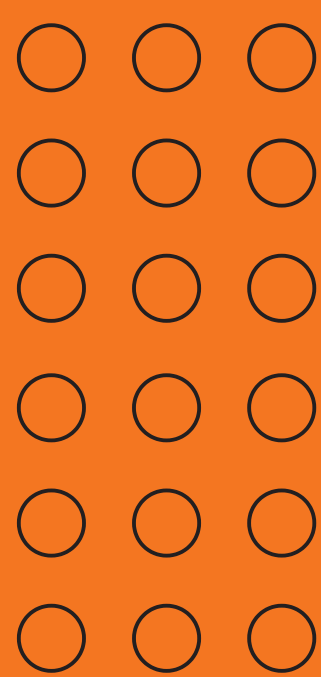


COMPANION WITH FAITH

READING GUIDE



CROSS TEXT CONNECTIONS

Mr. Abdulshafi
+966 54 387 0234

Companion with Faith

Reading Guide

7 CROSS-TEXT CONNECTIONS

On the Reading and Writing section of your SAT, some questions will present two short texts for you to read. The question will then ask you to compare the points of view of the authors of the two texts.

Cross-text connections questions will look like this:

1

Text 1

What factors influence the abundance of species in a given ecological community? Some theorists have argued that historical diversity is a major driver of how diverse an ecological community eventually becomes; differences in community diversity across otherwise similar habitats, in this view, are strongly affected by the number of species living in those habitats at earlier times.

Text 2

In 2010, a group of researchers including biologist Carla Cáceres created artificial pools in a New York forest. They stocked some pools with a diverse mix of zooplankton species and others with a single zooplankton species and allowed the pool communities to develop naturally thereafter. Over the course of four years, Cáceres and colleagues periodically measured the species diversity of the pools, finding contrary to their expectations—that by the end of the study there was little to no difference in the pools' species diversity.

Based on the texts, how would Cáceres and colleagues (Text 2) most likely describe the view of the theorists presented in Text 1?

- ☒ A. It is largely correct, but it requires a minor refinement in light of the research team's results.
- ☒ B. It is not compelling as a theory regardless of any experimental data collected by the research team.
- ☒ C. It may seem plausible, but it is not supported by the research team's findings.
- ☒ D. It probably holds true only in conditions like those in the research team's study.

CLASSWORK

How should we think about cross-text connections questions?

Cross-text connections questions give us twice as much text to consider, but both texts will cover the same subject, and this close interrelation means that each text will build your understanding of the other.

Additionally, cross-text connections questions will always focus on **point of view**, which allows us to read the passages with this particular aspect in mind.

Point of View

Point of view refers to the opinions and perspectives of a given person. In the context of the SAT, the point of view we'll tend to focus on is that of the author of the passage or that of specific individuals named in the passage. For instance, in our example question, we're asked to consider the views of the "theorists" from Text 1 and "Cáceres and colleagues" from Text 2.

Once we've identified the individuals whose points of view the question asks about, we'll usually need to consider **whether those points of view agree or disagree**.

Remember, the points of view we identify **must be directly supported by the text**. Avoid choices that express opinions that are too extreme, that swap the points of view of different people, or that make claims that go beyond the specific focus of the text.

CLASSWORK

How to approach cross-text connections questions?

To solve cross-text connections questions, consider following these steps:

Step 1: *Summarize the texts*

Read each passage closely and summarize the ideas you encounter. Try to boil each text down to one or two simple points. Give some extra attention to the point of view expressed in each text: you know the question will focus on it!

If a passage introduces a particular person, it's a good idea to focus on the opinions of that person.

By the end of this step, you should have a short summary in mind for each of the two texts.

Step 2: *Determine the relationship*

Now that you have summarized the points of view that the question focuses on, you must determine how those summaries relate to one another.

- **Do the points of view agree?**
- **Do they disagree?**
- **Does one point of view elaborate on or modify the other?**

Answering these questions should allow you to determine how the two texts are connected to each other, and how the ideas they contain interact. Once we can state this relationship in our own words, we can move on to the next step.

Step 3: *Test the choices*

Compare your results to each of the choices. Which choice most closely matches the relationship between points of view that you identified? You can select this choice with confidence!

