

## **Passage – 28**

The apparent change from the rather mechanistic explanation of evolution put forth by the Greeks to the more creationist reasoning found later in Europe was a significant paradigm shift, yet it is clear that the idea of evolution was not first pioneered by Darwin himself.

5        It is essential to confront the creationist issue and to look at it in a scientific manner. Creationism is not science and doesn't belong in the science classroom. However, a frank discussion of creationism with students is also important. To avoid it may suggest that perhaps there is something valid there, lurking in the irrationality.

10       The late Carl Sagan, one of the staunchest advocates of rationality and reason in the increasingly irrational and superstitious world in which we live, has defended the importance of good science teaching by saying: "In the demon-haunted world that we inhabit by virtue of being human, [science] may be all that stands between us and the enveloping  
15       darkness." In its most simple form, the concept of evolution is that populations of organisms change over time. One can trace the origins of evolutionary thought at least as far back as the Greeks.

         Anaximander, in 500 BC, held the belief that living creatures were formed from water and that humans and other animals were descended  
20       from fishes. Empedocles, around 400 BC, proposed an evolutionary hypothesis in which he stated that heads, limbs, and various other parts of animals were continuously joined in random combinations – e.g. human heads with cows' bodies – and that only some of these combinations were fit for survival.

25       Christian philosophers later elaborated on the ideas of Aristotle and Plato when they reasoned that because existence is a good thing and because God is considered benevolent, God must have bestowed existence on all creatures. This twist of circular reasoning, to which the name "natural theology" was applied, dominated the period preceding  
30       Darwin, and this philosophy resisted change long after Darwin published his theory of natural selection in 1859.

         Thomas Huxley, one of Darwin's most ardent supporters, was one of the founding members of the powerful London School Board, which helped to set curriculum guidelines for students and teachers. However,  
35       in the United States a strong biblical fundamentalism was taking hold, using the Bible as both a means of consolation as well as a guide for moral conduct. Many states passed laws banning the teaching of evolution in schools, and teachers who persisted either did so quietly or allowed themselves to be martyred. Most recently, those opposed to the  
40       teaching of evolution in schools have pressed the idea of "creation science," a tactic devised by creationists in the late 1960s to infiltrate America's science classrooms with religious ideas.

         Creation science, despite the apparent oxymoron, is a phrase that has been widely used by creationists to add legitimacy to their claims by  
45       stating that creationism is a scientific theory just as much as evolution. By claiming that their ideas are scientific, creationists could then demand



**RC - 99**

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# **The Definitive RC Guide**

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## **Introduction**

Reading Comprehension (RC) is perhaps one of the most difficult to improve areas on the GMAT. Unlike Sentence Correction or Critical Reasoning – sections in which there are several strategies that can appreciably improve your performance – there is no great strategy you can use for Reading Comprehension. For those who like to read and who have been exposed to different types of books, this section can be a breeze whereas for those who are not too 'literally' inclined, this section can be a major problem area. Unfortunately, most students fall in the latter category.

### **So what should one do then?**

The single best way to improve your performance in the RC section is by practicing as many passages as you can, especially from diverse subject areas. While there is a lot of practice content available for SC and CR, we felt there was no similar practice material available for RC. Even the passages in the OG are not enough, plus a lot of them have too many questions which makes them non-representative of the actual GMAT.

This is where RC 99 comes into the picture. This book has 99 passages across difficulty levels and subject areas and the number and types of questions are very accurate representation of the actual GMAT. Here are some of the key features of this book:

- Passages graded by difficulty level
- Topic, Scope & Passage Map provided for each passage
- Average of 3 questions per passage – the same as in the actual GMAT
- Questions are a mix of Inference, Global, Detail and some other miscellaneous ones as tested on the GMAT
- Easy passages have more of Global and Detail questions whereas difficult passages have more of Inference and Roman Numeral questions, just like it is on the actual GMAT
- Detailed answer explanations for each question

### **How to use this book?**

According to most students, RC is perhaps the most boring area of the GMAT. This is why it is not recommended that you do too many passages at a stretch since you can quickly lose interest and as a result get a lot of the answers wrong.

