** |
| Passage ID (file name) | TLMI2089 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Student A:** Well, you give type A blood to people with type A blood, B to people with B, and so on.   What does the professor mean by this:   **Professor:** Yes, that's the general idea, although it's slightly more complicated than that. |
| Stem / Prompt | What does the professor mean by this: |
| Correct Answer | 1 |
| Option 1 | The student is partially right. |
| Option 2 | The student's answer is incorrect. |
| Option 3 | He wants the student to offer an example. |
| Option 4 | He wants the student to repeat his answer. |

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| **Question #** | **28** |
| **Kaplan QID** | **TLIM2094** |
| Passage ID (file name) | TLMI2089 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Interestingly, yes. For example, almost all South American Indians have type O blood, while most Asians have type B blood. The majority of Caucasians have type O or A, with O leading by a thin margin. And, should you find yourself in Norway requiring a blood transfusion, let's hope it's type A blood you need because that's what most Norwegians have.   What does the professor imply when he says this:   **Professor:** And, should you find yourself in Norway requiring a blood transfusion, let's hope it's type A blood you need.... |
| Stem / Prompt | What does the professor imply when he says this: |
| Correct Answer | 1 |
| Option 1 | Type A blood is readily available in Norway. |
| Option 2 | The most popular blood type in the world is type A. |
| Option 3 | He hopes the students will never need transfusions. |
| Option 4 | The students in his class plan to travel to Norway. |

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| **Question #** | **29** |
| **Kaplan QID** | **TLMI2095** |
| Passage ID (file name) | TLMI2095 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to part of a talk in a physics class.   **Professor (female):** As I mentioned last time, today we're going to look at centrifugation. What is centrifugation and how does it work?   Centrifugation is a process used to separate or concentrate materials that are suspended in a liquid medium. Centrifugation is accomplished by spinning this material - filled liquid - which is usually in a container, like a test tube - around in a circle at a high speed. From the process of spinning, elements in the container are separated from each other. The process can be used for analysis - you know, to find out what is in a solution, for example.   To explain how centrifugation works, we should look at the physics of what happens when objects held by a string are, um, rapidly spun around in a circle. An object swinging around in a circle will pick up momentum, and keep moving in the direction of the initial force that started it moving, around and around. What happens if you let go of the string? The object ends up flying out of the circle, right? The object that is spinning wants to maintain its velocity - that's a basic physical law. It resists change, unless another force acts on it to pull it back and keep it in the circle, in this case the pull of the string.  This resistance to change in motion is known as *inertia*.   Remember what we talked about in our last class? Inertia describes the tendency of an object at rest to resist acceleration, or the tendency of an object in motion to resist stopping, unless acted on by an outside force. Inertia just describes an object's resistance to change... in terms of motion....   Okay...so, an object's inertia, its resistance to change, depends on its mass. This is an important point. A big, heavy object is harder to start or stop moving than a small, light object, right? Think of a car and a train that are going the same speed. If you step on the brakes in the car and the train at the same time... the train is going to travel much farther than the car before it comes to a stop. This is because the train is much heavier than the car; it has a much greater mass.  So let's get back to centrifugation, and think about what all this means when we're talking about a couple of different materials suspended in a liquid. In centrifugation, we use the differences in density - in mass, in weight - between the materials to help separate them.  Here's how it works. In a centrifuge - and a centrifuge is an apparatus for spinning containers around some kind of central axis - in a centrifuge, the materials that are centrifuged - uh, liquids and solids - are placed in a glass or metal tube. Next, this tube is placed in a high-speed mechanical rotor, and the rotor spins the tubes around. Because they're in a container, the materials can't escape from the circle, so what happens is the particles with the greatest density end up as far away from the center of the circle of rotation as they can get, that is... they end up against the far walls of the tube or container.  Remember that inertia acts on these particles proportionally to their mass. So the heaviest particles will travel the farthest, followed by the next heaviest, and so on, all the way to the lightestà. So if there are several substances with different densities suspended in a solution, once the spinning stops, they will slide down the wall of the centrifuge tube and settle to the bottom, deposited in layers, with the densest at the bottom and the lightest on the top. And now that the material is separated... it can be analyzed.  The rate at which the material is deposited depends on the design of the rotor - its size and rotation speed - and the particles - their size and shape - and also the viscosity and density of the liquid that they are suspended in. Some centrifuges work under a vacuum or are refrigerated to reduce heating caused by friction as the rotor spins. But the general principle is exactly the same. |
| Stem / Prompt | According to the talk, which of the following is the best description of centrifugation? |
| Correct Answer | 4 |
| Option 1 | A technique for measuring stopping and starting distances |
| Option 2 | A theory that describes the effects of momentum and inertia |
| Option 3 | A system that works by accelerating objects to over 100 kilometers per hour |
| Option 4 | A method for separating materials that are suspended in water |

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| **Question #** | **30** |
| **Kaplan QID** | **TLIN2096** |
| Passage ID (file name) | TLMI2095 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred from the talk? |
| Correct Answer | 4 |
| Option 1 | The class is meeting for the first time. |
| Option 2 | The students are preparing for an exam. |
| Option 3 | The lecture is taking place in a science laboratory. |
| Option 4 | The professor is continuing a lesson from a previous class. |

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| **Question #** | **31** |
| **Kaplan QID** | **TLRF2097** |
| Passage ID (file name) | TLMI2095 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** A big, heavy object is harder to start or stop moving than a small, light object, right? Think of a car and a train that are going the same speed. If you step on the brakes in the car and the train at the same time... the train is going to travel much farther than the car before it comes to a stop. This is because the train is much heavier than the car; it has a much greater mass. |
| Stem / Prompt | Why does the professor use the example of a car and a train? |
| Correct Answer | 1 |
| Option 1 | To explain what happens when objects of different weights stop moving |
| Option 2 | To show that the same laws apply to all moving objects |
| Option 3 | To explain that centrifuges are more common than most people think |
| Option 4 | To show that high speeds are necessary in the process of centrifugation |