If you're still struggling to decide between the choices, try eliminating choices that go beyond what is expressed by the text or that exaggerate how extreme different points of view might be. Remember, the correct answer will be directly supported.

CLASSWORK

Back to the question, Let's start by summarizing each text in our own words.

Text 1: This passage presents the view of "theorists" about ecological diversity. Specifically, the theorists claim that "historical diversity is a major driver of how diverse an ecological community eventually becomes." If we were to simplify and rephrase this claim, we might say that

- **More diversity early on means more diversity later.**

Text 2: This passage presents the findings from a particular experiment. Scientists stocked a number of pools, giving some high species diversity and others low species diversity. After four years, they found ("contrary to their expectations") that the species diversity in all the pools to be the same. If we were to simplify and rephrase this finding, we might say that

- **Surprisingly, more diversity early on doesn't make a difference.**

Now that we have brief summaries of each passage, we can see how those summaries relate to one another. Do they agree? Disagree?

In this case, our two texts are in disagreement. The claims of the theorists in Text 1 are not supported by the findings of the researchers in Text 2.

Let's take a look at the choices, and see which one matches the relationship we just described:

Choice D suggests that the theorists claim "holds true" in the researchers study. We found the exact opposite. **We can eliminate this choice.**

Choice B goes beyond what we learn about the researchers in Text 2. It suggests that they didn't like the theory in Text 1 even before they did their research. However, the text never tells us this; it simply reports on their experiment. **We can eliminate this choice.**

Choice A suggests that, despite their research findings, the scientists in Text 2 think that the theory in Text 1 is "largely correct". But the research findings directly oppose the theory, and it's never suggested in Text 2 that the researchers support the theory from Text 1. **We can eliminate this choice.**

Only choice C identifies the same disagreement that we identified in our summaries. While the theory from Text 1 sounds like it makes sense, the experiment in Text 2 showed a different result. **Choice C is the answer.**

CLASSWORK

Necessary Key Notes:

- **Look for positives (+) and negatives (-)**

Pay attention to the specific words used in a text. Are the words positive, negative, or neutral? Word choice that reveals a particular tone or attitude is highly useful for identifying point of view because it can tell us how the author (or whoever else we're focused on) feels about the subject being discussed. Positive and negative words can be particularly useful when looking for agreement or disagreement.

Let's look back at Text 2 in the example question. There's one interesting piece of Text 2 that gives us some really useful information: *"contrary to their expectations"*

This interjection tells us specifically about what "Cáceres and colleagues" thought about their experiment results. And the negative word "contrary" should jump out at us.

This excerpt reveals that the results **were not** what the researchers expected, and the results **do not** conform to the theory in Text 1. This gives us a huge clue to the answer!

- **Stick to the text**

Avoid choices that go beyond what's directly stated in the text. While it might be tempting to infer what an author's opinion might be, incorrect choices will frequently make claims that are too extreme or that cover cases not explicitly covered in the text. Don't fall into these traps!

Let's look back at the choices in our example question:

- ✓ Choice C might be tempting. It does manage to reflect the disagreement between the claim of the theorists in Text 1 and the findings of the researchers in Text 2. However, it takes that position too far, making it more extreme than the text suggests. There's no proof in the passages that Cáceres and colleagues think the theory is so bad that it's "not compelling". All we know is that their findings (which they found surprising) don't match the theory. **We can eliminate this choice.**

HOMEWORK

CROSS-TEXT CONNECTIONS QUESTIONNAIRE

1

Text 1

In 2021, a team led by Amir Siraj hypothesized that the Chicxulub impactor—the object that struck the Yucatán Peninsula sixty-six million years ago, precipitating the mass extinction of the dinosaurs—was likely a member of the class of long-period comets. As evidence, Siraj cited the carbonaceous chondritic composition of samples from the Chicxulub impact crater as well as of samples obtained from long-period comet Wild 2 in 2006.

