

TPO57-1 Pests and Pesticides

Around 1870, a little fruit-eating insect arrived in San Jose, California, on some nursery stock shipped from Asia. The pest, which became known as the San Jose scale, quickly spread through the United States and Canada, killing orchard trees as it went. Farmers found that the best way to control the scale was to spray their orchards with a mixture of sulfur and lime. Within a few weeks of spraying a tree, the insect vanished completely.

Around the turn of the century, however, farmers began to notice that the sulfur-lime mixture was not working all that well. A handful of scales would survive a spraying and eventually rebound to their former numbers. In Clarkston Valley in Washington State, orchard growers became convinced that manufacturers were adulterating their pesticide. They built their own factory to guarantee a pure poison, which they drenched over their trees, yet the scale kept spreading uncontrollably. An entomologist named A. L. Melander inspected the trees and found scales living happily under a thick crust of dried spray. Melander began to suspect that adulteration was not to blame. In 1912, he compared how effective the sprays were in different parts of Washington. In Yakima and Sunnyside, he found that sulfur-lime could wipe out every last scale on a tree, while in Clarkston between 4 and 13 percent survived. On the other hand, the Clarkston scales were annihilated by a different pesticide made from fuel oil, just as the insects in other parts of Washington were. In other words, the scales of Clarkston had a peculiar resistance to sulfur-lime.

Melander wondered why. He knew that if individuals eat small amounts of certain poisons, such as arsenic, they can build up an immunity. But San Jose scales bred so quickly that no single scale experienced more than a single spray of sulfur-lime, giving them no chance to develop immunity.

A radical idea occurred to Melander. Perhaps mutations made a few scales resistant to sulfur-lime. When farmers sprayed their trees, these resistant scales survived, as did a few nonresistant ones that hadn't received a fatal dose. The surviving scales would then breed, and the resistant genes would become more common in the following generations. Depending on the proportions of the survivors, the trees might become covered by resistant or nonresistant scales. In the Clarkston Valley region, farmers had been using sulfur-lime longer than anywhere else in the Northwest and were desperately soaking their trees with the stuff. In the process, they were driving the evolution of more resistant scales.

Melander offered his ideas in 1914, but no one paid much attention to him; they were too busy discovering even more powerful pesticides. ■ In 1939 the Swiss chemist Paul Muller found that a compound of chlorine and hydrocarbons called DDT could kill insects more effectively than any previous pesticide had. ■ DDT was cheap and easy to make, it could kill many species of insects, and it was stable enough to be stored for years. ■ It could be used in small doses, and it didn't seem to pose any health risks to humans. Between 1941 and 1976, 4.5 million tons of DDT were produced. DDT was so powerful and cheap that farmers gave up old-fashioned ways of controlling pests, such as draining standing water or breeding resistant strains of crops.

DDT and similar pesticides created the delusion that pests could be not merely controlled but eradicated, so farmers began spraying pesticides on their crops as a matter of course, rather than to control outbreaks. Meanwhile, public health workers saw in DDT the hope of controlling mosquitoes, which spread diseases such as malaria.

DDT certainly saved a great many lives and crops, but even in its early days, some scientists saw signs of its doom. In 1946 Swedish scientists discovered houseflies that could no longer be killed with DDT. Houseflies in other countries became resistant as well in later years, and soon other species could withstand it. Melander's warning was becoming a reality. By 1992 more than 500 species were resistant to DDT, and the number is still climbing. As DDT began to fail, farmers at first just applied more of it; when more no longer worked, they switched to newer pesticides.

1. The word "vanished" in the passage is closest in meaning to
 - A. recovered
 - B. disappeared
 - C. adapted
 - D. Retreated

2. According to paragraph 2, how did farmers in Clarkston Valley explain the lack of success they were having with the use of the sulfur-lime mixture?
 - A. They suspected that surviving insects might have been a different variety of scale.
 - B. They believed that the mixture was not being applied to the trees properly.
 - C. They thought the mixture was being weakened by the manufacturers.
 - D. They assumed that the new scales were coming from nearby orchards.