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| **Question #** | **32** |
| **Kaplan QID** | **TLDE2098** |
| Passage ID (file name) | TLMI2095 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | When materials suspended in a liquid are centrifuged, what part of the suspension ends up at the bottom of the tube? |
| Correct Answer | 3 |
| Option 1 | The material that is the least soluble in the liquid |
| Option 2 | The material that is present in the greatest quantity |
| Option 3 | The material that has the greatest density |
| Option 4 | The material with the least mass |

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| **Question #** | **33** |
| **Kaplan QID** | **TLDE2099** |
| Passage ID (file name) | TLMI2095 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following would probably affect the rate at which particles are deposited in a centrifuge? |
| Correct Answer | 13 |
| Option 1 | The type of liquid the particles are suspended in |
| Option 2 | The direction the rotor travels |
| Option 3 | The size and shape of the particles |
| Option 4 | The location of the centrifuge |

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| **Question #** | **34** |
| **Kaplan QID** | **TLII2100** |
| Passage ID (file name) | TLMI2095 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | According to the talk, which of the following is true of centrifugation? |
| Correct Answer | 125 |
| Option 1 | It is used to separate materials. |
| Option 2 | It is used to analyze solutions. |
| Option 3 | It is impractical for use on an industrial scale. |
| Option 4 | It is only effective when carried out in a vacuum. |
| Option 5 | It may require refrigeration because of the friction involved. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRRE2218** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | The word *it* in the passage refers to |
| Correct Answer | 1 |
| Option 1 | the Bauhaus motto |
| Option 2 | Mies van der Rohe's declaration |
| Option 3 | how many of Mies's contemporaries felt |
| Option 4 | Mies's approach to architectural design |

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| **Question #** | **2** |
| **Kaplan QID** | **TRRF2219** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | Why does the author mention Mies van der Rohe's declaration that he was creating a "revolutionary concept of building for the future"? |
| Correct Answer | 3 |
| Option 1 | To demonstrate the political ambitions of the Bauhaus movement's founders |
| Option 2 | To argue that Mies was forced to immigrate to the United States |
| Option 3 | To emphasize that the Bauhaus movement's ideas were brand new |
| Option 4 | To describe the effort it took for Mies to gain recognition |

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| **Question #** | **3** |
| **Kaplan QID** | **TRWM2220** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | In the passage, the word *elemental* is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | basic |
| Option 2 | functional |
| Option 3 | artistic |
| Option 4 | well-maintained |

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| **Question #** | **4** |
| **Kaplan QID** | **TRWM2221** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | The word *imperative* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | likely |
| Option 2 | instinctive |
| Option 3 | urgent |
| Option 4 | unimportant |

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| **Question #** | **5** |
| **Kaplan QID** | **TRCO2222** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. **~~+~~** This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. **~~+~~** It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. **~~+~~** At night it is a veritable temple of light. **~~+~~**   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | Today the Farnsworth house, as it is still called in deference to the client who persuaded Mies to design it, is a museum where all can enjoy for themselves this masterpiece of Bauhaus style. |
| Correct Answer | 4 |

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| **Question #** | **6** |
| **Kaplan QID** | **TRWM2223** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | The word *suspended* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | forgotten |
| Option 2 | re-examined |
| Option 3 | halted |
| Option 4 | criticized |

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| **Question #** | **7** |
| **Kaplan QID** | **TRDE2224** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | What happened to Mies van der Rohe as a result of the Barcelona Exhibition? |
| Correct Answer | 2 |
| Option 1 | He was publicly denounced by Hitler. |
| Option 2 | He became well-known throughout Europe. |
| Option 3 | He was awarded commissions in the United States. |
| Option 4 | He was given the opportunity to build the German Pavilion. |

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| **Question #** | **8** |
| **Kaplan QID** | **TRKT2225** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | Based on the information in the passage, which of the following best explains the term *International Style*? |
| Correct Answer | 2 |
| Option 1 | A period in European interior design |
| Option 2 | A design concept for architecture |
| Option 3 | An organization that helped spread Mies's ideas |
| Option 4 | The Eastern influence on the Bauhaus movement |

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| **Question #** | **9** |
| **Kaplan QID** | **TRDE2226** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | All of the following are mentioned in the passage as Bauhaus design elements EXCEPT |
| Correct Answer | 4 |
| Option 1 | geometrical planes |
| Option 2 | glass walls |
| Option 3 | steel beams |
| Option 4 | sloping roofs |

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| **Question #** | **10** |
| **Kaplan QID** | **TRMI2227** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | According to the passage, the designs of the Bauhaus movement were characterized by |
| Correct Answer | 2 |
| Option 1 | the integration of landscapes and interior spaces |
| Option 2 | the reduction of designs to their bare essentials |
| Option 3 | the use of precise vertical and horizontal planes |
| Option 4 | the application of technology to building design |

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| **Question #** | **11** |
| **Kaplan QID** | **TRIN2228** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | Based on information in the passage, it can be inferred that the Bauhaus movement |
| Correct Answer | 2 |
| Option 1 | had a significant impact on European politics |
| Option 2 | influenced architectural design all over the world |
| Option 3 | was part of a movement that included painting and sculpture |
| Option 4 | led to the development of new technologies for building houses |

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| **Question #** | **12** |
| **Kaplan QID** | **TRDE2229** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | According to the passage, which of the following was a goal of the Bauhaus movement? |
| Correct Answer | 1 |
| Option 1 | To merge art and technology |
| Option 2 | To use architecture for political ends |
| Option 3 | To build schools throughout Germany |
| Option 4 | To design buildings that served multiple functions |