Text 2

Although long-period comets contain carbonaceous chondrites, asteroids are similarly rich in these materials. Furthermore, some asteroids are rich in iridium, as Natalia Artemieva points out, whereas long-period comets are not. Given the prevalence of iridium at the crater and, more broadly, in geological layers deposited worldwide following the impact, Artemieva argues that an asteroid is a more plausible candidate for the Chicxulub impactor.

Based on the texts, how would Artemieva likely respond to Siraj's hypothesis, as presented in Text 1?

- A. By insisting that it overestimates how representative Wild 2 is of long-period comets as a class
- ☒ B. By arguing that it does not account for the amount of iridium found in geological layers dating to the Chicxulub impact
- C. By praising it for connecting the composition of Chicxulub crater samples to the composition of certain asteroids
- D. By concurring that carbonaceous chondrites are prevalent in soil samples from sites distant from the Chicxulub crater

Additional Notes

HOMEWORK

2

Text 1

Dance choreographer Alvin Ailey's deep admiration for jazz music can most clearly be felt in the rhythms and beats his works were set to. Ailey collaborated with some of the greatest jazz legends, like Charles Mingus, Charlie Parker, and perhaps his favorite, Duke Ellington. With his choice of music, Ailey helped bring jazz to life for his audiences.

Text 2

Jazz is present throughout Ailey's work, but it's most visible in Ailey's approach to choreography. Ailey often incorporated improvisation, a signature characteristic of jazz music, in his work. When managing his dance company, Ailey rarely forced his dancers to an exact set of specific moves. Instead, he encouraged his dancers to let their own skills and experiences shape their performances, as jazz musicians do.

Based on the texts, both authors would most likely agree with which statement?

- ☒ A. Audiences were mostly unfamiliar with the jazz music in Ailey's works.
- ☒ B. Ailey's work was strongly influenced by jazz.
- ☒ C. Dancers who worked with Ailey greatly appreciated his supportive approach as a choreographer.
- ☒ D. Ailey blended multiple genres of music together when choreographing dance pieces.

Additional Notes

HOMEWORK

3

Text 1

eruption acts of war
Despite its beautiful prose, The Guns of August, Barbara Tuchman's 1962 analysis of the start of World War I, has certain weaknesses as a work of history. It fails to address events in Eastern Europe just before the outbreak of hostilities, thereby giving the impression that Germany was the war's principal instigator. Had Tuchman consulted secondary works available to her by scholars such as Luigi Albertini, she would not have neglected the influence of events in Eastern Europe on Germany's actions.

Text 2

drift motivator optimizing
Barbara Tuchman's The Guns of August is an engrossing if dated introduction to World War I. Tuchman's analysis of primary documents is laudable, but her main thesis that European powers committed themselves to a catastrophic outcome by refusing to deviate from military plans developed prior to the conflict is implausibly reductive.

① Which choice best describes a difference in how the authors of Text 1 and Text 2 view Barbara Tuchman's The Guns of August?

- ② A. The author of Text 1 believes that the scope of Tuchman's research led her to an incorrect interpretation, while the author of Text 2 believes that Tuchman's central argument is overly simplistic.
- ③ B. The author of Text 1 argues that Tuchman should have relied more on the work of other historians, while the author of Text 2 implies that Tuchman's most interesting claims result from her original research. Not mentioned
- C. The author of Text 1 asserts that the writing style of The Guns of August makes it worthwhile to read despite any perceived deficiency in Tuchman's research, while the author of Text 2 focuses exclusively on the weakness of Tuchman's interpretation of events.
- D. The author of Text 1 claims that Tuchman would agree that World War I was largely due to events in Eastern Europe, while the author of Text 2 maintains that Tuchman would say that Eastern European leaders were not committed to military plans in the same way that other leaders were.

Additional Notes

reductive = overly simplistic

HOMEWORK

4

Text 1

Because literacy in Nahuatl script, the writing system of the Aztec Empire, was lost after Spain invaded central Mexico in the 1500s, it is unclear exactly how meaning was encoded in the script's symbols. Although many scholars had assumed that the symbols signified entire words, linguist Alfonso Lacadena theorized in 2008 that they signified units of language smaller than words: individual syllables.