You should ideally target 3 to 4 passages everyday taking roughly 9 minutes for each passage (both to read and to answer the questions). You can either start from the low difficulty level and gradually move up difficulty levels or you can do a mix of passages from across the three difficulty levels that we have put them into.

At this pace it will take you around 25 days to a month to finish this book and when you subsequently take a full length test you will see the difference this practice makes to your performance in the RC section.

As always we would love to have your feedback on whether you found this book useful, do mail us the same on [feedback@aristotleprep.com](mailto:feedback@aristotleprep.com)

**Good luck!**

**P.S.** – While we have tried to provide as detailed an explanation as possible for each of the questions discussed in this book, in case you are still not clear about a particular question do put up your query (mentioning the passage number and the question number) on the 'Forums' section on our website – [www.aristotleprep.com](http://www.aristotleprep.com). We promise to revert within 24 hours of your post.

# **LOW**

# **DIFFICULTY**

### **Passage - 1**

Once surrounded and protected by vast wilderness, many of the national parks are adversely affected by activities outside their boundaries. The National Park Organic Act established the national park system and empowered the Secretary of the Interior to manage activities within the parks. Conditions outside park boundaries are not  
5 subject to regulation by the Park Service unless they involve the direct use of park resources.

Several approaches to protecting the national parks from external degradation have been proposed, such as one focusing on enacting  
10 federal legislation granting the National Park Service broader powers over lands adjacent to the national parks. Legislation addressing external threats to the national parks twice passed the House of Representatives but died without action in the Senate. Also brought to the table as a possible remedy is giving the states bordering the parks  
15 a significant and meaningful role in developing federal park management policy.

Because the livelihood of many citizens is linked to the management of national parks, local politicians often encourage state involvement in federal planning. But, state legislatures have not always addressed the  
20 fundamental policy issues of whether states should protect park wildlife.

Timber harvesting, ranching and energy exploration compete with wildlife within the local ecosystem. Priorities among different land uses are not generally established by current legislation. Additionally, often  
25 no mechanism exists to coordinate planning by the state environmental regulatory agencies. These factors limit the impact of legislation aimed at protecting park wildlife and the larger park ecosystem.

Even if these deficiencies can be overcome, state participation must be  
30 consistent with existing federal legislation. States lack jurisdiction within national parks themselves, and therefore state solutions cannot reach activities inside the parks, thus limiting state action to the land adjacent to the national parks. Under the supremacy clause, federal laws and regulations supersede state action if state law conflicts with  
35 federal legislation, if Congress precludes local regulation, or if federal regulation is so pervasive that no room remains for state control. Assuming that federal regulations leave open the possibility of state control, state participation in policy making must be harmonized with existing federal legislation.

40 The residents of states bordering national parks are affected by park management policies. They in turn affect the success of those policies. This interrelationship must be considered in responding to the external threats problem. Local participation is necessary in deciding how to protect park wildlife. Local interests should not, however, dictate  
45 national policy, nor should they be used as a pretext to ignore the threats to park regions.



1. What is the main purpose of the author in writing the passage?
  - A. argue that rampant timber harvesting is degrading national parks
  - B. describe a plan of action to resolve an issue
  - C. discuss different approaches to dealing with a problem
  - D. suggest that local participation is necessary to solve the problem described
  - E. to assert that national parks are adversely affected by activities outside their boundaries
  
2. The passage provides support for which of the following assertions?
  - A. The National Park Organic Act gave the Secretary of the Interior the right to overrule state government policy in lands adjacent to national parks.
  - B. The federal government has been selling national park land to state governments in order to raise money for wildlife conservation.
  - C. The actions of state governments have often failed to promote the interests of national park wildlife.
  - D. Local politicians want the federal government to turn control of national parks over to state governments.
  - E. Timber harvesting and energy exploration have not had any impact on national parks
  
