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

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE1457** |
| Passage ID (file name) | TLDE1457 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and an employee in the Bursar's Office.   **FEMALE BURSAR:** Next, please.   **MALE STUDENT:** Uh, hello.   **FEMALE BURSAR:** Good afternoon, how may I help you?   **MALE STUDENT:** I - I don't know if I'm at the right window.   **FEMALE BURSAR:** Well, this is the Bursar's Office - what do you need?   **MALE STUDENT:** They told me -   **FEMALE BURSAR:** Who's 'they'?   **MALE STUDENT:** Oh, they - I mean, the Special Services Office sent me here to ask about a check?   **FEMALE BURSAR:** What was the check for?   **MALE STUDENT:** I think it was for eighty dollars.   **FEMALE BURSAR:** No, actually, I meant why are you receiving the check?   **MALE STUDENT:** Oh. I'm sorry, I'm a little tired.   **FEMALE BURSAR:** That's okay. I think we're all pretty tired at the end of the semester.   **MALE STUDENT:** No kidding. Uh, you wanted to know what again?   **FEMALE BURSAR:** Well, let me ask it this way. What job did you complete for the Special Services Office?   **MALE STUDENT:** Uh, in one of my courses - Psychology 101 - this past semester, I took notes during class for a visually impaired student.   **FEMALE BURSAR:** Yes, being a note-taker earns eighty dollars per semester. Let's see, did you bring all the paperwork?   **MALE STUDENT:** You mean the fifteen forms I had to fill out for nearly an hour and that made me late for my bus so I couldn't get to my job on time? That paperwork?   **FEMALE BURSAR:** Yes, that paperwork. I know it's a lot.   **MALE STUDENT:** Why do they need so many forms? Proof of citizenship, age, W-2 forms, residency, registration, military status, a copy of my Social Security card, whatever - all for eighty dollars?   **FEMALE BURSAR:** The state requires a lot of information to process the payment. It needs to cover every detail before it can issue any checks.   **MALE STUDENT:** I'm surprised they didn't take my fingerprints.   **FEMALE BURSAR:** So let me check on the check then! In fact, some checks just arrived today. May I see your paperwork and photo ID?   **MALE STUDENT:** Please let me know - do I have to fill out any more papers?   **FEMALE BURSAR:** Uh, I'm sorry to tell you....   **MALE STUDENT:** Oh no.   **FEMALE BURSAR:** It's only a little one! Just sign on this line.   **MALE STUDENT:** Oh, bureaucracy!   **FEMALE BURSAR:** Congratulations. Here's your check. And believe it or not, you're all done.   **MALE STUDENT:** I think I'll go on a shopping spree. Maybe I'll buy some... paper!   **FEMALE BURSAR:** For eighty dollars, you could buy a lot! Have a good day.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the student getting paid for? |
| Correct Answer | 2 |
| Option 1 | Working in the library |
| Option 2 | Taking notes for a student |
| Option 3 | Working for his professor |
| Option 4 | Taking part in a psychology experiment |

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| **Question #** | **2** |
| **Kaplan QID** | **TLIN1458** |
| Passage ID (file name) | TLDE1457 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | Why is the student frustrated? |
| Correct Answer | 1 |
| Option 1 | He had to fill out many forms. |
| Option 2 | The Bursar could not find his check. |
| Option 3 | The Bursar does not understand his situation. |
| Option 4 | He has received a check for the wrong amount. |

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| **Question #** | **3** |
| **Kaplan QID** | **TLDE1459** |
| Passage ID (file name) | TLDE1457 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the Bursar ask the student to do? |
| Correct Answer | 2 |
| Option 1 | Enter a password |
| Option 2 | Show his photo ID |
| Option 3 | Submit a timesheet |
| Option 4 | Fill out an invoice |

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| **Question #** | **4** |
| **Kaplan QID** | **TLIM1460** |
| Passage ID (file name) | TLDE1457 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **FEMALE BURSAR:** No, actually, I meant why are you receiving the check?   **MALE STUDENT:** Oh. I'm sorry, I'm a little tired.   **FEMALE BURSAR:** That's okay. I think we're all pretty tired at the end of the semester.  Why does the Bursar say this:   **FEMALE BURSAR:** That's okay. I think we're all pretty tired at the end of the semester. |
| Stem / Prompt | Why does the Bursar say this: |
| Correct Answer | 4 |
| Option 1 | To signal that she wants the student to hurry up |
| Option 2 | To indicate when the student will get his check |
| Option 3 | To explain why it took so long to process the check |
| Option 4 | To show that she understands the student's frustration |

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| **Question #** | **5** |
| **Kaplan QID** | **TLIM1461** |
| Passage ID (file name) | TLDE1457 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **MALE STUDENT:** I think I'll go on a shopping spree. Maybe I'll buy some... paper! |
| Stem / Prompt | What can be inferred about the student? |
| Correct Answer | 4 |
| Option 1 | He plans to go shopping for food. |
| Option 2 | He is in a hurry to begin writing a paper. |
| Option 3 | He does not have enough money to buy books. |
| Option 4 | He is not taking his experience too seriously. |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE1467** |
| Passage ID (file name) | TLDE1467 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a professor and a student.   **MALE STUDENT:** You wanted to see me after class, Professor Jacobs?   **FEMALE PROFESSOR:** Yes, John, thanks for coming. Please sit.   **MALE STUDENT:** Uh, I - I'm not sure why I'm here.   **FEMALE PROFESSOR:** Well, John, I'm a little worried about your attendance. It's still early in the semester, and already you've missed the last four classes. In fact, I thought you had dropped the course, but here you are again.   **MALE STUDENT:** I'm sorry, Professor Jacobs. But I've kept up with the readings.   **FEMALE PROFESSOR:** That's good. But as I said on the first day, readings alone don't constitute the total grade. You also missed one quiz and you haven't been here to participate in class discussions.   **MALE STUDENT:** Participation counts, doesn't it?   **FEMALE PROFESSOR:** Definitely. Check your syllabus. Participation is ten percent of the grade, and quizzes are thirty percent.   **MALE STUDENT:** *[whistles softly]* Is there any way I could make up the quiz?   **FEMALE PROFESSOR:** Well, I specified no make-ups. If I gave you one, that wouldn't be fair to your classmates. By the way, have you gotten notes from someone?   **MALE STUDENT:** No, not yet - er, I - I don't know anyone in class.   **FEMALE PROFESSOR:** Well, that's understandable since you've been out so much.... You don't have to say anything you don't want to... but... if you're encountering any problem in keeping up with school, you can feel free to talk about it with me.   **MALE STUDENT:** *[relieved]* Thanks, Professor. I - well, actually... *[pause]* I just broke up with someone and... I've been a little out of it lately.   **FEMALE PROFESSOR:** Oh, I'm sorry, John. I know it's hard when a relationship ends. I can imagine how you must be distracted.   **MALE STUDENT:** It's been a little rough.   **FEMALE PROFESSOR:** But, John, I'm glad to see you're back. As you say, you're on top of your readings.   **MALE STUDENT:** I'm trying, Professor Jacobs.   **FEMALE PROFESSOR:** Concentrating on your studies and working toward your goal can help at a time like this. It would do you a world of good to get back on track with your attendance.   **MALE STUDENT:** I will.   **FEMALE PROFESSOR:** You've already contributed a lot of good comments to our discussions in the first weeks.   **MALE STUDENT:** I appreciate that, Professor. I really enjoy your class.   **FEMALE PROFESSOR:** And I'm looking forward to your papers too.   **MALE STUDENT:** I'd like to start on them pretty soon, and - may I hand them in before the due dates?   **FEMALE PROFESSOR:** Of course. That's what I like in a student. Determination and initiative.   **MALE STUDENT:** That's really me, Professor. I promise I'll make up for my time out.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why did the professor ask the student to see her after class? |
| Correct Answer | 4 |
| Option 1 | She wanted to discuss the student's paper. |
| Option 2 | She needed to give the student a make-up quiz. |
| Option 3 | She was upset that the student was late for class. |
| Option 4 | She wanted to talk about the student's poor attendance. |