Text 2

The growing consensus among scholars of Nahuatl script is that many of its symbols could signify either words or syllables, depending on syntax and content at any given site within a text. For example, the symbol signifying the word huipil (blouse) in some contexts could signify the syllable "pil" in others, as in the place name "Chipiltepec." Thus, for the Aztecs, reading required a determination of how such symbols functioned each time they appeared in a text.

Based on the texts, how would the author of Text 2 most likely characterize Lacadena's theory, as described in Text 1?

- ☒ A. By praising the theory for recognizing that the script's symbols could represent entire words
- ☒ B. By arguing that the theory is overly influenced by the work of earlier scholars
- ☒ C. By approving of the theory's emphasis on how the script changed over time
- ☒ D. By cautioning that the theory overlooks certain important aspects of how the script functioned

Additional Notes

HOMEWORK

5

Text 1

restoring

② A team led by Bernardo Strassburg has found that rewilding farmland (returning the land to its natural state) could help preserve biodiversity and offset carbon emissions. The amount of farmland that would need to be restored, they found, is remarkably low. Rewilding a mere 15% of the world's current farmland would prevent 60% of expected species extinctions and help absorb nearly 299 gigatons of carbon dioxide—a clear win in the fight against the biodiversity and climate crises.

Text 2

Perception

② While Strassburg's team's findings certainly offer encouraging insight into the potential benefits of rewilding, it's important to consider potential effects on global food supplies. The researchers suggest that to compensate for the loss of food-producing land, remaining farmland would need to produce even more food. Thus, policies focused on rewilding farmland must also address strategies for higher-yield farming.

① Which choice best describes a difference in how the author of Text 1 and the author of Text 2 view Strassburg's team's study?

③ ☒ The author of Text 2 approaches the study's findings with some caution, whereas the author of Text 1 is optimistic about the reported potential environmental benefits.

B. The author of Text 2 claims that the percentage of farmland identified by Strassburg's team is too low for rewilding to achieve meaningful results, whereas the author of Text 1 thinks the percentage is sufficient.

C. The author of Text 2 focuses on rewilding's effect on carbon emissions, whereas the author of Text 1 focuses on its effect on biodiversity.

D. The author of Text 2 believes that the results described by Strassburg's team are achievable in the near future, whereas the author of Text 1 argues that they likely aren't.

Additional Notes

HOMEWORK

6

Text 1

Philosopher G.E. Moore's most influential work entails the concept of common sense. He asserts that there are certain beliefs that all people, including philosophers, know instinctively to be true, whether or not they profess otherwise: among them, that they have bodies, or that they exist in a world with other objects that have three dimensions. Moore's careful work on common sense may seem obvious but was in fact groundbreaking

Text 2

External world skepticism is a philosophical stance supposing that we cannot be sure of the existence of anything outside our own minds. During a lecture, G.E. Moore once offered a proof refuting this stance by holding out his hands and saying, "Here is one hand, and here is another." Many philosophers reflexively reject this proof (Annalisa Coliva called it "an obviously annoying failure") but have found it a challenge to articulate exactly why the proof fails.

Based on the texts, how would the author of Text 1 most likely respond to proponents of the philosophical stance outlined in Text 2?

- ☒ A. By pointing out that Moore would assert that external world skepticism is at odds with other beliefs those proponents must unavoidably hold
- ☒ B. By arguing that if it is valid to assert that some facts are true based on instinct, it is also valid to assert that some proofs are inadequate based on instinct
- ☒ C. By agreeing with those proponents that Moore's treatment of positions that contradict his own is fundamentally unserious
- ☒ D. By suggesting that an instinctive distaste for Moore's position is preventing external world skeptics from constructing a sufficiently rigorous refutation of Moore

Additional Notes

HOMEWORK

7

Text 1

For decades, bluegrass musicians have debated whether their genre should exclude influences from mainstream genres such as rock. Many insist that bluegrass is defined by its adherence to the folk music of the US South, out of which bluegrass emerged. Such "purists," as they are known, regard the recordings of Bill Monroe, which established the bluegrass sound in the 1940s, as a standard against which the genre should still be measured.