3. In the context of the passage, the phrase *external degradation* (lines 8-9) refers to which of the following:
  - A. threats to national parks arising from the House of Representative's willingness to address environmental issues.
  - B. threats to national parks arising from state government environmental policies.
  - C. threats to national parks arising from local politicians' calls for greater state involvement in national park planning.
  - D. threats to national parks arising from the National Park Organic Act.
  - E. threats to national parks arising from the lack of local support
  
4. According to the passage, which of the following developments is most likely if environmental cooperation between the federal government and state governments does not improve?
  - A. A further decline in the land area of national parks
  - B. A further increase in federal ownership of land adjacent to national parks
  - C. A further growth in the powers of the National Park Service
  - D. A further loss of species in national parks
  - E. A further increase in timber harvesting activities

## **Passage - 2**

Henry Varnum Poor, editor of *American Railroad Journal*, drew the important elements of the image of the railroad together in 1851, "Look at the results of this material progress...the vigor, life, and executive energy that followed in its train, rapidly succeeded by  
5 wealth, the refinement and intellectual culture of a high civilization. All this is typified, in a degree, by a locomotive. The combination in its construction of nice art and scientific application of power, its speed surpassing that of our proudest courser, and its immense strength, are all characteristic of our age and tendencies. To us, like  
10 the telegraph, it is essential, it constitutes a part of our nature, is a condition of our being what we are."

In the third decade of the nineteenth century, Americans began to define their character in light of the new railroads. They liked the idea that it took special people to foresee and capitalize on the  
15 promise of science. Railroad promoters, using the steam engine as a metaphor for what they thought Americans were and what they thought Americans were becoming, frequently discussed parallels between the locomotive and national character, pointing out that both possessed youth, power, speed, single-mindedness, and bright  
20 prospects.

Poor was, of course, promoting acceptance of railroads and enticing his readers to open their pocketbooks. But his metaphors had their dark side. A locomotive was quite unlike anything Americans had ever seen. It was large, mysterious and dangerous;  
25 many thought that it was a monster waiting to devour the unwary. There was a suspicion that a country founded upon Jeffersonian agrarian principles had bought a ticket and boarded a train pulled by some iron monster into the dark recesses of an unknown future.

To ease such public apprehensions, promoters, poets, editors, and writers alike adopted the notion that locomotives were really  
30 only "iron horses," an early metaphor that lingered because it made steam technology ordinary and understandable. Iron horse metaphors assuaged fears about inherent defects in the national character, prompting images of a more secure future, and made an alien technology less frightening, and even comforting and congenial.  
35

Essayist Ralph Waldo Emerson saw the locomotive as an agent of domestic harmony. He observed that "the locomotive and the steamboat, like enormous shuttles, shoot every day across the thousand various threads of national descent and employment and  
40 bind them fast in one web," adding "an hourly assimilation goes forward, and there is no danger that local peculiarities and hostilities should be preserved. To us Americans, it seems to have fallen as a political aid. We could not else have held the vast North America together, which we now engage to do."

1. Which of the following claims would the author of the passage most agree with?
  - A. The railroad undermined America's progressive tendencies.
  - B. Railroad promoters like Poor denounced Jeffersonian agrarian principles.
  - C. The Americans in general were against the railroad
  - D. Ralph Waldo Emerson thought that the railroad would harm America.
  - E. Americans generally supported the development of the railroad.
  