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| **Question #** | **7** |
| **Kaplan QID** | **TLDE1468** |
| Passage ID (file name) | TLDE1467 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What work has the student completed so far? |
| Correct Answer | 1 |
| Option 1 | Readings |
| Option 2 | Labs |
| Option 3 | Term papers |
| Option 4 | Oral presentations |

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| **Question #** | **8** |
| **Kaplan QID** | **TLDE1469** |
| Passage ID (file name) | TLDE1467 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why has the student been absent from class? |
| Correct Answer | 2 |
| Option 1 | He does not like the subject. |
| Option 2 | He recently ended a relationship. |
| Option 3 | He finds the course too difficult. |
| Option 4 | He has been very ill. |

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| **Question #** | **9** |
| **Kaplan QID** | **TLIN1470** |
| Passage ID (file name) | TLDE1467 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | According to the dialogue, what will the student probably do next? |
| Correct Answer | 4 |
| Option 1 | Take a make-up quiz |
| Option 2 | Visit another professor |
| Option 3 | Drop the class |
| Option 4 | Begin working on a paper |

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| **Question #** | **10** |
| **Kaplan QID** | **TLIM1471** |
| Passage ID (file name) | TLDE1467 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **MALE STUDENT:** No, not yet - er, I - I don't know anyone in class. |
| Stem / Prompt | What can be inferred about the student? |
| Correct Answer | 2 |
| Option 1 | He has not understood many of the class discussions. |
| Option 2 | He has not made friends with any of his classmates. |
| Option 3 | He does not know how to answer the professor's question. |
| Option 4 | He does not think his classmates' notes would help him. |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI1744** |
| Passage ID (file name) | TLMI1744 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a theater class.   **FEMALE PROFESSOR:** Hello, class. Let's continue our discussion on Constantine Stanislavski and his use of external realism. Okay. First, can anyone tell me what external realism means?   **MALE STUDENT:** External realism was, um, where directors brought in objects from real life and utilized them on stage to make the play, um, more true to life.   **FEMALE PROFESSOR:** Okay...like what, Chris? Give me some examples, please.   **MALE STUDENT:** Stanislavski visited real places and bought authentic props and, uh, furniture because he believed that he was bringing an artistic truth to the stage that, uh, wasn't there before.   **FEMALE PROFESSOR:** Okay, good. Stanislavski used authentic furniture, props and costumes to create a profoundly real atmosphere on the stage. He combined reality and art to make theater productions that worked on many levels - aesthetic, historical, etcetera.   Now the concept of external realism came from the theories and directorial strategies of the Duke of Saxe-Meiningen, who we discussed last week.... He was really the first theater director to conceive of what we call "the soul of a play" - its essence or inner meaning. Anyway, Meiningen's concept was to visualize the entire production, by taking the emphasis off the words and the writing, and focusing instead on things like costuming, props, lighting, makeup, and sets. This required the director to be far more organized and visionary. Now, Meiningen's work was a major influence on Stanislavski. Stanislavski took these ideas a step further - and put even more emphasis on the work of finding the "soul of the play."   Okay, Chris just mentioned a few of the ways that, um, external realism helped to create a more authentic theater production...by bringing in authentic sets and scenery, by paying more attention to detail and the overall mood and look of the play, um, by paying attention to its time period, the characters, the way they move, the way they dress.... This allowed Stanislavski to use objects as a way to get closer to an authentic truth on the stage. Or, um, so he thought....   Let's take an example. How about Stanislavski's staging of Chekhov's play *The Seagull*? Stanislavski worked out very detailed production notes...and, uh, using Meiningen's ideas, Stanislavski transformed his notes and ideas into a long rehearsal process. The product of all this labor-intensive work resulted in the imposition of the director's vision onto the play - in other words, the director's interpretation of the play actually becomes critical to the way the play turns out. What do you think Chekhov thought about that?   **FEMALE STUDENT:** Chekhov wasn't happy because, well, Stanislavski was so into developing the role of the director in the production, and his interpretation differed from Chekhov's.   **FEMALE PROFESSOR:** Yes! Before then, the director's interpretation wasn't important to the production of a play. It was all about the words and the playwright. But Chekhov's criticism didn't bother Stanislavski - it encouraged him. He kept trying to develop the role of the director as artist. Stanislavski knew that external realism was, uh, only the beginning. In fact, he felt that external realism's preoccupation with objects was too confining and narrow. He wanted to take artistic direction to the next level. And what was that next level?   **MALE STUDENT:** Psychological realism? Um, where the focus is on portraying accurate or true-to-life emotions and mental states?   **FEMALE PROFESSOR:** Exactly! Stanislavski knew that external realism was merely truth in objects and that he had to go further. What was the play that got him interested in psychological realism?   **MALE STUDENT:** That was *Gorky*, right?   **FEMALE PROFESSOR:** He was the author.... What's the name of his play? Anybody remember? Okay, make sure you know this, please. It's called *The Lower Depths*. Okay, what did Stanislavski do differently with Gorky's *The Lower Depths*?   **FEMALE STUDENT:** Well...he went to Russia, to, uh, research the play....   **FEMALE PROFESSOR:** What was he looking for? Furniture? Authentic hats for his characters?   **FEMALE STUDENT:** No - well, yes. He still used external realism in his productions but he went beyond that with *The Lower Depths*. He went to Russia to watch people and, um, try to establish some basic questions about them so that he could uncover the inner meaning of the play.   **FEMALE PROFESSOR:** Right! He took external realism to the next level, to psychological realism. He looked for the essence of the play within the characters, which he based on the experiences and feelings of real people. Stanislavski tried to uncover what makes people tick. And he brought what he found back to the stage. Okay, well, we're almost out of time so, uh, in the next class we'll discuss how this leads Stanislavski to pursue his legendary work with actors.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 3 |
| Option 1 | Stanislavski's interest in psychological realism |
| Option 2 | Various points of view concerning authenticity in theater |
| Option 3 | Stanislavski's efforts to redefine the role of director |
| Option 4 | The crucial elements of external realism in theater |

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| **Question #** | **12** |
| **Kaplan QID** | **TLDM1745** |
| Passage ID (file name) | TLMI1744 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | According to the professor, in what way did Chekhov disagree with Stanislavski? |
| Correct Answer | 1 |
| Option 1 | Chekhov believed that the playwright's interpretation was more important than that of the director. |
| Option 2 | Chekhov did not think that external realism could be successfully achieved on stage. |
| Option 3 | Chekhov was more interested in the artistic vision of the director than in the look of the sets. |
| Option 4 | Chekhov did not want Stanislavski to make changes to his manuscript without consulting him. |

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| **Question #** | **13** |
| **Kaplan QID** | **TLDE1746** |
| Passage ID (file name) | TLMI1744 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, what are two key ideas associated with Meiningen? |
| Correct Answer | 14 |
| Option 1 | An emphasis on the look and feel of a production |
| Option 2 | Improvised dialog created by the actors and actresses on the stage |
| Option 3 | A focus on true-to-life emotions and mental states |
| Option 4 | The use of authentic objects to create more realistic theater productions |