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| **Question #** | **13** |
| **Kaplan QID** | **TRII2230** |
| Passage ID (file name) | TRRE2218 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *The Bauhaus Movement*  The Bauhaus movement was born out of an ideology brand-new to the world of architecture and design. Ludwig Mies van der Rohe, the renowned German architect, was famous for his declaration that he was creating a revolutionary concept of building for the future. The Bauhaus motto was: "art and technology - a new unity." While this formulation of the Bauhaus philosophy may be overly simplistic, it is indicative of how many of the contemporaries of Mies van der Rohe thought. This was a group of men and women who were enamored of the idea of a minimalist approach to architectural design. They also were committed to schooling new architects and designers in their value system, along with spreading their style to the rest of the world.   These Bauhaus believers were intent on spreading not just an artistic vision, but a philosophy. They felt that by stripping away all ornamentation and reducing their designs to the bare essentials of exposed steel beams, walls of glass, and long, low horizontal planes, they were creating a kind of realism that was without artifice, and that demonstrated the simplest, most noble qualities of construction, and by extension, those of life itself. Through the display of his work in the German Pavilion at the Barcelona Exhibition in 1928, Mies became an instant celebrity across the continent. His creation was deemed exquisite because of its slim chrome-plated columns supporting a wafer-thin roof, which appeared to be virtually floating. It was completely sheathed in glass walls, with an open interior fitted with moveable glass panels. Mies's building caused a whole generation of young architects to regard him as their patron saint. They immediately got the message. For the first time in history, an approach to building and design was seen to reduce buildings to their elemental essence, completely integrating their interiors with their exteriors. And these newly converted professionals began to design not only buildings, but also the furnishings and many of the interior accessories. Although Germany became the hub of the activities of this idealistic group of visionaries, they came from all over Europe and spread their designs over the entire continent.   The design rationale of these new thinkers became a rising force in Germany by the 1920s. This was a period of great openness to new ideas, including ways of rethinking life and modes of living. It became imperative to them that a school be established right away, from where their dreams and ideals as philosopher-architects could be spread. In Dessau, Germany, in 1919, the Bauhaus school opened, showcasing architectural spaces that illustrated perfectly the convictions of its creators. This campus became a gathering place for architects, artists, designers, and their aficionados from all around the world. The new form in architecture was dubbed "the International Style." In the early 1930s amidst the gathering storm clouds of Hitler's rising power, the Bauhaus movement came to a halt and the school was closed. The great ideals and work of these architects became virtually suspended in Europe as a result.   Before the war began, however, Mies saw the direction that Germany was headed and immigrated to the United States. There he continued to promote his theories of simple lines and spaces. He continued to stress the ideals of geometrical beauty, focusing on vertical and horizontal planes and the use of bare but luminous materials. Mies van der Rohe was awarded great commissions in the form of structures as diverse as homes and churches, and warehouses and corporate headquarters. Most notable may well be the home Mies designed for Dr. Edith Farnsworth, just outside of Chicago, Illinois. This house at first glance appears to be a floating rectangle, sited on a wide field and sitting five feet above the ground. It is completely surrounded with glass walls, which Mies refused to allow the clients to curtain. At night it is a veritable temple of light.   Today the inspiring work of Mies van der Rohe, along with others who shared his vision of the International Style, can be seen throughout America and many other countries around the world. These architectural gems reflect the simple ideals of fine elegance and basic beauty mirroring their creators' school of thought, taught to them by the founders and followers of the Bauhaus movement. |
| Stem / Prompt | The Bauhaus movement was one of the most innovative design movements of the 20th century. |
| Correct Answer | 346 |
| Option 1 | Although it was inspired by cubist painting, it was novel in its application of cubist conceptions to other design fields. |
| Option 2 | Despite being a lightning rod for political oppression, it rapidly spread throughout Europe and, eventually to the United States. |
| Option 3 | It was a philosophical, as well as a social movement, as evidenced by the Bauhaus conception that simplicity in design reflected the noblest qualities of life itself. |
| Option 4 | Its patron saint, Mies van der Rohe, created architectural masterpieces that are still revered today. |
| Option 5 | The movement was heavily criticized by many of its contemporaries, who believed its designs to be too utilitarian. |
| Option 6 | Its minimalist approach to design spread beyond the field of architecture, into interior and furniture design. |

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| **Question #** | **14** |
| **Kaplan QID** | **TRWM2231** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Latin and the English Language*  -->Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | The word *diverse* in paragraph 1 is closest in meaning to  An arrow [ ] marks paragraph 1. |
| Correct Answer | 3 |
| Option 1 | simple |
| Option 2 | complicated |
| Option 3 | varied |
| Option 4 | large |

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| **Question #** | **15** |
| **Kaplan QID** | **TRWM2232** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   -->In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | The word *predates* in paragraph 2 is closest in meaning to  An arrow [ ] marks paragraph 2. |
| Correct Answer | 1 |
| Option 1 | comes before |
| Option 2 | predicts |
| Option 3 | presumes |
| Option 4 | follows |

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| **Question #** | **16** |
| **Kaplan QID** | **TRRF2233** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   -->Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | In paragraph 3, the author provides a short list of Latin terms in order to  An arrow [ ] marks paragraph 3. |
| Correct Answer | 2 |
| Option 1 | prove that religion is the greatest source of Latin words in English |
| Option 2 | provide several familiar examples of learned loanwords |
| Option 3 | show how Christianity revolutionized the English language |
| Option 4 | demonstrate the influence of St. Augustine on English |

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| **Question #** | **17** |
| **Kaplan QID** | **TRWM2234** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   -->It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | The word *kinship* in paragraph 4 is closest in meaning to  An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | opposition |
| Option 2 | relatedness |
| Option 3 | understanding |
| Option 4 | loyalty |

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| **Question #** | **18** |
| **Kaplan QID** | **TRDE2235** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | According to the passage, the greatest period of borrowing from Latin occurred |
| Correct Answer | 4 |
| Option 1 | during Norman rule of Britain |
| Option 2 | before 1700 |
| Option 3 | in the age of Old English |
| Option 4 | during the Modern Period |

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| **Question #** | **19** |
| **Kaplan QID** | **TRCO2236** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. **~~+~~** Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. **~~+~~** Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. **~~+~~** Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*. **~~+~~**   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | Among the Latinate words traced to them are *city*, *chest*, and *master*. |
| Correct Answer | 3 |

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| **Question #** | **20** |
| **Kaplan QID** | **TRKT2237** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   -->Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | Based on information in paragraph 3, which of the following best defines a *learned loanword*?  An arrow [ ] marks paragraph 3. |
| Correct Answer | 2 |
| Option 1 | A word borrowed from another language that is related to trade and finance |
| Option 2 | A word that is introduced into another language because it is connected to a body of knowledge or belief |
| Option 3 | A word that is incorporated into another language by common use among everyday people |
| Option 4 | A word that is transmitted to another language due to the mixing of two linguistic communities |