Text 2

Bluegrass isn't simply an extension of folk traditions into the era of recorded music. In reality, Bill Monroe created the bluegrass sound in the 1940s by combining Southern folk music with commercial genres that had arisen only a few decades before, such as jazz and the blues. Since bluegrass has always been a mixed genre, contemporary bluegrass musicians should not be forbidden from incorporating into it influences from rock and other mainstream genres.

Based on the texts, how would the author of Text 2 most likely regard the perspective of bluegrass purists, as described in Text 1?

- A. As inconsistent, since bluegrass purists themselves enjoy other musical genres
- B. As unrealistic, since bluegrass purists have no way of enforcing their musical preferences
- C. As shortsighted, because bluegrass could enlarge its audience by including influences from mainstream genres
- ☒ D. As illogical, because the purists overlook crucial aspects of how the bluegrass sound first originated.

Additional Notes

HOMEWORK

8


Text 1

Historians studying pre-Inca Peru have looked to ceramic vessels to understand daily life among the Moche people. These mold-made sculptures present plants, animals, and human faces in precise ways—vessels representing human faces are so detailed that scholars have interpreted facial markings to represent scars and other skin irregularities. Some historians have even used these objects to identify potential skin diseases that may have afflicted people at the time.

Text 2

Art historian and archaeologist Lisa Trever has argued that the interpretation of Moche "portrait" vessels as hyper-realistic portrayals of identifiable people may inadvertently disregard the creativity of the objects' creators. Moche ceramic vessels, Trever argues, are artworks in which sculptors could free their imagination, using realistic objects and people around them as inspiration to explore more abstract concepts.

Based on the texts, what would Lisa Trever (Text 2) most likely say about the interpretation presented in the underlined portion of Text 1?

-  A. Markings on depictions of human faces are not necessarily intended to portray particular details about the physical appearance of individuals.
- B. Some vessels may have been damaged during their excavation and thus provide little insight into Moche culture.
- C. Depictions of human faces are significantly more realistic than depictions of plants and other animals are.
- D. It is likely that some depictions of human faces with extensive markings are intended to portray the same historical individual.

Additional Notes

HOMEWORK

9

Text 1

Most animals can regenerate some parts of their bodies, such as skin. But when a three-banded panther worm is cut into three pieces, each piece grows into a new worm. Researchers are investigating this feat partly to learn more about humans' comparatively limited abilities to regenerate, and they're making exciting progress. An especially promising discovery is that both humans and panther worms have a gene for early growth response (EGR) linked to regeneration.

Text 2

When Mansi Srivastava and her team reported that panther worms, like humans, possess a gene for EGR, it caused excitement. However, as the team pointed out, the gene likely functions very differently in humans than it does in panther worms. Srivastava has likened EGR to a switch that activates other genes involved in regeneration in panther worms, but how this switch operates in humans remains unclear.

Based on the texts, what would the author of Text 2 most likely say about Text 1's characterization of the discovery involving EGR?

- A. It is reasonable given that Srivastava and her team have identified how EGR functions in both humans and panther worms.
- ☒ B. It is overly optimistic given additional observations from Srivastava and her team.
- C. It is unexpected given that Srivastava and her team's findings were generally met with enthusiasm.
- D. It is unfairly dismissive given the progress that Srivastava and her team have reported.

Additional Notes

HOMEWORK

10


Text 1

Ecologists have long wondered how thousands of microscopic phytoplankton species can live together near ocean surfaces competing for the same resources. According to conventional wisdom, one species should emerge after outcompeting the rest. So why do so many species remain? Ecologists' many efforts to explain this phenomenon still haven't uncovered a satisfactory explanation.

Text 2

Ecologist Michael Behrenfeld and colleagues have connected phytoplankton's diversity to their microscopic size. Because these organisms are so tiny, they are spaced relatively far apart from each other in ocean water and, moreover, experience that water as a relatively dense substance. This in turn makes it hard for them to move around and interact with one another. Therefore, says Behrenfeld's team, direct competition among phytoplankton probably happens much less than previously thought.

Based on the texts, how would Behrenfeld and colleagues (Text 2) most likely respond to the "conventional wisdom" discussed in Text 1?