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| **Question #** | **14** |
| **Kaplan QID** | **TLRF1747** |
| Passage ID (file name) | TLMI1744 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE STUDENT:** Well...he went to Russia to, uh, research the play....   **FEMALE PROFESSOR:** What was he looking for? Furniture? Authentic hats for his characters?  Why does the professor say this:   **FEMALE PROFESSOR:** What was he looking for? Furniture? Authentic hats for his characters? |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | To test whether students have been listening carefully to what she said earlier in the talk |
| Option 2 | To highlight the absurdity of focusing on sets and costuming at the expense of more dramatic elements |
| Option 3 | To encourage the students to come up with a more complex response to her question |
| Option 4 | To suggest that visual authenticity was very important to Stanislavski's research |

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| **Question #** | **15** |
| **Kaplan QID** | **TLIE1748** |
| Passage ID (file name) | TLMI1744 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE PROFESSOR:** Stanislavski tried to uncover what makes people tick. And he brought what he found back to the stage.  What does the professor mean when she says this:   **FEMALE PROFESSOR:** Stanislavski tried to uncover what makes people tick. |
| Stem / Prompt | What does the professor mean when she says this: |
| Correct Answer | 1 |
| Option 1 | Stanislavski wanted to find the basic motivations behind human behavior. |
| Option 2 | Stanislavski tried to understand cultural practices to make his plays more authentic. |
| Option 3 | Stanislavski researched authentic period costumes and sets. |
| Option 4 | Stanislavski recognized that some people tried to hide their true feelings. |

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| **Question #** | **16** |
| **Kaplan QID** | **TLRF1749** |
| Passage ID (file name) | TLMI1744 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the professor mention Gorky's play, *The Lower Depths*? |
| Correct Answer | 3 |
| Option 1 | To compare it to Stanislavski's later works |
| Option 2 | To discuss Gorky's use of authentic furniture and other props |
| Option 3 | To introduce the subject of psychological realism |
| Option 4 | To give an example of a poorly designed stage production |

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| **Question #** | **17** |
| **Kaplan QID** | **TLMI1331** |
| Passage ID (file name) | TLMI1331 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Now listen to a talk in a political science class.   **MALE PROFESSOR:** Before we discuss the proposals to reform the Electoral College, let's talk about how the system works today. The United States Congress consists of two chambers, or houses - the Senate, and the House of Representatives. There are a total of one hundred senators - two for each of the fifty states - and four hundred thirty-five members in the House of Representatives.   The number of representatives each state has is proportionate to its population, so - while the number of senators never changes - it's always two - the number of representatives is revised every decade when the national census is taken, to reflect changes in the state's population. The number of electors each state has is equal to the number of Congressional Representatives it has - senators plus representatives.   For example, right now, California has fifty-three representatives and two senators, so it has fifty-five electors. Most people become electors as a reward for loyal service to their political parties, so you might assume that an elector is going to vote for his party's candidate. But actually, only twenty-nine of the fifty states require that. The electors in the remaining twenty-one states are not bound by this rule - they can vote however they want. So, as you can see, the members of the Electoral College have an enormous influence on our political process, on who becomes president of the United States.   **MALE STUDENT:** Seems undemocratic if you ask me. Seems like what the voters want doesn't really count. I mean if, in the end, the decision is left up to just over five hundred people.... Who came up with this system, anyway?   **MALE PROFESSOR:** Very good question, Richard. The foundation for the Electoral College was laid by the nation's founders in the Constitution. And one of their main reasons for establishing the Electoral College was - surprisingly - to take the decision out of the hands of the people. You see, when the Constitution was written, communications were poor, transportation was difficult, and the education levels of the general public were, for the most part, low. So the whole idea behind the Electoral College was that the electors would act on behalf of the people, for their own good. This leads us to one of the major criticisms of the Electoral College: Our literacy and educational levels are much higher than they were back then. Today, candidates can travel from state to state easily and people have access to information from many different sources: radio, television, the internet.... The public today is much better equipped to make informed decisions about the candidates. Critics say this makes the Electoral College irrelevant.   **FEMALE STUDENT:** It's no wonder voter turnout is so low. Why bother to vote if your vote doesn't count anyway?   **MALE PROFESSOR:** Many people share your concern, Sarah. Under the current system, with the exception of two states - Maine and Nebraska - the party that wins the most votes in each state appoints all the electors for that state. This is called the "winner-take-all" method. In practice, this means that if you vote for the Democratic candidate, but most of your state votes for the Republican candidate, the Republican will get all of your state's votes. This makes a lot of people feel that their vote doesn't matter.   **FEMALE STUDENT:** If you ask me, it's not just that a particular individual's vote doesn't count. It seems like some states don't count altogether. I'm from the state of Delaware. None of the candidates ever visits Delaware. We're too small.   **MALE PROFESSOR:** Sarah, don't think that the small states don't matter. In fact, some people argue that the smaller states have more influence than they deserve because they get proportionately more electoral votes per person. A state with a relatively small population, like Wyoming, gets three electoral votes - one elector for every hundred and sixty-five thousand people, but a large state like Texas, gets thirty-two electors. Sounds like a lot, but it's only one elector per six hundred fifty-two thousand people. Advocates of the system say it prevents the politicians from focusing only on large states and big-city issues.   Back to your point, Sarah, the real reasons candidates seem to ignore certain states are probably rooted in the "winner-take-all" rule. Candidates have little incentive to campaign in states that they don't consider competitive. If a state has a tradition of strongly favoring one political party over the other, opposing candidates won't waste their limited resources campaigning there. So in states where one party has historically been dominant, voter turnout is usually very low, because people feel that their individual votes don't matter.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the primary purpose of this talk? |
| Correct Answer | 1 |
| Option 1 | To explain how the Electoral College works |
| Option 2 | To describe the components of Congress |
| Option 3 | To discuss reforms to the process of electing presidents |
| Option 4 | To show how members of Congress are elected |

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| **Question #** | **18** |
| **Kaplan QID** | **TLDE1332** |
| Passage ID (file name) | TLMI1331 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, what are two of the reasons the Electoral College was formed? |
| Correct Answer | 34 |
| Option 1 | People did not know how to vote |
| Option 2 | The largest states controlled the government |
| Option 3 | Many people lacked information about candidates |
| Option 4 | Travel was difficult |

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| **Question #** | **19** |
| **Kaplan QID** | **TLRF1333** |
| Passage ID (file name) | TLMI1331 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** So the whole idea behind the Electoral College was that the electors would act on behalf of the people, for their own good. This leads us to one of the major criticisms of the Electoral College: Our literacy and educational levels are much higher than they were back then.  Why does the professor say this:  **MALE PROFESSOR:** This leads us to one of the major criticisms of the Electoral College. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | To encourage students to give their opinions |
| Option 2 | To show how important the Electoral College is |
| Option 3 | To indicate what his point will be |
| Option 4 | To express his personal feelings about the Electoral College |

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| **Question #** | **20** |
| **Kaplan QID** | **TLIM1334** |
| Passage ID (file name) | TLMI1331 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE STUDENT:** It's no wonder voter turnout is so low. Why bother to vote if your vote doesn't count anyway?   **MALE PROFESSOR:** Many people share your concern, Sarah.   What does the professor mean when he says this:   **MALE PROFESSOR:** Many people share your concern, Sarah. |
| Stem / Prompt | What does the professor mean when he says this: |
| Correct Answer | 4 |
| Option 1 | That he is concerned about the student |
| Option 2 | That he is also worried about low voter turnout |
| Option 3 | That he does not believe low voter turnout is a problem |
| Option 4 | That he thinks others would agree with the student's point |