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| **Question #** | **21** |
| **Kaplan QID** | **TRPA2238** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | Choose the sentence below that most closely represents the information in the highlighted sentence in the passage.  Answer choices that are wrong do not contain all the information that is in the highlighted sentence or change the meaning in an important way. |
| Correct Answer | 3 |
| Option 1 | Though Roman food was considered to be the best in Europe, most Anglo-Saxons did not like it. |
| Option 2 | There are many Latin words in English because of the innovations of the Romans and the Anglo-Saxons. |
| Option 3 | The adoption of Latin words was connected to Roman innovations, whether they were brought to England directly by the Romans or by Anglo-Saxons. |
| Option 4 | The Romans often forced the people they conquered to adopt their language and use their technology. |

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| **Question #** | **22** |
| **Kaplan QID** | **TRRE2239** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   -->This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | The phrase *this event* in paragraph 5 refers to  An arrow [ ] marks paragraph 5. |
| Correct Answer | 3 |
| Option 1 | the influx of Latin words into English |
| Option 2 | the arrival of Anglo-Saxons in Britain |
| Option 3 | the invasion of Britain by the French |
| Option 4 | the victory of the English over the Normans |

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| **Question #** | **23** |
| **Kaplan QID** | **TRIN2240** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   -->In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | In paragraph 2, the author suggests that wine, cheese, and butter were  An arrow [ ] marks paragraph 2. |
| Correct Answer | 1 |
| Option 1 | specialties of the Romans |
| Option 2 | the Romans' favorite foods |
| Option 3 | native to the Mediterranean |
| Option 4 | already being produced in German lands |

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| **Question #** | **24** |
| **Kaplan QID** | **TRDE2241** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | According to the passage, the word *government* comes to English most directly from |
| Correct Answer | 4 |
| Option 1 | Latin |
| Option 2 | Greek |
| Option 3 | German |
| Option 4 | French |

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| **Question #** | **25** |
| **Kaplan QID** | **TRDM2242** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RDM |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | According to the passage, why was Latin able to impact English so greatly? |
| Correct Answer | 1 |
| Option 1 | Because it was spread both through the educated classes and common people |
| Option 2 | Because people believed it was the world's first language |
| Option 3 | Because it was considered to be more beautiful sounding than English |
| Option 4 | Because English people were forced to learn Latin in schools |

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| **Question #** | **26** |
| **Kaplan QID** | **TRDT2243** |
| Passage ID (file name) | TRWM2231 |
| Question Type | Reading Comprehension |
| SkillCode | RDT |
| Listening Stimulus | Before AD 1066\_4After AD 1066\_3 |
| Reading Passage | *Latin and the English Language*  Anyone who has spent much time with an English dictionary knows that the language's word stock - the totality of its vocabulary - is certainly diverse. You can have a *job* or an *occupation*; you can *talk* or you can *communicate*; you can feel *anger* or *animosity*. How is it that words belonging to the same language can be so similar in meaning yet so different in form? The answer has to do with English's long and complex relationship to other languages, the most important of which is Latin. Close to half of the English word stock can be traced to Latin. Latin - the language of the ancient Romans - played a profound role in the history and culture of all European civilizations. Great Britain, the birthplace of modern English, was no exception.   In a sense, Latin's presence on the British Isles predates that of English. Before the arrival in the 5th century A.D. of the Anglo-Saxons (the German tribes regarded as the ancestors of the English people), Rome had already established a colony - Britannia - on the island. Thus, the native inhabitants of the land, the British Celts, already knew certain Latin terms before the Anglo-Saxons arrived. Of course, borrowings from Latin were often tied to the innovations and concepts the Romans brought to new lands, and because the reach of the Roman Empire had extended all over Europe, the Anglo-Saxons brought their own Latin appropriations with them, including the words *wine*, *butter*, and *cheese*.   Both the populace and the aristocracy adopted Latin words. The words that entered through the populace are examples of what linguists call 'popular loanwords,' or words that found their way into English through the common vernacular, the language that was spoken by everyday people. By contrast, 'learned loanwords' were adopted due to Latin's preeminence as the language of scholarship and religion. Christianity, which by the 4th century was the religion of the Roman Empire, introduced an enormous body of Latin terms into the English language. A short survey of these terms would include *cleric*, *altar*, *apostle*, and *redeemer*.   It should be noted that these borrowings, both the popular and the learned loanwords, in no way changed the grammatical structure of English, which, owing to the origin of the Anglo-Saxons, maintained a fundamental kinship to the Germanic languages. Moreover, the presence of Latinate words in English at this time was quite limited; some linguists estimate that prior to 1066 no more than 500 Latin words had entered the English lexicon.   This changed quite dramatically after 1066, the year of the Norman Conquest, when the Normans, a French-speaking people from the northwest coast of France (present day Normandy), invaded Britain. The English, who by this time had developed a distinct language and identity, regarded the Norman rulers of England as foreign occupiers. However, this did not prevent the seepage of French, a language descended from Latin, into the English word stock. French became the official language of the English royal court. In fact, many of the words used today regarding the government - such as *attorney*, *judge*, and the word *government* itself - are of French origin. The Norman influence would prove so profound that linguists regard this event in 1066 as the beginning of a new era in the history of the English language: the Middle Period.   Though hundreds of Latinate elements were added to the English word stock as a consequence of Norman rule in Britain, the greatest borrowing occurred after 1800, in the so-called Modern Period. In the 18th century, Europe's connection to the classical language of Rome was forged anew. The language lent itself to the naming of philosophers' and scientists' new discoveries. Prefixes, roots, and suffixes could be combined to form *neologisms*, that is, new words. Latin proved to be a vast reservoir for scientific nomenclature, as anyone who has studied medicine or biology can attest. Examples of this neo-Latin include words like *hyperinflation*, *geothermal*, *microradiography*, and of course, many more. Indeed, we can probably blame Latin for the fact that our dictionaries get larger every year. |
| Stem / Prompt | Choose the phrases from the answer choices list and then match them to the period before or after the year 1066. You will NOT use TWO of the answer choices. ***This question is worth 4 points.*** |
| Correct Answer | 1257468 |
| Option 1 | Latin influence on Germanic languages of northern Europe |
| Option 2 | Approximately 500 Latinate words in the English language |
| Option 3 | The grammatical structure of English was transformed by Latin |
| Option 4 | Latin used to name scientific discoveries |
| Option 5 | Influence of Christian religious terms on English |
| Option 6 | The adoption of Latinate words for government |
| Option 7 | Similarity of English grammar to German |
| Option 8 | The Middle Period of the English language |
| Option 9 | Public education increases the influence of Latin on English |