-  A. By arguing that it is based on a misconception about phytoplankton species competing with one another
- B. By asserting that it fails to recognize that routine replenishment of ocean nutrients prevents competition between phytoplankton species
- C. By suggesting that their own findings help clarify how phytoplankton species are able to compete with larger organisms
- D. By recommending that more ecologists focus their research on how competition among phytoplankton species is increased with water density

Additional Notes

HOMEWORK

11

Text 1

Conventional wisdom long held that human social systems evolved in stages, beginning with hunter-gatherers forming small bands of members with roughly equal status. The shift to agriculture about 12,000 years ago sparked population growth that led to the emergence of groups with hierarchical structures: associations of clans first, then chiefdoms, and finally, bureaucratic states.

Text 2

In a 2021 book, anthropologist David Graeber and archaeologist David Wengrow maintain that humans have always been socially flexible, alternately forming systems based on hierarchy and collective ones with decentralized leadership. The authors point to evidence that as far back as 50,000 years ago some hunter-gatherers adjusted their social structures seasonally, at times dispersing in small groups but also assembling into communities that included esteemed individuals.

Based on the texts, how would Graeber and Wengrow (Text 2) most likely respond to the “conventional wisdom” presented in Text 1?

- A. By conceding the importance of hierarchical systems but asserting the greater significance of decentralized collective societies
- ☒ B. By disputing the idea that developments in social structures have followed a linear progression through distinct stages
- C. By acknowledging that hierarchical roles likely weren’t a part of social systems before the rise of agriculture
- D. By challenging the assumption that groupings of hunter-gatherers were among the earliest forms of social structure

Additional Notes

EXTRA PRACTICE

12

Text 1

Astronomer Mark Holland and colleagues examined four white dwarfs—small, dense remnants of past stars—in order to determine the composition of exoplanets that used to orbit those stars. Studying wavelengths of light in the white dwarf atmospheres, the team reported that traces of elements such as lithium and sodium support the presence of exoplanets with continental crusts similar to Earth’s.

Text 2

Past studies of white dwarf atmospheres have concluded that certain exoplanets had continental crusts. Geologist Keith Putirka and astronomer Siyi Xu argue that those studies unduly emphasize atmospheric traces of lithium and other individual elements as signifiers of the types of rock found on Earth. The studies don’t adequately account for different minerals made up of various ratios of those elements, and the possibility of rock types not found on Earth that contain those minerals.

Based on the texts, how would Putirka and Xu (Text 2) most likely characterize the conclusion presented in Text 1?

- A. As unexpected, because it was widely believed at the time that white dwarf exoplanets lack continental crusts
- ☒ B. As premature, because researchers have only just begun trying to determine what kinds of crusts white dwarf exoplanets had
- C. As questionable, because it rests on an incomplete consideration of potential sources of the elements detected in white dwarf atmospheres
- D. As puzzling, because it’s unusual to successfully detect lithium and sodium when analyzing wavelengths of light in white dwarf atmospheres

Additional Notes

EXTRA PRACTICE

13

Text 1

Soy sauce, made from fermented soybeans, is noted for its umami flavor. Umami—one of the five basic tastes along with sweet, bitter, salty, and sour—was formally classified when its taste receptors were discovered in the 2000s. In 2007, to define the pure umami flavor scientists Rie Ishii and Michael O'Mahony used broths made from shiitake mushrooms and kombu seaweed, and two panels of Japanese and US judges closely agreed on a description of the taste.

Text 2

A 2022 experiment by Manon Jünger et al. led to a greater understanding of soy sauce's flavor profile. The team initially presented a mixture of compounds with low molecular weights to taste testers who found it was not as salty or bitter as real soy sauce. Further analysis of soy sauce identified proteins, including dipeptides, that enhanced umami flavor and also contributed to saltiness. The team then made a mix of 50 chemical compounds that re-created soy sauce's flavor.

Based on the texts, if Ishii and O'Mahony (Text 1) and Jünger et al. (Text 2) were aware of the findings of both experiments, they would most likely agree with which statement?