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| **Question #** | **21** |
| **Kaplan QID** | **TLIM1335** |
| Passage ID (file name) | TLMI1331 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE STUDENT:** Seems undemocratic, if you ask me. |
| Stem / Prompt | What can be inferred from the student's comment? |
| Correct Answer | 3 |
| Option 1 | He thinks the term "democracy" is poorly defined. |
| Option 2 | He is unsure how to answer the professor's question. |
| Option 3 | He thinks the current political system is unfair. |
| Option 4 | He is unsure what the professor is talking about. |

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| **Question #** | **22** |
| **Kaplan QID** | **TLDE1336** |
| Passage ID (file name) | TLMI1331 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, what is one strength of the Electoral College? |
| Correct Answer | 3 |
| Option 1 | Electors are required to vote for their party's candidate. |
| Option 2 | Candidates view all states as equally important. |
| Option 3 | Large states receive the same number of votes as small states. |
| Option 4 | More populated states have more electoral votes. |

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| **Question #** | **23** |
| **Kaplan QID** | **TLMI1416** |
| Passage ID (file name) | TLMI1416 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a psychology class.   **FEMALE PROFESSOR:** Okay, one of the things that distinguished Piaget from his contemporaries was his attitude towards psychological testing. This is a subject that remains controversial to this day.   One of Piaget's first jobs was actually with Dr. Theophile Simon at the Binet Laboratory in Paris. You will perhaps recall that Simon and Alfred Binet were responsible for producing the first successful intelligence tests.   Piaget was tasked with developing a standardized French version of some English-language reasoning tests.   If you recall, standardizing involves fixing the mode of delivery of a test, including the wording, the order of presentation of the questions and the behavior of the examiner so that differences in subjects' performance can be more definitely ascribed to...variations in their abilities or personality rather than to accidental differences in the way the test is delivered.   Anyway, as you can perhaps imagine, Piaget wasn't terribly thrilled with this detailed and I guess actually quite boring work - but it wasn't long before he found something that interested him. In fact...he began to take considerable interest in the incorrect responses given by many of the children he was testing. One of the really striking things he found was that the same type of wrong answer occurred frequently among children of about the same age and even more significantly...uh...the type of wrong answer given was different depending on the ages of the children.   The obvious explanation for this is that children simply get more intelligent as they get older, but...umm...Piaget wasn't convinced by this. He came to the conclusion that actually there was a qualitative difference in the way younger and older children think.   The problem with standardized tests was that quite often...uh...the children didn't understand the questions. Piaget drew on his experience of psychoanalysis to develop a method where rather than follow a standardized procedure...he would allow the answers the child gave to determine what questions...were asked next.   I think it's worth looking at this in a little more detail. A standardized test is fair in the sense that everyone gets the same questions delivered in the same way, but it often makes the assumption that the attribute to be tested is what's called unidimensional - this is fairly easy to see with something like height, which is a uniform or unidimensional quality. There's only one type of height and people have more or less of it. You can...measure...uh, plot how much they have on a scale.   Early results with intelligence testing seemed to suggest this was true with intelligence too. To say that someone with an IQ of a hundred and thirty is more intelligent than someone with an IQ of a hundred and fifteen depends on the belief that you can have a quantity of intelligence that can be measured on a scale...like height.   Important as the early discoveries in the field of intelligence testing were, I think today we're much more inclined to see intelligence as a complex of different skills and attributes rather than a single trait. In this, Piaget was very much ahead of his time, though to his contemporaries who were trying to establish psychological and intelligence testing on a scientific, statistical basis, he may have seemed something of a nuisance.   With today's personal computing power, we can easily do factor analysis on test results and attempt to break out different components of intelligence. Umm...this wasn't really possible in the days of the slide rule.... Umm...I think it's important to bear in mind that it's through experimental observation that we develop the fundamental theory and then of course, the methods to investigate in more detail are developed as further issues reveal themselves.   Anyway, to cut a long story short, Piaget's methodology was obviously very revealing in terms of the theories he was able to develop, though it is controversial in the sense that if every testing situation is, umm...tailored to the individual subject, it becomes very difficult to estimate how much of the results might be an artifact...a product of the testing situation and interactions between the participants rather than something that's genuinely in...a fundamental part of the psychological make-up of children. However, it is true that Piaget's results have been successfully replicated by many other researchers.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the main point of this talk? |
| Correct Answer | 4 |
| Option 1 | Piaget was an early advocate of tailored, rather than standardized, testing. |
| Option 2 | Piaget's work was respected more by his contemporaries than it is by today's scientists. |
| Option 3 | Piaget's work convinced the Binet laboratory to focus more of its research on children. |
| Option 4 | Piaget was one of the first researchers to identify the components of intelligence. |

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| **Question #** | **24** |
| **Kaplan QID** | **TLDE1417** |
| Passage ID (file name) | TLMI1416 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What did Piaget believe about children's intelligence? |
| Correct Answer | 3 |
| Option 1 | That children require training to be able to understand psychological tests |
| Option 2 | That it is impossible to measure children's intelligence |
| Option 3 | That test scores show a clear increase in intelligence as children age |
| Option 4 | That children's intelligence consists of multiple traits rather than one trait |

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| **Question #** | **25** |
| **Kaplan QID** | **TLDE1418** |
| Passage ID (file name) | TLMI1416 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What did Piaget discover while working at the Binet laboratory? |
| Correct Answer | 2 |
| Option 1 | That children who learned to read at a young age were generally more intelligent |
| Option 2 | That younger and older children think differently |
| Option 3 | That the children he studied there were different from other children he had studied |
| Option 4 | That a single trait could account for a large variation in children's intelligence |

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| **Question #** | **26** |
| **Kaplan QID** | **TLIN1419** |
| Passage ID (file name) | TLMI1416 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** Umm... I think it's important to bear in mind that it's through experimental observation that we develop the fundamental theory and then of course, the methods to investigate in more detail are developed as further issues reveal themselves. Anyway, to cut a long story short, Piaget's methodology was obviously very revealing in terms of the theories he was able to develop. |
| Stem / Prompt | What is the professor suggesting? |
| Correct Answer | 4 |
| Option 1 | It is important to study the methods that scientists use. |
| Option 2 | Piaget's research was more accurate than research being done today. |
| Option 3 | Piaget's research methods reveal a lot about his personality. |
| Option 4 | Theories can be developed only after trying many different investigative methods. |

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| **Question #** | **27** |
| **Kaplan QID** | **TLRF1420** |
| Passage ID (file name) | TLMI1416 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   Piaget drew on his experience of psychoanalysis to develop a method where rather than follow a standardized procedure...he would allow the answers the child gave to determine what questions...were asked next. I think it's worth looking at this in a little more detail.   Why does the professor say this:   **Professor:** I think it's worth looking at this in a little more detail. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 2 |
| Option 1 | To signal that she is about to change the topic |
| Option 2 | To indicate that she will continue to discuss the topic more fully |
| Option 3 | To emphasize that what follows will be tested on the final exam |
| Option 4 | To explain that what follows is only a minor point |

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| **Question #** | **28** |
| **Kaplan QID** | **TLII1421** |
| Passage ID (file name) | TLMI1416 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | According to the discussion, which of the following are true? |
| Correct Answer | 145 |
| Option 1 | Standardized tests minimize the effects of random factors on results. |
| Option 2 | Tailored tests pay little attention to the interaction between the tester and the subject. |
| Option 3 | Piaget's standardized tests were more accurate than others done at the Binet laboratory. |
| Option 4 | The results of tailored tests are still problematic. |
| Option 5 | Many researchers have been able to replicate Piaget's results. |