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| **Question #** | **27** |
| **Kaplan QID** | **TRWM2244** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | The word *decried* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | expressed strong appreciation |
| Option 2 | expressed strong disapproval |
| Option 3 | expressed strong affection |
| Option 4 | expressed strong emotion |

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| **Question #** | **28** |
| **Kaplan QID** | **TRRF2245** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *The Stockholm Syndrome*  -->Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | In paragraph 1, why does the author mention Clark Olofsson's telephone call to Prime Minister Palme?   An arrow [ ] marks paragraph 1. |
| Correct Answer | 3 |
| Option 1 | To show that Olofsson and the Prime Minister were old acquaintances |
| Option 2 | To contrast Olofsson's behavior toward the female hostages with his behavior toward the male hostage |
| Option 3 | To illustrate how threatening the robbers were to the hostages |
| Option 4 | To illustrate how much attention the hostage situation gained in Sweden |

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| **Question #** | **29** |
| **Kaplan QID** | **TRWM2246** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | The word *bond* is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | connection |
| Option 2 | outlook |
| Option 3 | existence |
| Option 4 | experience |

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| **Question #** | **30** |
| **Kaplan QID** | **TRPA2247** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | Choose the sentence below that most closely represents the information in the highlighted sentence in the passage.  Answer choices that are wrong do not contain all the information that is in the highlighted sentence or change the meaning in an important way. |
| Correct Answer | 1 |
| Option 1 | The affection a victim can have for the abuser stems from the small kindnesses the abuser offers the victim. |
| Option 2 | Because the abuser has a few positive traits, the victim feels pity for the abuser. |
| Option 3 | Victims of abuse develop affectionate feelings for the abuser because the abuser convinces the victims that his abuse of them is justified. |
| Option 4 | Whenever victims begin to feel affectionate toward an abuser, the lack of having their needs met validates their assigning negative traits to him again. |

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| **Question #** | **31** |
| **Kaplan QID** | **TRRE2248** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | The word *them* in the passage refers to |
| Correct Answer | 1 |
| Option 1 | friends and family |
| Option 2 | abusers |
| Option 3 | restraining orders |
| Option 4 | victims |

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| **Question #** | **32** |
| **Kaplan QID** | **TRRF2249** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   -->Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | In paragraph 2, the author explains the relationship that the bank employees had with their captors by   An arrow [ ] marks paragraph 2. |
| Correct Answer | 3 |
| Option 1 | comparing the employees' reactions with those of employees of other banks that had been robbed |
| Option 2 | suggesting that the employees escaped without hurting the robbers |
| Option 3 | demonstrating how the employees supported the robbers after the robbery |
| Option 4 | identifying the main reasons that the employees took legal action against the robbers |

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| **Question #** | **33** |
| **Kaplan QID** | **TRCO2250** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm sydndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation nonthreatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. **~~+~~** A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. **~~+~~** A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. **~~+~~** As a result, it is not uncommon for victims to start seeing through the abusers' eyes. **~~+~~** Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | Victims do this even more so if the abusers portray themselves as having been victimized during their lives. |
| Correct Answer | 4 |

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| **Question #** | **34** |
| **Kaplan QID** | **TRDE2251** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | According to the passage, who invented the term *Stockholm syndrome*? |
| Correct Answer | 1 |
| Option 1 | Nils Bejerot |
| Option 2 | Jan-Erik "Janne" Olsson |
| Option 3 | Clark Olofsson |
| Option 4 | Olof Palme |

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| **Question #** | **35** |
| **Kaplan QID** | **TRDE2252** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | Which of the following is NOT mentioned as a condition necessary for the development of Stockholm syndrome? |
| Correct Answer | 1 |
| Option 1 | Lengthy conversations |
| Option 2 | Isolation from outside perspectives |
| Option 3 | Perceived inablitity to escape |
| Option 4 | Small kindnesses offered |

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| **Question #** | **36** |
| **Kaplan QID** | **TRDE2253** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   -->When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | According to paragraph 4, all of the following are symptoms of Stockholm syndrome EXCEPT   An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | trying to gain the sympathy of the abuser |
| Option 2 | believing the abuser deserves punishment |
| Option 3 | resisting help from rescuers |
| Option 4 | distancing oneself from family members |

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| **Question #** | **37** |
| **Kaplan QID** | **TRIN2254** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *The Stockholm Syndrome*  -->Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | Based on the information in paragraph 1, what can be inferred about the Norrmalmstorg bank robbery?   An arrow [ ] marks paragraph 1. |
| Correct Answer | 1 |
| Option 1 | None of the victims or robbers were killed. |
| Option 2 | The bank was selected because it was poorly protected. |
| Option 3 | The Prime Minster was also taken hostage. |
| Option 4 | The robbers got away with the money. |

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| **Question #** | **38** |
| **Kaplan QID** | **TRAO2255** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RAO |
| Reading Passage | *The Stockholm Syndrome*  Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | Which of the following statements accurately reflects the author's opinion about Stockholm syndrome? |
| Correct Answer | 3 |
| Option 1 | Stockholm syndrome is more prevalent than most people think. |
| Option 2 | It is impossible to help someone suffering from Stockholm syndrome. |
| Option 3 | Stockholm syndrome is understandable after the reasons for the victim's behavior are explained. |
| Option 4 | Stockholm sydnrome should not be considered a true mental illness. |