2. The passage is primarily concerned with which of the following?
  - A. criticise one interpretation of the early American railroads
  - B. discuss the early years of the railroad and its connection to the American character of the time.
  - C. suggest that railroads were the most important development in the history of America
  - D. describe the apprehension with which most of the Americans greeted the early railroads
  - E. assert that Americans were tricked into believing that the railroads were beneficial for them
  
3. According to the passage, which of the following is most likely to be true about Ralph Waldo Emerson's beliefs?
  - A. He felt that Americans should adhere strictly to Jeffersonian agrarian principles.
  - B. He thought that the railroad was as important as the telegraph.
  - C. He felt that technological progress would help to unify Americans.
  - D. He thought that railroad promoters were acting against America's best interests.
  - E. His metaphors had a dark side to them
  
4. Suppose that an early nineteenth-century American inventor had developed a device that made it easier to construct multi-story building. How would early nineteenth-century Americans be expected to react to this invention?
  - A. They would not support society's use of such a device.
  - B. They would generally support society's use of such a device.
  - C. They would have no opinion about society's use of such a device.
  - D. They themselves would not use such a device.
  - E. They would initially view such a device with skepticism

### **Passage – 3**

Suspicious as they are of American intentions, and bolstered by court rulings that seem to give them license to seek out and publish any and all government secrets, the media's distrust of our government, combined with their limited understanding of the world at large,  
5 damages our ability to design and conduct good policy in ways that the media rarely imagine.

The leak through which sensitive information flows from the government to the press is detrimental to policy in so far as it almost completely precludes the possibility of serious discussion. The fear that  
10 anything they say, even in what is construed as a private forum, may appear in print, makes many people, whether our own government officials or the leaders of foreign countries, unwilling to speak their minds.

Must we be content with the restriction of our leaders' policy discussions to a handful of people who trust each other, thus limiting the richness and variety of ideas that could be brought forward through a larger group because of the nearly endemic nature of this problem? It is vitally important for the leaders of the United States to know the real state of affairs internationally, and this can occur only if  
15 20 foreign leaders feel free to speak their minds to our diplomats.

Until recently, it looked as if the media had convinced the public that journalists were more reliable than the government; however, this may be changing. With the passage of time, the media have lost lustre. They—having grown large and powerful—provoke the same  
25 public skepticism that other large institutions in the society do. A series of media scandals has contributed to this. Many Americans have concluded that the media are no more credible than the government, and public opinion surveys reflect much ambivalence about the press.

While leaks are generally defended by media officials on the grounds of the public's "right to know," in reality they are part of the Washington political power game, as well as part of the policy process. The "leaker" may be currying favour with the media, or may be planting information to influence policy. In the first case, he is helping himself by enhancing the prestige of a journalist; in the second, he is  
30 35 using the media as a stage for his preferred policies. In either instance, it closes the circle: the leak begins with a political motive, is advanced by a politicized media, and continues because of politics. Although some of the journalists think *they* are doing the work, they are more often than not instruments of the process, not prime movers.  
40 The media must be held accountable for their activities, just like every other significant institution in our society, and the media must be forced to earn the public's trust.

1. Based on the information in the passage, with which of the following statements would the author most likely agree?

- A. Feeding the public misinformation is warranted in certain situations.
- B. The public has a right to know the real state of foreign affairs.
- C. The fewer the number of people involved in policy discussions, the better.
- D. Leaders give up their right to privacy when they are elected.
- E. The media is not accountable to the public

2. Implicit in the author's argument that leaks result in far more limited and unreliable policy discussions with foreign leaders is the idea that:

- A. leaks should be considered breaches of trust and therefore immoral.
- B. leaks have occurred throughout the history of politics.
- C. foreign and U.S. leaders discussed policy without inhibition before the rise of the mass media.
- D. leaders fear the public would react negatively if it knew the real state of affairs.
- E. it is best to keep the media in the dark

3. What is the main idea of the passage?

- A. to argue that the media is acting against the national interests.
- B. to convince that journalists are attempting to enhance their own prestige.
- C. to discuss the negative effects that media "leaks" have on foreign policy and the media's credibility.
- D. to criticise politicians for being dishonest in public.
- E. to suggest that the media needs to be regulated more strongly and effectively.