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| **Question #** | **29** |
| **Kaplan QID** | **TLMI1732** |
| Passage ID (file name) | TLMI1732 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a physics class.   **MALE PROFESSOR:** Today we're talking about rainbows. Okay. Rainbows appear throughout literature and in a number of cultures. For example, in the Bible, a rainbow represents a promise from God; and some folktales speak of, um, leprechauns hiding pots of gold at the ends of rainbows. Even the magical Land of Oz can be found "somewhere over the rainbow" - as the song goes. So, today I pose two questions: What is a rainbow? And is it really possible to get to the end of one, or over one, as the myths claim?   A rainbow is a band of color spectrum that can only occur when conditions are just right. Although bright sunlight usually appears to us as white light, it's actually a blending of the colors we typically associate with a rainbow - red, orange, yellow, green, blue, indigo, and violet.   While we commonly group the colors of the rainbow into this basic scheme, there are thousands of shades within the red to violet spectrum. We don't tend to notice them because they're beyond what our eyes can see. *[Pause]* To see a rainbow, two conditions must be met: The sun must be *behind* you at a fairly low angle in the sky, and spherical raindrops must be present in the atmosphere ahead of you. You won't be able to see rainbow when the sun is directly overhead, and it's not possible to see one when rain is cold enough to freeze.   But the sun is not the only factor in a rainbow's creation, as I mentioned: Raindrops also play an intricate part.   Rainbows also require, um, *spherical* raindrops, which are key to projecting a breathtaking array of color back to our eyes. Let me explain. As raindrops fall to the ground, surface tension pulls them into a spherical shape. The round surface of each raindrop and how light reflects and refracts as it emerges from each drop cause a rainbow's curved appearance. When sunlight passes around a raindrop, some of it is refracted into the raindrop. This light is then reflected from the backside of the drop and out toward the viewer, where it's refracted for a second time. The refraction and reflection of light from various raindrops allow us to witness a colorful rainbow.   Primary rainbows are the most common and are formed by a single internal reflection within the drop. Red is on the outer parameter and violet is on the inside of a primary rainbow. A secondary rainbow is the exact opposite and is caused by a double reflection in a drop. When light is reflected twice, its colors are reversed. In other words, violet is on the wider side of the arc and red is on the inside, or smaller side of the arc. In a secondary rainbow, light leaves the raindrops at around fifty-one degrees. The result is a *larger* rainbow arc. When both primary and secondary rainbows occur simultaneously, they produce a mirrored effect.   A rainbow appears to each viewer differently, and depends on the elevation and distance from the raindrops - that is - where the viewer is in relation to the raindrops. The only true way to find the end of a rainbow would be to be in two places at the same time, so that you are both viewing the rainbow and standing at the end of its arc - an impossible feat. So, I guess we'll just have to keep imaging what treasures lie at the end of - or over - the rainbow.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 3 |
| Option 1 | How color affects people's moods |
| Option 2 | The meaning of rainbows in myths and legends |
| Option 3 | The physical properties of rainbows |
| Option 4 | How the human eye perceives refracted light |

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| **Question #** | **30** |
| **Kaplan QID** | **TLII1733** |
| Passage ID (file name) | TLMI1732 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | According to the professor, to see a rainbow, which of the following must occur? |
| Correct Answer | 124 |
| Option 1 | The raindrops must not be frozen. |
| Option 2 | Spherical raindrops must be in the atmosphere in front of the viewer. |
| Option 3 | The viewer must be at the same elevation as the horizon. |
| Option 4 | The sun must be behind the viewer. |
| Option 5 | The raindrops must be touching each other. |

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| **Question #** | **31** |
| **Kaplan QID** | **TLDE1734** |
| Passage ID (file name) | TLMI1732 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, what causes a rainbow to be unique to each person who views it? |
| Correct Answer | 1 |
| Option 1 | The location of the viewer in relation to the raindrops |
| Option 2 | The curvature of each viewer's retina |
| Option 3 | The size of the raindrops closest to the viewer |
| Option 4 | The gradations of color each person is capable of perceiving |

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| **Question #** | **32** |
| **Kaplan QID** | **TLRF1735** |
| Passage ID (file name) | TLMI1732 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** Although bright sunlight usually appears to us as white light, it's actually a blending of the colors we typically associate with a rainbow - red, orange, yellow, green, blue, indigo, and violet.  Why does the professor say this:  **MALE PROFESSOR:** It's actually a blending of the colors we typically associate with a rainbow. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 1 |
| Option 1 | To indicate that white light is a combination of colors |
| Option 2 | To correct an earlier statement he made about rainbows |
| Option 3 | To emphasize the factors involved in producing rainbows |
| Option 4 | To explain why sunlight appears brighter when it is overhead |

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| **Question #** | **33** |
| **Kaplan QID** | **TLDE1736** |
| Passage ID (file name) | TLMI1732 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, what determines the color bands produced in a rainbow? |
| Correct Answer | 4 |
| Option 1 | The size and shape of each raindrop |
| Option 2 | The degree of surface tension within each raindrop |
| Option 3 | The number of internal reflections within each raindrop |
| Option 4 | The angle at which the sun hits each raindrop |

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| **Question #** | **34** |
| **Kaplan QID** | **TLDE1737** |
| Passage ID (file name) | TLMI1732 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, how do secondary rainbows differ from primary rainbows? |
| Correct Answer | 14 |
| Option 1 | The sequence of color bands is reversed. |
| Option 2 | The secondary rainbow is shorter. |
| Option 3 | The secondary rainbow contains larger bands of violet and red light. |
| Option 4 | The arc of the secondary rainbow is larger. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRWM1918** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | The word *evanescence* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | physical source |
| Option 2 | temporary quality |
| Option 3 | imaginary attribute |
| Option 4 | natural perfection |

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| **Question #** | **2** |
| **Kaplan QID** | **TRWM1919** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | The word *lumped* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | divided |
| Option 2 | formed |
| Option 3 | considered |
| Option 4 | grouped |

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| **Question #** | **3** |
| **Kaplan QID** | **TRWM1920** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | The word *camaraderie* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | exclusivity |
| Option 2 | optimism |
| Option 3 | intensity |
| Option 4 | friendship |

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| **Question #** | **4** |
| **Kaplan QID** | **TRDE1921** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | According to the passage, which of the following is true of Miss Florence Griswold? |
| Correct Answer | 1 |
| Option 1 | She decorated her house with the paintings of her boarders. |
| Option 2 | She was one of Childe Hassam's best students. |
| Option 3 | She helped artists find galleries in which to display their work. |
| Option 4 | She introduced a Boston artist to the Connecticut community. |

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| **Question #** | **5** |
| **Kaplan QID** | **TRRF1922** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | The author describes the importance of Childe Hassam's work by |
| Correct Answer | 2 |
| Option 1 | identifying his most famous paintings |
| Option 2 | describing his painting style and techniques |
| Option 3 | comparing his work to other well-known American impressionists |
| Option 4 | quoting a noted art critic |

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| **Question #** | **6** |
| **Kaplan QID** | **TRDE1923** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | All of the following are true of Childe Hassam EXCEPT |
| Correct Answer | 3 |
| Option 1 | his technique was the result of discipline and study |
| Option 2 | he lived at Miss Griswold's boarding house |
| Option 3 | he failed to received the recognition that he deserved |
| Option 4 | he painted landscapes |

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| **Question #** | **7** |
| **Kaplan QID** | **TRWM1924** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | The word *assimilating* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | absorbing |
| Option 2 | encouraging |
| Option 3 | remembering |
| Option 4 | re-creating |

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| **Question #** | **8** |
| **Kaplan QID** | **TRRE1925** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | The word *it* in the passage refers to |
| Correct Answer | 3 |
| Option 1 | the United States |
| Option 2 | movement |
| Option 3 | French Impressionism |
| Option 4 | structure |