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| **Question #** | **39** |
| **Kaplan QID** | **TRII2256** |
| Passage ID (file name) | TRWM2244 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *The Stockholm Syndrome*  -->Coined by criminologist and psychologist Nils Bejerot, the Stockholm syndrome is a psychological state in which victims of a kidnapping, persons detained against their will, or victims of abuse develop a relationship with their captors or abusers. The syndrome is named after the famous Norrmalmstorg bank robbery that occurred on August 23, 1973. In this incident, an ex-convict, 32-year-old Jan-Erik "Janne" Olsson attempted to rob the Kreditbanken, one of Stockholm's largest banks. The attempt was unsuccessful and resulted in four bank employees being taken hostage. During this time Olsson and his accomplice, Clark Olofsson - brought in at Olsson's request to act as negotiator between himself and the police - forced the four bank employees (one man and three women) into an 11-by-47-foot vault. Olsson and Olofsson strapped dynamite to the hostages and rigged them to snare traps so that they would be killed if anyone attempted rescue. At one point, Olofsson called the Swedish prime minister, Olof Palme, threatening to strangle one of the women. The ordeal lasted six days but ended without bloodshed on August 28, 1973.   Despite the life-threatening conditions, the hostages did not, as one would expect, exhibit anger, resentment, or hostility toward their captors. Instead, they exhibited an emotional bond with their captors, even going so far as protesting their arrest. Surprising to many, the bank employees continued to support and defend the two robbers well after their six-day ordeal was over. In the legal procedures that followed, the victims proved to be uncooperative and were reported to have publicly decried their rescue. In fact two of the former captives set up a fund to help raise money for the legal fees the robbers accrued. This emotional bond felt by an abused individual defines the Stockholm syndrome.   Though the term was coined after the 1973 Norrmalmstorg bank robbery, psychologists have observed this same emotional attachment in many other situations. Other cases include airplane hostages, kidnap victims, concentration camp survivors, prisoners of war, victims of familial abuse, and cult members. In such circumstances, four main conditions are present: a perceived threat, the real or perceived inability to escape, isolation from perspectives other than those of the abuser, and small kindnesses offered by the abuser to the victim.   When people witness or are threatened directly with violence, and are emotionally or physically isolated and dependent, the victims will do everything in their power to make the situation non-threatening to the abuser. They may try to please the abuser or gain his or her sympathy. This is especially true when the victims perceive the situation as inescapable. A hostage, for instance, might be threatened with a knife or gun, which makes escape seem impossible. A victim of spousal abuse may perceive mutual financial commitments or children as preventatives to escape. As a result, it is not uncommon for victims to start seeing through the abusers' eyes. Ultimately, the victims begin to identify with the abusers. By choosing to identify with the abusers, victims feel they have some control. Similar to what happened to the bank employees in the Norrmalmstorg bank robbery, victims of familial abuse often alienate themselves from those trying to help, such as supportive friends or relatives. In some extreme cases victims even take out restraining orders against them. Whenever the victims perceive the abusers as being kind to them - by allowing them to eat, drink, use the bathroom, or even letting them live - they interpret this as a positive trait of the abusers, thereby creating in the victims' minds a basis for affection.   Stockholm syndrome produces an unhealthy bond with the abuser. This is the reason many victims continue to support an abuser after the relationship is over. This is also the reason victims continue to see the good side of an abusive individual and appear sympathetic to someone who has mentally or physically abused them. It is important to understand that the victim adopts this attitude as a means of survival and does not purposely choose this way of thinking. |
| Stem / Prompt | Stockholm syndrome is the name for the attachment that many people who are held against their will feel toward their captors. |
| Correct Answer | 125 |
| Option 1 | When in danger, most people will make attempts to appease those who are threatening them. |
| Option 2 | The connection between abusers and their victims is not considered healthy for the victims. |
| Option 3 | Prisoners of war sometimes show symptoms of Stockholm syndrome. |
| Option 4 | In 1973 two bank robbers held four bank employees hostage for six days. |
| Option 5 | Stockholm syndrome is a survival method adopted by people held against their will. |
| Option 6 | Stockholm syndrome can lead to deeper emotional problems for people who are not treated. |

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| **Question #** | **1** |
| **Kaplan QID** | **TSFE1355** |
| Passage ID (file name) | TSFE1355 |
| Question Type | Speaking |
| SkillCode | SFE |
| Listening Stimulus | **Narrator:** Number One. For this task, you will be asked to speak about a topic that is familiar to you. You will hear a question. You will then have 15 seconds to prepare your response and 45 seconds to speak. |
| Stem / Prompt | Describe a place in your country where tourists like to go. Explain why tourists like to go there. Include details and examples to support your explanation. |

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| **Question #** | **2** |
| **Kaplan QID** | **TSOP1118** |
| Passage ID (file name) | TSOP1118 |
| Question Type | Speaking |
| SkillCode | SOP |
| Listening Stimulus | **Narrator:** Number Two. For this task, you will be asked to speak about a topic that is familiar to you. You will hear a question. You will then have 15 seconds to prepare your response and 45 seconds to speak. |
| Stem / Prompt | Some students feel they have to study too many different subjects while in college and would prefer to devote more time to studying their major field. Others feel it is important to study a wide range of different subjects to get a broad education. Which of these two options do you think leads to a better education, and why? Include details and examples in your explanation. |

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| **Question #** | **3** |
| **Kaplan QID** | **TSSS1345** |
| Passage ID (file name) | TSSS1345 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to two students as they discuss the announcement.   **Female student:** What do you think about the new school policy to eliminate merit-based scholarships?   **Male student:** Frankly, I think it's a bad idea. I think the university needs to attract talented students, and the best way to do that is to offer them money - to offer them merit-based scholarships.   **Female student:** That's true, but on the other hand, the university has a limited amount of money to give to students. Wouldn't it be better to give that money to students who couldn't otherwise afford to come here?   **Male student:** Hold on, I'm not saying that we shouldn't have need-based scholarships, I'm just saying that merit-based scholarships are just as important. After all, having outstanding science and engineering students means that the university is more likely to get research grants. And having talented athletes means the university can make money from sales of tickets to games.   **Female student:** Hmmm. I don't know about that. I mean, we have merit-scholarships now for student athletes, and it doesn't seem to be working - our football team is one of the worst in the nation!   **Male student:** Right, and if you look at the teams that are in the top ten, I bet you'd find that they offer more in merit-based scholarships to their student athletes than our university does. I'm sure that if you raised the amount available for merit-based athletic scholarships, you'd see our team do better.   **Female student:** Maybe. But I still think making scarce scholarship funds available to students who really need the money makes more sense than trying to improve the university's sports teams. |
| Reading Passage | **Office of the President**  Beginning with the next academic year, all financial aid granted by the university will be need-based. Currently, applicants who can demonstrate that their families cannot provide them with the funds necessary to attend the university are offered need-based scholarships. Applicants who demonstrate particularly strong academic backgrounds or exceptional talent in a specific area, such as sports or art, are offered merit-based scholarships. In keeping with the recent recommendations of the financial aid committee, the university will eliminate merit-based scholarships and will instead award scholarships solely on the basis of financial need. |
| Stem / Prompt | The man states his opinion about the change in the university's financial aid policy. State his opinion and explain the reasons he gives to support his opinion. |
| Option 1 | **Narrator:** Number Three. For this task, you will read a short text and then listen to a dialogue about the same topic. You will hear a question about what you have read and heard. You will then have 30 seconds to prepare your response and 60 seconds to speak.     **Narrator:** Central University is planning to end certain types of financial aid. Read the announcement about the change in the university's policy. |