3. In paragraph 3, why does the author compare the effects of sulfur-lime pesticide in Yakima and Sunnyside with its effect in Clarkston?
 - A. To provide evidence that a new pesticide made from fuel oil was more effective than the sulfur-lime mixture
 - B. To explain why Melander thought that scales had become resistant to the pesticide
 - C. To indicate how Melander discovered that scale insects were killing trees throughout Washington
 - D. To illustrate the success of farmers who chose to manufacture their own pesticide

4. The word "annihilated" in the passage is closest in meaning to
 - A. unaffected
 - B. strengthened
 - C. quickly weakened
 - D. completely eliminated

5. According to paragraph 4, why did Melander reject the possibility that scales could have developed immunity?
- A. Immunity could not effectively be passed on to the enormous number of offspring produced by scales.
 - B. The development of immunity to a poison usually occurs from eating small doses of the poison, but scales did not eat the sulfur-lime mixture.
 - C. The lifecycle of a scale is so short that no scale was exposed to more than one spraying of pesticide.
 - D. Only certain poisons lead to the development of an immunity, and the poisons used in the pesticides were not believed to be among these.
6. According to paragraph 5, how did Melander account for the increasing number of scales that were resistant?
- A. A few scales developed mutated genes that gave them pesticide resistance, and these genes were then spread among later generations.
 - B. Farmers were using so much pesticide that only resistant scales could survive and reproduce.
 - C. Some scales that survived the pesticide did not have a genetic mutation for resistance and their numbers made it appear that scales were becoming increasingly resistant
 - D. Scales receiving several low doses of pesticide over the course of their lives gradually built up an immunity.
7. What can be inferred from paragraph 5 about resistance to sulfur-lime pesticide in regions of the Northwest other than Clarkston?
- A. The proportion of resistant scales was lower in the other regions because they used several pesticides not used in Clarkston.
 - B. The proportion of resistant scales was lower in the other regions because they had not used sulfur-lime pesticide as long as Clarkston had.
 - C. The scales in the other regions could not develop resistance because they were genetically different from the scales in Clarkston.
 - D. The scales in the other regions could not develop resistance because they were never exposed to the sulfur-lime pesticide.
8. All of the following are mentioned in paragraph 6 as true of DDT EXCEPT:
- A. It could be manufactured at a low cost.
 - B. It was effective against many different species.
 - C. It did not need to be used in large doses in order to be effective.
 - D. It had been used successfully in Europe before 1939.

9. The word "pose" in the passage is closest in meaning to
- A. worsen
 - B. present
 - C. restore
 - D. spread
10. Why does the author mention "draining standing water or breeding resistant strains of crops"?
- A. To contrast the cost of DDT with the cost of old-fashioned ways of controlling pests
 - B. To present evidence that European agricultural activity had declined before 1941
 - C. To provide examples of farming practices that were abandoned due to the success of DDT
 - D. To indicate that certain farming practices were never explored because DDT was so effective
11. The word "withstand" in the passage is closest in meaning to
- A. avoid
 - B. digest
 - C. detect
 - D. tolerate
12. According to the passage, in what way did sulfur-lime and DDT have similar histories of use?
- A. With both pesticides users at first had the false belief that the pesticide would completely eliminate pests.
 - B. In both cases it was found that widespread use of the pesticide caused health problems in humans.
 - C. Both pesticides were eventually used only in small quantities to avoid the development of resistance to the pesticide.
 - D. Users of both pesticides had the mistaken belief that the pesticide could be used to control diseases affecting humans, such as malaria.
13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.
- These advantages made it appear to be the perfect solution, and farmers began to use it in large quantities.
- Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.
- A. In 1939 the Swiss chemist Paul Müller found that a compound of chlorine and hydrocarbons called DDT could kill insects more effectively than any previous pesticide had.
 - B. DDT was cheap and easy to make, it could kill many species of insects, and it was stable enough to be stored for years.
 - C. It could be used in small doses, and it didn't seem to pose any health risks to humans.
 - D. These advantages made it appear to be the perfect solution, and farmers began to use it in large quantities.

14. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth **2 points**.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click **VIEW TEXT**.