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| **Question #** | **9** |
| **Kaplan QID** | **TRDE1926** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | What is said to have distinguished Mary Cassatt's work from the French Impressionists? |
| Correct Answer | 1 |
| Option 1 | She painted sentimental pictures of people. |
| Option 2 | She used brighter colors and more abstract shapes. |
| Option 3 | She painted landscapes in a realistic manner. |
| Option 4 | She used loose brushstrokes and pastel colors. |

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| **Question #** | **10** |
| **Kaplan QID** | **TRAO1927** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RAO |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | Which of the following statements most accurately reflects the author's opinion about the works of the American Impressionists? |
| Correct Answer | 2 |
| Option 1 | They have a playful and refreshing humor to them. |
| Option 2 | Most people will probably enjoy them. |
| Option 3 | They are almost as good as those of the works of the French Impressionists. |
| Option 4 | Most people will be already familiar with many of them. |

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| **Question #** | **11** |
| **Kaplan QID** | **TRCO1928** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. **~~+~~** She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. **~~+~~** Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. **~~+~~** His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. **~~+~~** His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | If they did this, they could stay without charge, and eat and drink whatever they wanted without a care, focusing only on their artistic pursuits. |
| Correct Answer | 2 |

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| **Question #** | **12** |
| **Kaplan QID** | **TRDE1929** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | Which of the following was a criticism leveled at the American Impressionists? |
| Correct Answer | 2 |
| Option 1 | They excluded talented artists from their discussions. |
| Option 2 | They lacked the skill needed to create realistic scenes. |
| Option 3 | They failed to choose appropriate subjects for their paintings. |
| Option 4 | They were more interested in commercial success than in pure art. |

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| **Question #** | **13** |
| **Kaplan QID** | **TRII1930** |
| Passage ID (file name) | TRWM1918 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *American Impressionism*  When most people think of the term *impressionism*, great French artists such as Claude Monet and August Renoir come to mind. But in fact there was an American Impressionist movement that took place in the United States in the late 1800s that produced artists who painted in a manner similar to the French style, but who managed to blend European techniques and approaches with uniquely American academic influences. Therefore, it can be said that the movement in the United States did not replicate French Impressionism, but rather reinterpreted it, with ultimately more structure and realism retained in the work.   American Impressionists tended to paint *en plein air*, which is a French phrase meaning "out of doors." They strived to convey the evanescence of sunlight and atmosphere, creating in their work, counterintuitive though it may seem, a heightened sense of reality. Landscapes and leisure scenes, such as garden flowers or bucolic nature scenes, were very often portrayed, but ultimately, their true subject was the suggestion of light. They sought to express an impression of nature achieved with dots and the breaking up of light and lines. Some critics, however, said that only painters who did not have the talent to recreate a scene exactly as it looked fell back on this atmospheric style, which was easier to paint. Nevertheless, the result was work that was pleasing to the eye and ultimately highly collected. Still, the American Impressionist movement cannot be lumped into one style. Some artists worked in muted colors and uniform tones, while some painted bright landscapes and seascapes. Mostly though, they used loose brushstrokes and pastel colors to truly capture the subtleties of illumination and ambience.   The artists were inclined to congregate together in cities like New York, so that they could share ideas and techniques. In the summer, they would retire to the countryside, hoping to recreate the sense of camaraderie found in art colonies in Europe. One town that became a haven for the artists was Old Lyme, Connecticut, located halfway between Boston and New York. It seemed to provide the perfect rural setting for artistic inspiration to flow freely, and eventually became famous coast-to-coast as a distinctive center for the arts.   Miss Florence Griswold owned a boarding house in Old Lyme specifically for artists. She welcomed them with open arms, asking only that they contribute to the house by adding a painting to one of the panels of her wall, designed just for that purpose. Childe Hassam was a well-known Boston painter who established himself at Miss Griswold's and attracted many other painters to Old Lyme. His works are considered among the best of American Impressionism. Hassam was a landscapist in a realist manner. He used human figures in his paintings, which often seemed to blend into the background, becoming more important as shapes and colors in changing and shimmering light than as subjects for their own sakes. His technique was a result of years of discipline, travel, and study, and he was ultimately rewarded with enormous prestige as an artist, winning honors and medals for his mastery of color and pattern.   Mary Cassatt and John Singer Sargent are two other notable American Impressionists. Mary Cassatt's work was a departure from other American Impressionists in that she tended to paint people, such as mothers and children, in sentimental scenes, but still employed the unique sense of light that set the impressionists apart. Additionally, she identified more with the famous French artists of the time than with the Americans, and was accepted as their equal in Paris. John Singer Sargent painted beautiful women and influential men, including actresses and presidents, but was also a prolific landscape painter, assimilating what he learned from impressionist and traditional masters in Europe.   Accessible and beautiful, the works of the great American Impressionists speak to the viewer without challenging or provoking. They can be enjoyed for their serenity and light-infused warmth in major museums throughout the United States, a source of pride and delight for both connoisseurs and newcomers to the art world. |
| Stem / Prompt | American Impressionism emerged in the United States in the late 1800s |
| Correct Answer | 256 |
| Option 1 | The great French Impressionist artists Monet and Renoir studied the work of the American Impressionists. |
| Option 2 | Light and atmosphere played a key part in the paintings of the American Impressionists. |
| Option 3 | The artists of the Impressionist movement met in France to share their ideas, and enjoy a relaxed and inspiring setting in which their art could flourish. |
| Option 4 | The work of realist landscape painters formed the foundation of much of the later work of the American Impressionists. |
| Option 5 | Though similar to French impressionism, the Americans brought a uniqueness to their movement that can be seen in the works of artists such as Mary Cassatt and John Singer Sargent. |
| Option 6 | American Impressionism encompasses a variety of styles, but loose brushstrokes and soft colors that create a sense of serenity are central characteristics. |

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| **Question #** | **14** |
| **Kaplan QID** | **TRDE1931** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | According to the information in the passage, all of the following are true of watersheds EXCEPT |
| Correct Answer | 3 |
| Option 1 | they are managed by wetlands |
| Option 2 | they capture and redistribute rain and snowfall |
| Option 3 | they are transitional areas |
| Option 4 | they empty into bodies of water |

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| **Question #** | **15** |
| **Kaplan QID** | **TRKT1932** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | Which of the following best describes *erosion*? |
| Correct Answer | 1 |
| Option 1 | The wearing away of land |
| Option 2 | The destruction of plant life |
| Option 3 | The removal of excess water |
| Option 4 | The reduction of soil quality |

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| **Question #** | **16** |
| **Kaplan QID** | **TRWM1933** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | The word *moderate* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | adjust |
| Option 2 | repair |
| Option 3 | reserve |
| Option 4 | allow |

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| **Question #** | **17** |
| **Kaplan QID** | **TRWM1934** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | The word *flourish* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | remain |
| Option 2 | pursue |
| Option 3 | appear |
| Option 4 | prosper |

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| **Question #** | **18** |
| **Kaplan QID** | **TRRE1935** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | The word *they* in the passage refers to |
| Correct Answer | 3 |
| Option 1 | streams, rivers, lakes, and coastlines |
| Option 2 | watersheds |
| Option 3 | wetlands |
| Option 4 | plants and animals |

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| **Question #** | **19** |
| **Kaplan QID** | **TRIN1936** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Watersheds and Wetlands*  -->No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | From the information in paragraph 1, it can be inferred that watersheds   An arrow [ ] marks paragraph 1. |
| Correct Answer | 1 |
| Option 1 | can vary in size |
| Option 2 | are driest in the summer |
| Option 3 | are more common near lakes |
| Option 4 | can support many kinds of plants and animals |