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| **Question #** | **4** |
| **Kaplan QID** | **TSSS2135** |
| Passage ID (file name) | TSSS2135 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on this topic in a geography class.   **Professor (male):** For each of the past five years, world grain production has fallen short of consumption. That is, we've been using more than we've been producing.   One of the major reasons production is falling is poor land management practices. Loss of topsoil is a classic example. As you probably know, the productive layer of dirt is called topsoil. Topsoil contains most of the nutrients crops need to grow. When topsoil is eroded away, the remaining dirt produces poor crops. Traditional plowing methods involve digging up and overturning the top eight inches of soil. As a result, much of the topsoil is eventually blown away by the wind.   One way to reduce wind erosion is to plant rows of trees along the edges of fields - so-called windbreaks. Windbreaks slow the wind across fields, but they have one big drawback: the trees cast shadows that shade the crops that are planted on either side of them. For every quarter mile of windbreak planted, about an acre of cropland is taken out of production. So on the one hand windbreaks protect topsoil, but they also cause lower yields.   Another way to reduce soil erosion is to leave crop residue on the field after harvesting. For example, corn stalks can be left on the field all winter to reduce erosion. They also can add nutrients to the soil as they break down. However, crop residues offer habitats for pests, which might have to be controlled with heavy amounts of pesticides. |
| Reading Passage | **World Grain Production**  Grain prices are nearing record highs these days, and for one simple reason: World grain production has been declining.   In the 1990s, the world produced more than 900 million tons of grain annually. For the past five years, the total harvests have only been in the range of 869-892 million tons annually. Inconsistent production over the last several years has resulted in declining inventories worldwide as annual consumption has exceeded annual production.   Current forecasts will make this year the sixth consecutive year that annual world consumption of grains will exceed production. This year's annual shortfall in grain production is projected to be 35.5 million tons. This would bring the cumulative shortfall over the six-year period to more than 106 million tons.   The difficulty of maintaining world grain production at consistently high levels over the past few years is raising important questions about agricultural policy and production methods. |
| Stem / Prompt | The professor describes methods that can be used in farming. Explain how they relate to the decline in world grain production. |
| Option 1 | **Narrator:** Number Four. For this task, you will read a short text and then hear a talk about the same topic. You will hear a question about what you have read and heard. After you hear the question, you will then have 30 seconds to prepare your response and 60 seconds to speak.     **Narrator:** Now read the passage about world grain production. You have 45 seconds to read the passage. Begin reading now. |

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| **Question #** | **5** |
| **Kaplan QID** | **TSSO1397** |
| Passage ID (file name) | TSSO1397 |
| Question Type | Speaking |
| SkillCode | SSO |
| Listening Stimulus | **Narrator:** Number Five. For this task, you will listen to a dialogue. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.   **Narrator:** Now listen to a dialogue between two students.   **Male student:** Hey Vivian, what's the matter?   **Female student:** Oh. Nothing, really....   **Male student:** C'mon, you look like something's really bothering you. What's going on?   **Female student:** Well... I don't know if I'll be able to graduate this spring.   **Male student:** What do you mean? I mean, I thought you were totally finished after this semester.   **Female student:** Yeah, but I, - I must have somehow overlooked a required course for my major. I should've taken it two years ago! I've been tearing my hair out about it all day!   **Male student:** Wow! Okay, calm down.... Have you talked about this to your adviser? What does he say about it?   **Female student:** Well, he was no help. Looks like I'll have to either take an accelerated version of the course over the summer, or wait and take the course next fall. And if I take the class in the fall, I won't even be able to graduate until next winter. I don't know what to do - I mean, I don't want to stay in school until next winter, especially when all of my friends will have already graduated. It'd be so lonely!   **Male student:** Would you really stick around on campus until next winter? Vivian, I think you'd be a lot better off taking the summer course.   **Female student:** But I'd have to scrap my summer plans if I did that, and I've already lined up an internship I don't want to lose. It might be my big chance to make some early connections in my career. Also, the summer course is very intense and I think I need a bit of a rest from studying.   **Male student:** Well... if that's what you have to do, I say do it... but it seems to me the quicker you graduate, the sooner you can get out there and do an internship and start working at an actual job afterwards.   **Female student:** Yeah, maybe so. |
| Stem / Prompt | The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why. |

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| **Question #** | **6** |
| **Kaplan QID** | **TSSI2136** |
| Passage ID (file name) | TSSI2136 |
| Question Type | Speaking |
| SkillCode | SSI |
| Listening Stimulus | **Narrator:** Number six. For this task, you will hear a short academic talk. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.   **Narrator:** Now listen to part of a talk in a psychology class.   **Professor (female):** Today we'll discuss a field of psychology that studies animals; a field called appropriately enough, animal behavior.   The field of animal behavior combines two different approaches to studying animals. The first approach is experimental comparative psychology, and the second is naturalistic ethology.   Experimental comparative psychology is heavily influenced by Darwin's ideas of evolution and natural selection, and by Pavlov's work on conditioning. Comparative psychologists use experimental techniques, and study animals in laboratory settings. This experimental approach allows comparative psychologists to explore the causes of behavior.   The second approach, naturalistic ethology, is really a branch of biology, rather than psychology. Ethologists are concerned primarily with innate behaviors of animals - what are often called "instinctive" behaviors.   Of course animals' instincts can't be studied in the laboratory easily with animals living under artificial conditions. So ethologists work in places where animals normally live. Ethologists may spend years observing a species in its natural habitat.   But observation in the wild has limitations, just as the experimental method does. For example, many animals are hard to observe. They may live in inaccessible places, or they may be very small or well camouflaged; they may be active only at night, or only during certain hours of the day. And some animals - like birds or flying insects - might hunt or mate far from the observer's location.   Observing animals in their natural settings helps us understand what behaviors occur in a species, and in what order. From these observations, we can develop hypotheses about the causes of an animal's behavior, but we can't test them under controlled conditions.   So the combination of experimental comparative psychology and naturalistic ethology complement each other very nicely. Observation in the wild lets us determine what an animal actually does in its natural habitat; experimental studies in the lab let us test hypotheses about why animals might behave as they do. |
| Stem / Prompt | Using points and examples from the talk, explain the approaches of experimental comparative psychology and naturalistic ethology, and how they complement each other in the study of animal behavior. |