A. L. Melander determined that a pest population develops resistance to a pesticide to which it is repeatedly exposed.

Answer Choices

- A. In the early 1900s, farmers began to notice that a sulfur and lime mixture that had previously been effective against the San Jose scale had stopped working.
- B. With the failure of the sulfur-lime mixture against the San Jose scale, farmers became convinced that pesticides alone could not eliminate pests.
- C. Melander hypothesized that genetic mutations in the scales that survived spraying with sulfur-lime were making the scale population increasingly resistant to the pesticide.
- D. As the use of pesticides become more widespread in the late 1800s, farmers set up factories to produce their own pesticides.
- E. Continued use of DDT showed that individual pests responded differently to it.
- F. When pests became resistant to even more effective pesticides such as DDT, Melander's ideas were confirmed.

TPO57-2 The Debate over Spontaneous Generation

Until the second half of the nineteenth century, many scientists and philosophers believed that some forms of life could arise spontaneously from nonliving matter, they called this hypothetical process spontaneous generation. Not much more than 100 years ago, people commonly believed that toads, snakes, and mice could be born of moist soil, that flies could emerge from manure; and that maggots, the larvae of flies, could arise from decaying corpses.

A strong opponent of spontaneous generation, the Italian physician Francesco Redi, set out in 1668 to demonstrate that maggots did not arise spontaneously from decaying meat. Redi filled three jars with decaying meat and sealed them tightly. Then he arranged three other jars similarly but left them open. Maggots appeared in the open vessels after flies entered the jars and laid their eggs, but the sealed containers showed no signs of maggots. Still, Redi's antagonists were not convinced, they claimed that fresh air was needed for spontaneous generation. ■ So Redi set up a second experiment, in which three jars were covered with a fine net instead of being sealed. ■ No larvae appeared in the net-covered jars, even though air was present. ■ Maggots appeared only when flies were allowed to leave their eggs on the meat. ■

Redi's results were a serious blow to the long-held belief that large forms of life could arise from nonlife. However, many scientists still believed that tiny microorganisms were simple enough to be generated from nonliving materials.

The case for spontaneous generation of microorganisms seemed to be strengthened in 1745, when John Needham, an Englishman, found that even after he heated nutrient fluids (chicken broth and corn broth) before pouring them into covered flasks, the cooled solutions were soon teeming with microorganisms. Needham claimed that microbes developed spontaneously from the fluids. Twenty years later, Lazzaro Spallanzani, an Italian scientist, suggested that microorganisms from the air probably had entered Needham's solutions after they were boiled. Spallanzani showed that nutrient fluids heated after being sealed in a flask did not develop microbial growth. Needham responded by claiming the "vital force" necessary for spontaneous generation had been destroyed by the heat and was kept out of the flasks by the seals.

This intangible "vital force" was given all the more credence shortly after Spallanzani's experiment, when Laurent Lavoisier showed the importance of oxygen to life. Spallanzani's observations were criticized on the grounds that there was not enough oxygen in the sealed flasks to support microbial life.

The issue was still unresolved in 1858, when the German scientist Rudolf Virchow challenged spontaneous generation with the concept of biogenesis, the claim that living cells can arise only from preexisting living cells. Arguments about spontaneous generation continued until 1861, when the work of the French scientist Louis Pasteur ended the debate.

With a series of ingenious and persuasive experiments, Pasteur demonstrated that microorganisms

are present in the air and can contaminate sterile solutions, but air itself does not create microbes. He filled several short-necked flasks with beef broth and then boiled their contents. Some were then left open and allowed to cool. In a few days, these flasks were found to be contaminated with microbes. The other flasks, sealed after boiling, were free of microorganisms. From these results, Pasteur reasoned that microbes in the air were the agents responsible for contaminating nonliving matter such as the broths in Needham's flasks.

Pasteur next placed broth in open-ended long-necked flasks and bent the necks into S-shaped curves. The contents of these flasks were then boiled and cooled. The broth in the flasks did not decay and showed no signs of life, even after months. Pasteur's unique design allowed air to pass into the flask, but the curved neck trapped any airborne microorganisms that might have contaminated the broth.

Pasteur showed that microorganisms can be present in nonliving matter--on solids, in liquids, and in the air. His work provided evidence that microorganisms cannot originate from mysterious forces present in nonliving materials. Rather, any appearance of "spontaneous" life in nonliving solutions can be attributed to microorganisms that were already present in the air or in the fluids themselves.