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| **Question #** | **20** |
| **Kaplan QID** | **TRDE1937** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | Which of the following causes of the destruction of wetlands is mentioned in the passage? |
| Correct Answer | 1 |
| Option 1 | Draining to make way for development |
| Option 2 | Soil removal |
| Option 3 | The damming of rivers, lakes, and streams to provide hydroelectric energy |
| Option 4 | Evaporation due to global warming |

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| **Question #** | **21** |
| **Kaplan QID** | **TRIN1938** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   -->However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | It can be inferred from the information in paragraph 4 that   An arrow [ ] marks paragraph 4. |
| Correct Answer | 4 |
| Option 1 | a lack of wetlands is responsible for the death of algae in streams and lakes |
| Option 2 | the lack of algae and water plants in streams and lakes can ultimately kill fish |
| Option 3 | oxygen depletion in streams and lakes is a result of too few wetlands |
| Option 4 | wetlands are crucial for the removal of an excess of nutrients in streams and lakes |

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| **Question #** | **22** |
| **Kaplan QID** | **TRRF1939** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   -->It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | In paragraph 5, the author discusses wetlands in relation to the economy by   An arrow [ ] marks paragraph 5. |
| Correct Answer | 2 |
| Option 1 | describing how industries located in wetlands can harm them |
| Option 2 | identifying various products and functions wetlands provide |
| Option 3 | suggesting that the products obtained from wetlands cannot be replaced with other goods |
| Option 4 | illustrating how the construction of additional water treatment plants has created new jobs |

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| **Question #** | **23** |
| **Kaplan QID** | **TRRF1940** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   -->Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | In paragraph 3, the author compares wetlands to   An arrow [ ] marks paragraph 3. |
| Correct Answer | 1 |
| Option 1 | sponges |
| Option 2 | fertilizer |
| Option 3 | algal blooms |
| Option 4 | marsh grasses |

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| **Question #** | **24** |
| **Kaplan QID** | **TRDE1941** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | All of the following are said to be dependant on wetlands EXCEPT |
| Correct Answer | 4 |
| Option 1 | white-tailed deer |
| Option 2 | bobcats |
| Option 3 | moose |
| Option 4 | alligators |

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| **Question #** | **25** |
| **Kaplan QID** | **TRPA1942** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| 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 | 4 |
| Option 1 | In the end, a watershed area can support only a limited number of people. |
| Option 2 | To conclude, people are responsible for polluting the watershed region, which is a potential problem. |
| Option 3 | If the population of a watershed is too large, the quality of the wetlands will suffer. |
| Option 4 | People in watershed regions must guard against excess pollutants washing into the wetlands. |

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| **Question #** | **26** |
| **Kaplan QID** | **TRCO1943** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. **~~+~~** A watershed is all the land area that drains into a particular lake, river, or ocean. **~~+~~** All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). **~~+~~** They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. **~~+~~** Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | The deliberate draining of wetlands to provide more land for development has had catastrophic consequences in many nations. |
| Correct Answer | 4 |

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| **Question #** | **27** |
| **Kaplan QID** | **TRII1944** |
| Passage ID (file name) | TRDE1931 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Watersheds and Wetlands*  No matter where you happen to be on land, you are in a watershed. A watershed is all the land area that drains into a particular lake, river, or ocean. All the rain or snow that falls in an area and does not evaporate eventually makes its way to a body of water. Wetlands play a key role in the management of watersheds. They are the transitional areas between dry land and water (streams, rivers, lakes, and coastlines). They take many forms, including marshes, swamps, and bogs. They protect water quality, moderate water quantity, and serve as a home for many plants and animals. Without wetlands in a watershed region, flooding, an increase in erosion, a decrease in animal, plant and bird species, and concomitant economic losses can be expected.   Wetlands are formed as sediment is deposited along river corridors and at the mouths of rivers, forming alluvial plains or deltas. Wetlands can also be formed by aging lakes that become filled in with sediments. Once a wetland is established, opportunistic plants, such as marsh grasses, and animals seek out the new habitat and flourish there. As these areas mature, their soils change, which impacts the variety of plant and animal species that they support. In fact, soils and plants act as "identifiers" for the various types of wetlands.   Wetlands often act like giant sponges, soaking up water that runs off the land. They improve water quality by breaking down, removing, using, or retaining nutrients, organic waste, and sediment carried to the wetland with runoff from the watershed. They reduce the severity of floods downstream by retaining water and releasing it during drier periods. They help slow floodwaters, lower flood heights, and reduce shoreline and stream bank erosion. Another benefit of wetlands is that they provide habitats, breeding grounds, and resting areas for birds. Bald eagles, ospreys, hawks, egrets, herons, and kingfishers are just a few of the birds that thrive in wetlands. Wetland-dependent mammals include the muskrat, beaver, moose, raccoon, bobcat, swamp rabbit, and white-tailed deer. The proliferation of the variety of species in wetlands in turn increases opportunities for human recreation, such as bird watching, waterfowl hunting, photography, and outdoor education. The natural beauty and solitude of wetlands are a vital part of many people's lives, providing a peaceful place to reflect while escaping from everyday stress and strain.   However, the biggest recipient of the benefits of wetlands is the environment. Vegetated riparian wetlands in agricultural areas have been proven to remove high percentages of phosphorus and nitrogen from runoff water high in fertilizer content. Without these wetlands, the increased load of nutrients entering rivers, streams, and lakes could result in algal blooms and overabundant aquatic plant growth. When these algae and plants die, oxygen in the water is used during the decomposition process. This can result in oxygen depletion, which may kill off many fish. In addition, many chemical fertilizers, human and household wastes, and toxic compounds find their way into sediments that become trapped in wetlands. Plants and the biological processes present in wetlands break down and convert these pollutants into less harmful substances, assisting in purifying the environment. However, when too many pollutants enter the wetlands and overwhelm the purification process, everything dependant on the wetlands suffers.   It is vital to be concerned about the welfare of wetlands, in part because they benefit a nation's economy by contributing to the fishing and shell fishing industries, which harvest wetland-dependent species. Other wetland-reliant products include cranberries, blueberries, wild rice, animal pelts, timber, and substances used in medicines. Wetlands also benefit the economy in that their natural purification functions reduce the costs of constructing, operating, and maintaining drinking water treatment plants.   Ultimately, the human population of the watershed area is responsible for protecting the quality of wetlands from potential pollutants. They also need work together to stop the destruction of many thousands of acres of wetlands annually due to draining for urban and agricultural development. Because wetlands protect watershed regions from flooding and erosion, and improve the environment exponentially, each person in that region must do his or her part to protect the wetlands and the myriad benefits they bring to humans and animals alike. |
| Stem / Prompt | Wetlands are regions which can serve a watershed in many ways. |
| Correct Answer | 345 |
| Option 1 | Wetlands are a major source of ingredients for various medicines. |
| Option 2 | Wetlands are classified by biologists according to the type of soil that they have. |
| Option 3 | Wetlands keep soil from washing away, help prevent flooding, and ultimately benefit the economy. |
| Option 4 | Wetlands have many functions including providing relief for watersheds during drought, purifying the water supply, and supporting wildlife. |
| Option 5 | Wetlands, transitional areas between dry land and bodies of water, are formed by sediments deposited along rivers and in aging lakes. |
| Option 6 | The proper management of watersheds is a high priority for the national government. |

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| **Question #** | **28** |
| **Kaplan QID** | **TRMI1945** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | According to the passage, scientists have recently begun to investigate meditation because |
| Correct Answer | 2 |
| Option 1 | new evidence suggest the mind may be able to heal the body |
| Option 2 | advances in technology have made it more feasible |
| Option 3 | many patients have claimed that it has helped them recover from illness |
| Option 4 | many universities and health science centers have doctors who meditate |