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| **Question #** | **1** |
| **Kaplan QID** | **TWSC2129** |
| Passage ID (file name) | TWSC2129 |
| Question Type | Writing |
| SkillCode | WSC |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on the topic you just read about.  **Professor (female):** Speaking as a scientist, I'm very unhappy with most of the proposed changes to the BRD, the Biotechnology Resources Database. The government claims to be improving the system. But what they are doing is going to limit the amount of information available to researchers like you and me.  Let me tell you how the BRD currently works. The BRD allows you to download biotechnology-related articles from more than one thousand journals, from all over the world. One of its strengths is that it brings together biotechnology-related items from many journals, not just journals related to biotechnology. This is an important point! The problem is that the new database is going to be limited to the four hundred or so medical and biotechnology journals considered by the government to be the "best" in the world. Can you see why this is a horrible idea? If coverage is limited to selected biotechnology journals only *[emphasize]*, a whole lot of data is never even going to appear in the database. One of the BRD's greatest strengths - its comprehensiveness - will be lost.  And journals are not the only area where content will be limited. A panel of experts will decide which non-journal materials should be included - websites, books, etc. Again, this is going to eliminate many non-journal resources you can access through the current BRD. And the only reason they're doing this is so that they can construct the new database inexpensively! The one advantage the new BRD will provide is the ability to read entire articles online. But balanced against this will be the elimination of information, the very reason the database exists! By the time they're done, the BRD is going to have far less value than it does today. |
| Reading Passage | The U.S. Department of Education has awarded a six-year, $19.4 million contract to Smithson Technology Resources Company (STR) of Morganville, Maryland to develop and operate a new database system for the existing Biotechnology Resources Database (BRD). The BRD will use the latest database technology to select biotechnology literature and provide high-quality access to researchers, educators, and the general public.  Begun in 1976, the BRD is the world's largest biotechnology database, with more than three million bibliographic records. With the new BRD, individuals will, for the first time, be able to search a comprehensive database of journal articles and document abstracts and descriptions from a centralized website. And for the first time, users will be able to directly access full text. The database will include as much free material as possible, and links will be provided to commercial sources so that individuals can purchase journal articles and other resources with ease.  Development of the new BRD database model will begin under the following plan:  -A steering committee of technical experts will recommend functional guidelines for the database.  -Groups of content experts will recommend guidelines for identifying journal and non-journal materials for the database.  -Public forums will be organized to solicit ideas for making the database useful to educators, researchers, and the general public.  -Electronic systems for acquiring materials, managing content, and providing an efficient, searchable database will be implemented.  During the development and transition to the new BRD, the current BRD database will continue to be available at http://www.brd.ed.gov. Until the new model is operational, no new materials will be accepted for the database. |
| Stem / Prompt | Summarize the points made in the talk you just heard, explaining how they cast doubt on the government's plans to update the Biotechnology Resources Database. |
| Sample Response | The speaker expresses her concerns about the BRD because she feels that the new plan is exclusive, and doesn't allow the option to check other sources when researching material that might fall beyond the boundaries of biotechnology. The way the BRD works now, you can get all the material that is published in the journals used in a computer database, which is over a 1,000 different journals from all over the world. The government's plan is to make the material accessible by a wide variety of means including cross-referencing, links to other related material all the while having each article available in its entirety. According to the reading, the government is to appoint a panel to oversee the selection of material that will provide guidelines for related articles and non-related articles. The government also wants to provide forums for the public to express their needs as far as content and ideas to make the database more useful for researchers and educators. The speaker feels that this process will exclude journals that she might find useful in her research. She feels that the committees appointed by the government to oversee the content of the articles used will only use material from a few hundred of the journals that they consider to be the "best." She feels this will also apply to the committee that will oversee the selection of non-journal materials such as websites and books. By excluding material, the speaker claims that the government is ultimately trying to save money by reducing the size of the BRD. |

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| **Question #** | **2** |
| **Kaplan QID** | **TWOP2130** |
| Passage ID (file name) | TWOP2130 |
| Question Type | Writing |
| SkillCode | WOP |
| Stem / Prompt | What invention would you like to see in your lifetime? Use specific reasons and examples to explain your answer. |
| Sample Response | I think that if I had to choose one invention that I would like to see in my lifetime, then that would be for scientists in medical research to come up with major advancements that would eliminate infectious diseases and cancer.   Something like that has been a challenge for centuries in society. As far back as human history has been recorded, the outbreak of small pox has affected millions of lives. But with the invention and ingenuity of scientists, people were able to eliminate the chance of acquiring this disease with a simple vaccination. Jonas Salk was able to invent a vaccine to prevent polio in the 1950s when it was devastating the U.S.   I think science and technology have come a long way and have realized things that were unimaginable 50 years ago. Even in my lifetime, the word cancer isn't as scary as it was in my parents' generation. Back then, it was a death sentence. I now know several people who have suffered from some form of cancer and have completely recovered. It is not unlikely to see development in the treatment and cure for all types of cancer, so it will no longer be a terminal disease. Right now the treatment of the HIV virus with inhibitor drugs has come a long way since the late 1980s when the outbreak of AIDS was a crisis. But the outreach of this knowledge and technology has to extend farther to the countries that do not have the same type of resources. Infectious diseases have decimated the population of these countries, and to be able to approach this situation with the same resources that are available in first world countries would prove to be invaluable. |