- ☒ A. The broths in the 2007 experiment most likely did not have a substantial amount of the dipeptides that played a key part in the 2022 experiment.
- B. On average, the diets of people in the United States tend to have fewer foods that contain certain dipeptides than the diets of people in Japan have.
- C. Chemical compounds that activate both the umami and salty taste receptors tend to have a higher molecular weight than those that only activate umami taste receptors.
- D. Fermentation introduces proteins responsible for the increase of umami flavor in soy sauce, and those proteins also increase the perception of saltiness.

Additional Notes

EXTRA PRACTICE

14

Text 1

Although food writing is one of the most widely read genres in the United States, literary scholars have long neglected it. And within this genre, cookbooks attract the least scholarly attention of all, regardless of how well written they may be. This is especially true of works dedicated to regional US cuisines, whose complexity and historical significance are often overlooked.

Text 2

With her 1976 cookbook *The Taste of Country Cooking*, Edna Lewis popularized the refined Southern cooking she had grown up with in Freetown, an all-Black community in Virginia. She also set a new standard for cookbook writing: the recipes and memoir passages interspersing them are written in prose more elegant than that of most novels. Yet despite its inarguable value as a piece of writing, Lewis's masterpiece has received almost no attention from literary scholars.

Based on the two texts, how would the author of Text 1 most likely regard the situation presented in the underlined sentence in Text 2?

- ☒ A. As typical, because scholars are dismissive of literary works that achieve popularity with the general public
- B. As unsurprising, because scholars tend to overlook the literary value of food writing in general and of regional cookbooks in particular
- C. As justifiable, because Lewis incorporated memoir into *The Taste of Country Cooking*, thus undermining its status as a cookbook
- D. As inevitable, because *The Taste of Country Cooking* was marketed to readers of food writing and not to readers of other genres

Additional Notes

EXTRA PRACTICE

15

Text 1

Today the starchy root cassava is found in many dishes across West Africa, but its rise to popularity was slow. Portuguese traders brought cassava from Brazil to the West African coast in the 1500s. But at this time, people living in the capitals further inland had little contact with coastal communities. Thus, cassava remained relatively unknown to most of the region's inhabitants until the 1800s.

Text 2

Cassava's slow adoption into the diet of West Africans is mainly due to the nature of the crop itself. If not cooked properly, cassava can be toxic. Knowledge of how to properly prepare cassava needed to spread before the food could grow in popularity. The arrival of formerly enslaved people from Brazil in the 1800s, who brought their knowledge of cassava and its preparation with them, thus directly fueled the spread of this crop.

Based on the texts, the author of Text 1 and the author of Text 2 would most likely agree with which statement?

- A. The climate of the West African coast in the 1500s prevented cassava's spread in the region.
- B. Several of the most commonly grown crops in West Africa are originally from Brazil.
- C. The most commonly used methods to cook cassava today date to the 1500s.
- ☒ D. Cassava did not become a significant crop in West Africa until long after it was first introduced.

Additional Notes

EXTRA PRACTICE

16

Text 1

The idea that time moves in only one direction is instinctively understood, yet it puzzles physicists. According to the second law of thermodynamics, at a macroscopic level some processes of heat transfer are irreversible due to the production of entropy—after a transfer we cannot rewind time and place molecules back exactly where they were before, just as we cannot unbreak dropped eggs. But laws of physics at a microscopic or quantum level hold that those processes should be reversible.

Text 2

In 2015, physicists Tiago Batalhão et al. performed an experiment in which they confirmed the irreversibility of thermodynamic processes at a quantum level, producing entropy by applying a rapidly oscillating magnetic field to a system of carbon-13 atoms in liquid chloroform. But the experiment "does not pinpoint ... what causes [irreversibility] at the microscopic level," coauthor Mauro Paternostro said.

Based on the texts, what would the author of Text 1 most likely say about the experiment described in Text 2?

- A. It is consistent with the current understanding of physics at a microscopic level but not at a macroscopic level.
- ☒ B. It provides empirical evidence that the current understanding of an aspect of physics at a microscopic level must be incomplete.
- C. It supports a claim about an isolated system of atoms in a laboratory, but that claim should not be extrapolated to a general claim about the universe.
- D. It would suggest an interesting direction for future research were it not the case that two of the physicists who conducted the experiment disagree on the significance of its findings.

Additional Notes