15. The word "hypothetical" in the passage is closest in meaning to

- A. biological
- B. observable
- C. supposed
- D. repeated

16. According to paragraph 2, the purpose of Redi's second experiment was to show that spontaneous generation did not occur when

- A. air was allowed to enter the net-covered jars
- B. flies were allowed to enter the open jars
- C. larvae were removed from net-covered jars
- D. meat decay was prevented

17. According to paragraph 3, how did Redi's experiments change the debate over spontaneous generation?

- A. His experiments strengthened the belief that large organisms could be generated from small organisms.
- B. His experiments suggested that simple organisms could be generated from nonliving things.
- C. His experiments provided evidence that at least some kinds of organisms did not arise spontaneously.
- D. His experiments showed that small organisms survived the absence of air more easily than large ones did.

18. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- A. John Needham seemed to confirm the idea of spontaneous generation when he found that heated broth remained uncontaminated but that numerous microorganisms appeared in cool broth.
- B. John Needham gave support to the idea of spontaneous generation by showing that microorganisms appeared in broth that was heated before being placed in sealed containers.
- C. John Needham seemed to show that microorganisms were generated spontaneously in broth that had been sealed before being heated and then cooled.
- D. John Needham seemed to show that the spontaneous generation of microorganisms was more likely to occur in greater quantity in heated rather than cooled broth.

19. In paragraph 4, why does the author discuss Spallanzani's experiment of heating nutrient fluids after they were sealed in flasks?

- A. To explain why Spallanzani concluded that Needham's solutions had probably been contaminated with microbes from the air
- B. To illustrate the increasing accuracy of theories about life forms based on experiments conducted during the eighteenth century
- C. To explain why nutrient solutions that were heated and then cooled in covered flasks contained microorganisms
- D. To illustrate how the boiling of nutrient solutions had affected the results of Needham's experiments

20. The word "intangible" in the passage is closest in meaning to

- A. nonmaterial
- B. independent
- C. powerful
- D. insignificant

21. According to paragraph 5, Lavoisier's discovery of the importance of oxygen to life led some scientists to conclude that

- A. microbes are more dependent on oxygen than are other organisms
- B. nutrient solutions are not necessary for the support of microbial life
- C. Spallanzani's experiments had been flawed
- D. spontaneous generation occurs more often in air than in liquids

22. The word "unresolved" in the passage is closest in meaning to

- A. undecided
- B. unexplored
- C. unopposed
- D. unrestrained

23 Paragraphs 6-8 suggest which of the following about the relationship between Pasteur's experiments and Virchow's concept of biogenesis?

- A. In his description of the concept of biogenesis, Virchow proposed experiments similar to those later conducted by Pasteur.
- B. Pasteur's experiments supported Virchow's idea that living organisms could arise only from other living organisms.
- C. Pasteur's experiments renewed the arguments about spontaneous generation, which were finally settled by Virchow's theory.
- D. Pasteur's experiments ended the debate about Virchow's concept of biogenesis by showing that the theory did not explain how microorganisms were generated.

24. The word "ingenious" in the passage is closest in meaning to

- A. very challenging
- B. well-organized
- C. very clever
- D. informative

25. According to paragraph 7, why did Pasteur think that the microorganisms that had contaminated the liquids in his experiment had come from the air?

- A. Previous experiments had shown that microbes in the air could contaminate sterile liquids.
- B. The microorganisms appeared only in the broth in flasks that had been left open to the air.
- C. The microorganisms appeared in the broth in sealed flasks only after a few days had passed.
- D. The microorganisms appeared in the broth in flasks that had been unsealed, heated, and then resealed.

26. According to paragraphs 7 and 8, Pasteur's experiment involving flasks with S-shaped necks proved that

- A. air does not cause microorganisms to arise spontaneously from nonliving matter
- B. microorganisms require access to nutrient fluids in order to arise spontaneously
- C. the temperature of liquids has no effect on the presence or absence of microorganisms
- D. microorganisms in the air cannot travel long distances

27. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

This allowed air into the jars, but not flies.

Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

- A. So Redi set up a second experiment, in which three jars were covered with a fine net instead of being sealed.
- B. This allowed air into the jars, but not flies.
- C. No larvae appeared in the net-covered jars, even though air was present.
- D. Maggots appeared only when flies were allowed to leave their eggs on the meat.

28. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click **VIEW TEXT**.

Until the nineteenth century, many people believed in spontaneous generation, the idea that living things arise from nonliving things.

Answer Choices

- A. Experiments in the seventeenth century showed that the idea of spontaneous generation did not apply to large organisms, but many still believed that microorganisms could arise spontaneously.
- B. Because boiling broth in sealed flasks prevented the growth of microorganisms, some scientists believed that the spontaneous generation of microorganisms required a "vital force" from the air.
- C. The new concept of biogenesis, introduced in the nineteenth century, proposed that microbes required both oxygen and nutrients in order to survive.
- D. Opponents of Francesco Redi claimed that his findings were not defensible because some of the jars had been improperly sealed, allowing flies to enter.
- E. Spallanzani's experiments were shown to be flawed, because he had used liquids that were contaminated by microbes.
- F. Pasteur built on earlier experiments to show conclusively that microorganisms do not arise spontaneously but must come from other living things.

TPO57-3 The Problem of Narrative Clarity in Silent Films

Beginning in 1904, American commercial filmmaking became increasingly oriented toward storytelling. Moreover, with the new emphasis on one-reel films, narratives became longer and necessitated a series of camera shots. Filmmakers faced the challenge of making story films that would be comprehensible to audiences. How could techniques of editing, camerawork, acting, and lighting be combined so as to clarify what was happening in a film? How could the spectator grasp where and when the action was occurring?

Over the span of several years, filmmakers solved such problems. Sometimes they influenced each other, while at other times two filmmakers might happen on the same technique independently. Some devices were tried and abandoned. By 1917, filmmakers had worked out a system of formal principles that were standard in American filmmaking. That system has come to be called the classical Hollywood cinema. Despite that name, many of the basic principles of the system were being worked out before filmmaking was centered in Hollywood, and, indeed, many of those principles were first tried in other countries. In the years before the First World War, film style was still largely international, since films circulated widely outside their country of origin.

The basic problem that confronted filmmakers early in the silent-movie era was that audiences could not understand the causal, spatial, and temporal relations in many films. If the editing abruptly changed locales, the spectator might not grasp where the new action was occurring. An actor's elaborate pantomime might fail to convey the meaning of a crucial action. A review of a 1906 film lays out the problem: "regardless of the fact that there are a number of good motion pictures brought out, it is true that there are some which, although photographically good, are poor because the manufacturer, being familiar with the picture and the plot, does not take into consideration that the film was not made for him but for the audience. A movie recently seen was very good photographically, but the story could not be understood by the audience." In a few theaters, a lecturer might explain the plot as the film unrolled, but producers could not rely on such aids.

Filmmakers came to assume that a film should guide the spectator's attention, making every aspect of the story on the screen as clear as possible. In particular, films increasingly set up a chain of narrative causes and effects. One event would plainly lead to an effect, which would in turn cause another effect, and so on. Moreover, an event was typically caused by a character's beliefs or desires. Character psychology had not been particularly important in early films. ■. Comical chases or brief melodramas depended more on physical action or familiar situations than on character traits ■ Increasingly after 1907, however, character psychology motivated actions. ■By following a series of characters goals and resulting conflicts, the spectator could comprehend the action.■

Every aspect of the silent-film style came to be used to enhance narrative clarity. Staging or framing action in depth could show the spatial relationships among elements. Intertitles could add narrative information beyond what the images conveyed. Closer views of the actors could suggest

their emotions more precisely. Color, set design, and lighting could imply time of day, the milieu of the action, and so on.

Some of the most important innovations of this period involved the ways in which camera shots were put together, or edited, to create a story. In one sense, editing was a boon to the filmmaker, permitting instant movement from one space to another or cuts to closer views to reveal details. But if the spectator could not keep track of the temporal or spatial relations between one shot and the next, editing might also lead to confusion. In some cases, intertitles could help. Editing also came to emphasize continuity among shots. Certain visual cues indicated that time was flowing uninterruptedly across cuts. Between scenes, other cues might suggest how much time had been skipped over. When a cut moved from one space to another, the director found ways to orient the viewer.