4. Based on the passage, when the media now challenge the actions of a public official, the public assumes that:

- A. the official is always wrong.
- B. the media is always wrong.
- C. the media may be wrong.
- D. the official and the media may both be wrong.
- E. the public ignores this piece of news completely

### **Passage – 4**

In the decades following World War II, American business had undisputed control of the world economy, producing goods of such high quality and low cost that foreign corporations were unable to compete. But in the mid-1960s the United States began to lose its advantage and  
5 by the 1980s American corporations lagged behind the competition in many industries. In the computer chip industry, for example, American corporations had lost most of both domestic and foreign markets by the early 1980s.

The first analysts to examine the decline of American business blamed  
10 the U.S. government. They argued that stringent governmental restrictions on the behaviour of American corporations, combined with the wholehearted support given to foreign firms by their governments, created an environment in which American products could not compete. Later analysts blamed predatory corporate raiders who bought  
15 corporations, not to make them more competitive in the face of foreign competition, but rather to sell off the most lucrative divisions for huge profits.

Still later analysts blamed the American workforce, citing labour demands and poor productivity as the reasons American corporations  
20 have been unable to compete with Japanese and European firms. Finally, a few analysts even censured American consumers for their unpatriotic purchases of foreign goods. The blame actually lies with corporate management, which has made serious errors based on misconceptions about what it takes to be successful in the marketplace.  
25 These missteps involve labour costs, production choices, and growth strategies.

Even though labour costs typically account for less than 15% of a product's total cost, management has been quick to blame the costs of workers' wages for driving up prices, making American goods uncompetitive. As a result of attempts to minimize the cost of wages,  
30 American corporations have had trouble recruiting and retaining skilled workers.

The emphasis on cost minimization has also led to another blunder: an over-concentration on high technology products. Many foreign firms began by specializing in the mass production and sale of low technology  
35 products, gaining valuable experience and earning tremendous profits. Later, these corporations were able to break into high technology markets without much trouble; they simply applied their previous manufacturing experience and ample financial resources to the production of higher quality goods. American business has consistently  
40 ignored this very sensible approach.

The recent rash of corporate mergers and acquisitions in the U.S. has not helped the situation either. While American firms have neglected long-range planning and production, preferring instead to reap fast profits through mergers and acquisitions, foreign firms have been quick

- 45 to exploit opportunities to ensure their domination over future markets by investing in the streamlining and modernization of their facilities.
1. The passage suggests that compared to Japanese workers, American workers are often considered:
- A. more content and more efficient.
  - B. more content but less efficient.
  - C. less content and less efficient.**
  - D. less content but more efficient.
  - E. lazy and less hard working
2. With which of the following general statements would the author most likely NOT agree?
- A. American business has been hurt by the inability to plan for the long-term.
  - B. Cutting production costs always leads to increased competitiveness.
  - C. American consumers are not the prime cause of the decline of American business.
  - D. Initial analysis of the decline of American business yielded only partially accurate conclusions.
  - E. Mergers and Acquisitions have not helped improve the situation
3. Which of the following would most *weaken* the author's argument about the over-concentration on high technology products?
- A. Producing low tech products is not as profitable as producing high tech products.
  - B. Manufacturing high tech products is a completely different process than manufacturing low tech goods.**
  - C. Most of the low tech products purchased by Americans are made by foreign firms.
  - D. Most of the high tech products purchased by Americans are made by foreign firms.
  - E. Most of the high tech products purchased by Americans are made by American firms.
4. The author of this passage would probably give his greatest support to which of the following actions by the corporate management of an American company?
- A. Acquiring a smaller company in order to gain financial resources
  - B. Considering the option of paying the most highly skilled workers a higher wage
  - C. Trying to learn from the general management strategy of foreign firms**
  - D. Paying for television advertisements that will win back American consumers
  - E. Flooding foreign markets with cheap goods

### **Passage - 5**

Every four years voters across the United States elect a president. Various factors such as choices in campaign locations, the candidates' adherence to polling data and use of the Internet by candidates to reach potential voters all influence the preference of those voters, but perhaps  
5 none of these is so persuasive as a candidate's performance on nationally televised debates just prior to the election. Newspapers and television news programs generally attempt to provide thorough coverage of the debates, further augmenting the effect of good or bad candidate performances.