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| **Question #** | **29** |
| **Kaplan QID** | **TRWM1946** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | The word *distinct* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | healthy |
| Option 2 | important |
| Option 3 | clear |
| Option 4 | advanced |

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| **Question #** | **30** |
| **Kaplan QID** | **TRWM1947** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | The word *prestigious* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | spiritual |
| Option 2 | technical |
| Option 3 | respected |
| Option 4 | trained |

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| **Question #** | **31** |
| **Kaplan QID** | **TRDE1948** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | All of the following technologies are mentioned in the passage as being useful for studying meditation EXCEPT |
| Correct Answer | 3 |
| Option 1 | rCBF |
| Option 2 | MRI |
| Option 3 | X-Rays |
| Option 4 | EEG |

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| **Question #** | **32** |
| **Kaplan QID** | **TRWM1949** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | The word *abounds* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | confuses |
| Option 2 | is prevalent |
| Option 3 | remains |
| Option 4 | reaches a maximum |

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| **Question #** | **33** |
| **Kaplan QID** | **TRCO1950** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   **~~+~~** Meditation also appeared to have elevated serotonin production in the brains of the experimental group. **~~+~~** The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. **~~+~~** Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system. **~~+~~**   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | Though further research is required, meditation may turn into an alternative therapy to the various prescription drugs now used to regulate serotonin and melatonin levels. |
| Correct Answer | 4 |

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| **Question #** | **34** |
| **Kaplan QID** | **TRRE1951** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | The word *it* in the passage refers to |
| Correct Answer | 3 |
| Option 1 | mind |
| Option 2 | brain |
| Option 3 | meditation |
| Option 4 | research |

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| **Question #** | **35** |
| **Kaplan QID** | **TRIN1952** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   -->Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | What can be inferred about the results of the experiment described in paragraph 5?   An arrow [ ] marks paragraph 5. |
| Correct Answer | 1 |
| Option 1 | They were unexpected. |
| Option 2 | They were inconclusive. |
| Option 3 | They did not take into account the age of the subjects. |
| Option 4 | They have since been duplicated by other researchers. |

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| **Question #** | **36** |
| **Kaplan QID** | **TRPA1953** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| 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 | 2 |
| Option 1 | The increase in antibodies for the group of meditators was predicted to be significantly larger than that of the control group. |
| Option 2 | Though both groups developed the antibodies, as was expected, the increase for the group who meditated was much larger than that of the control group. |
| Option 3 | While both groups were predicted to develop the antibodies, the meditators demonstrated to the control group that they were largely significant. |
| Option 4 | As was predicted, the groups demonstrated a significantly larger increase in the development of antibodies than the meditators and the control group. |

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| **Question #** | **37** |
| **Kaplan QID** | **TRDE1954** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   -->Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | According to the information in paragraph 7, why is meditation thought to be effective in treating addictions?   An arrow [ ] marks paragraph 7. |
| Correct Answer | 3 |
| Option 1 | It mimics the effects of some drugs. |
| Option 2 | It controls certain hormones associated with craving. |
| Option 3 | It physically alters pathways in the brain. |
| Option 4 | It replaces serotonin. |

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| **Question #** | **38** |
| **Kaplan QID** | **TRDM1955** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RDM |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | According to the passage, serotonin and melatonin |
| Correct Answer | 4 |
| Option 1 | are both produced in the prefrontal lobe |
| Option 2 | are both linked to Alzheimer's disease |
| Option 3 | are both decreased by the practice of meditation |
| Option 4 | are both involved in the regulation of sleep |

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| **Question #** | **39** |
| **Kaplan QID** | **TRDT1956** |
| Passage ID (file name) | TRMI1945 |
| Question Type | Reading Comprehension |
| SkillCode | RDT |
| Listening Stimulus | Control Group\_4Experimential Group\_3 |
| Reading Passage | *Meditation and Science*  Although meditation has been around for generations, only within the last 30 to 40 years has science begun to study the medical effects of the ancient spiritual practice. Recent advances in technology that allow biologists to study neurological activity have led to the realization that there are distinct beneficial biochemical changes that occur in the body due to meditation.   Many of the world's most prestigious universities and health science centers have conducted neurological research into the physical effects of meditation. These studies have been made possible by innovations in medical imaging, enabling scientists to monitor and map the subtle biochemical processes within the brain. The rCBF (regional Cerebral Blood Flow), real time MRI (Magnetic Resonance Imaging), and the EEG (electroencephalography) all allow scientifically rigorous experiments on the impact of meditation on the brain.   In one study, participants were randomly assigned to one of two groups. The first group, the experimental group, received intensive training in meditation in a ten-day course. They were further assigned an additional month of meditation at home in which they were required to continue the practice for at least two hours a day. The second group, the control group, did not receive any training and did not engage in meditation at home.   Neurologists then used the latest imaging techniques to measure electrical activity in the frontal lobe of the brain, an area that is known to be the control center for certain types of emotion. Earlier experiments demonstrated that in times of positive and optimistic moods, this area of the brain shows a rise in electrical signals fired between the brain cells, or neurons. These signals are passed along by chemicals known as neurotransmitters. The experimental group showed a marked increase in frontal lobe activity, while the control group did not. This confirms that meditation alters the chemistry of the brain.   Surprisingly, the experimental group also appeared to have stronger immune systems than the control group. Both groups were given a flu vaccine at the end of the meditation course. Then, at four and eight weeks after the vaccine was administered, the number of flu antibodies in the bloodstream was measured. As predicted, both groups developed the antibodies, but the meditators demonstrated a significantly larger increase than the control group.   Meditation also appeared to have elevated serotonin production in the brains of the experimental group. The serotonin levels of the control group remained normal. Serotonin is an important neurotransmitter, low levels of which are thought to cause depression. A deficiency in serotonin has also been linked to other disorders such as insomnia, obesity, migraine headaches, and premenstrual syndrome. In addition to serotonin, meditation also increased the levels of melatonin. Like serotonin, melatonin is a neurotransmitter that has been linked to mood, behavior, and regulation of sleep. Research also indicates that melatonin may help to fight cancer and enhance the immune system.   Though skepticism still abounds among biochemists, most now recognize an inherent link between the chemistry of the brain and a person's emotional state. Many higher brain functions are thought to be the result of neural pathways that, like a well-worn trail through a forest, become more defined with repeated use. This is why repetition enhances memory. If, by concentrating thought, meditation can change those pathways (a biochemical phenomenon), then the physical structure of the brain can also be changed. New research shows how meditation actually retrains the mind and reshapes the brain. Tests suggest that it can actually reset the brain, for example, changing the point at which a traffic jam sets the blood boiling. Perhaps this explains why meditation has been found to be effective in drug and alcohol rehabilitation programs. In any case, just as stress has been linked to various physical problems, if meditation proves able to reduce anxiety, then its benefits to bodily health will be indisputable. |
| Stem / Prompt | Choose the answer choices from the list and then match them to the group to which they relate. You will NOT use TWO of the answer choices. ***This question is worth 4 points.*** |
| Correct Answer | 1458369 |
| Option 1 | Did not increase levels of melatonin |
| Option 2 | Reported feeling more energy |
| Option 3 | Had a stronger immune system |
| Option 4 | Experienced no significant increase in frontal lobe activity |
| Option 5 | Developed the fewest flu antibodies |
| Option 6 | Had elevated levels of neurotransmitters |
| Option 7 | Experienced a significant decrease in frontal lobe activity |
| Option 8 | Had normal serotonin levels |
| Option 9 | Practiced meditation at home for one month |