29. The word "necessitated" in the passage is closest in meaning to

- A. suggested
- B. permitted
- C. required
- D. produced

30. Paragraph 1 implies that compared with later films, American films before 1904 were

- A. less likely to be made for commercial reasons
- B. less likely to be narrative films
- C. more likely to combine editing, camerawork, acting and lighting
- D. more likely to be filmed using multiple camera shots

31. The phrase "such problems" in the passage refers to

- A. the new emphasis on one-reel films
- B. a series of camera shots
- C. ways to help spectators understand story films
- D. techniques of editing, camerawork, acting, and lighting

32. According to paragraph 2, which of the following is true about the filmmaking style known as classical Hollywood cinema?

- A. It consisted of devices that were tried elsewhere but abandoned.
- B. Its principles were largely developed after 1917.
- C. A great many international filmmakers adopted it after the First World War.
- D. A large number of its principles were developed outside the United States.

33. According to paragraph 3, which of the following did NOT generally cause a lack of understanding in very early silent- movie audiences?

- A. Lack of familiarity with the plot
- B. Shifts in time from scene to scene
- C. Shifts in place from scene to scene
- D. Poor photography by the filmmakers

34. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- A. A number of well-photographed films need improvements to their plots so that audiences will not consider them to be inferior.
- B. Some photographically good films are nonetheless poor films overall because the filmmaker, who knows what the film is about, forgets that the audience does not.
- C. Manufacturers of films need to help familiarize audiences with the good motion pictures that are brought out because the films were not made with the audience in mind.
- D. Regardless of the number of good motion pictures that are brought out, there will still be many that audiences will consider to be poor.

35. The word "assume" in the passage is closest in meaning to

- A. believe
- B. discover
- C. argue
- D. doubt

36. According to paragraph 4, all of the following were characteristic of early films EXCEPT

- A. character development
- B. slapstick chases
- C. physical action
- D. familiar situations

37. The word "imply" in the passage is closest in meaning to

- A. indicate
- B. determine
- C. illustrate
- D. define

38. The word "boon" in the passage is closest in meaning to

- A. difficult task
- B. great benefit
- C. new problem
- D. minor detail

39. According to paragraph 6, early filmmakers provided visual cues to audiences in order to

- A. explain the intertitles
- B. eliminate the need for editing
- C. provide essential background information
- D. reveal character traits

40. Which of the following best describes the overall organization of the passage?

- A. A theory is introduced, and supporting evidence for it is evaluated.
- B. A position is introduced, and then opposing views are discussed.
- C. Innovations are presented, and their impacts are questioned.
- D. Problems are presented, and means used to solve them are discussed.

41. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

The usual forms of those films relied on other ways to maintain coherence.

Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

- A. The usual forms of those films relied on other ways to maintain coherence.
- B. Comical chases or brief melodramas depended more on physical action or familiar situations than on character traits.
- C. Increasingly after 1907, however, character psychology motivated actions.
- D. By following a series of characters' goals and resulting conflicts, the spectator could comprehend the action.

42. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

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Changes in the nature of films made in the United States in the early twentieth century created new challenges for filmmakers.

Answer Choices

- A. Early filmmakers in the United States had to develop a number of new techniques to make the action of their films comprehensible to audiences.
- B. As filmmakers became more sophisticated, they made use of more slapstick comedy and physical action to help explain a film's meaning to audiences.
- C. New editing techniques, emphasizing continuity among camera shots, were among the most important new developments in early filmmaking.
- D. Early filmmakers, despite working independently, influenced each other in the development and adoption of new techniques.
- E. Because stories were longer and more complex, filmmakers increasingly used character psychology to make a film's narrative clear to audiences.
- F. Some theaters employed lecturers to stop films temporarily in order to explain to the audience the camera shots used in new editing techniques.

TPO57 Answer

1.B 2.C 3.B 4.D 5.C 6.A 7.B 8.D 9.B 10.C 11.D 12.A 13.D 14.ACF 15.C 16.A 17.C 18.B 19.A 20.A 21.C 22.A 23.B 24.C 25.B 26.A 27.B 28.ABF 29.C 30.B 31.C 32.D 33.D 34.B 35.A 36.A 37.A 38.B 39.C 40.D 41.A 42.ACF