10 In this way, the news media fulfil the traditional role of educating the public and enabling voters to make better informed decisions about elected officials. However, the same technology which brings live debates into millions of living rooms across the nation also limits the availability of debate coverage by use of "pool" coverage, the sharing of  
15 news coverage with other news organizations. The alternative is unilateral coverage, in which each news organization covers the event independently. Most events subject to pool coverage are so planned by the sponsors because of space limitations or safety concerns for prominent people attending or participating in the events. Since the  
20 television media require more people and equipment than their print counterparts, television usually is affected more frequently.

The pool system, when employed to cover debates between presidential nominees of the major political parties, violates the first amendment. The Constitution's mandate for a free press allows restrictions on press  
25 coverage only when there is a compelling governmental interest at stake. Presidential debates involve no interest sufficient to justify the admission of one news organization to the exclusion of all others.

Pool coverage of a presidential debate means that individual  
30 broadcasters are unable to cover the event in their own way and, consequently, to convey a unique account to their viewers; they must purchase and use coverage provided by the pool representative or have no coverage at all. The networks participate reluctantly. Pool coverage denies an opportunity to gain maximum insight from the debate. Indeed, the first amendment freedoms afforded the press exist largely  
35 to ensure that the public benefits from the free flow of information. The Supreme Court has noted that "it is the right of viewers and listeners, not the right of the broadcasters, which is paramount."

To overcome the problem of restricted access, television news media could be divided into four categories: domestic networks, foreign news  
40 services, domestic news services, and independent broadcasters. Some broadcasters would be denied access, but the critical point is that in the end, the viewers will benefit, for they will have seen different debate coverage and, ultimately, will be better informed.



1. What is the author of the passage primarily concerned with?
  - A. Arguing in favour of giving more rights to individual broadcasters
  - B. Describing the pool system of coverage of events
  - C. Asserting that the first Amendment needs to be amended
  - D. Describing a problem with media coverage of certain events and suggesting a solution
  - E. Criticising the American Presidential election system
  
2. Which of the following claims does the passage provide some support for?
  - A. News organizations tend not to cooperate with each other unless they are forced to do so.
  - B. Most presidential candidates fare poorly in televised debates because they are not good public speakers.
  - C. Current news coverage of presidential debates limits the information available to the public.
  - D. Foreign news organizations have generally been uninterested in American presidential debates.
  - E. The pool system also has its positive points
  
3. The author of this passage would probably give his *greatest* support to which of the following actions?
  - A. A decision to allow more news services to cover presidential debates
  - B. A decision to allow fewer news services to cover presidential debates
  - C. A decision to ban presidential debates until more news services are allowed to cover them
  - D. A decision to ban presidential debates until fewer news services are allowed to cover them
  - E. A decision to change the first amendment
  
4. What role does the last paragraph play in the passage?
  - A. It provides a general conclusion to the passage
  - B. It suggests a solution to a problem discussed in the passage
  - C. It provides specific guidelines that need to be followed in future
  - D. It describes an action that the author opposes
  - E. It provides support for the main conclusion of the passage

### **Passage – 6**

Psychology has reflected and contributed to the cultural bias of exalting motherhood at the expense of fatherhood. Sigmund Freud considered the mother, but not the father, to have a prominent role in infant development. Gadpaille argues that maternalism is instinctual to females, not only in the species but in mammals generally. He warns that anyone advocating "male mothering may bring harm to everyone concerned." Strongly influenced by such psychological theory, our culture has been taken in by the "superiority of mother" theory.

Benjamin Spock, in a six-hundred-page book on child care, devotes just three pages to the role of fathers. While he admits that a man does not sacrifice his masculinity, Spock thinks child care is something the father should do only occasionally—just to help the mother out. Fathers who win custody of children in divorce proceedings are often advised that they should immediately hire full-time housekeepers to function as surrogate mothers.

But, alas, mothers who win custody are not told to provide surrogate fathers for them. Margaret Mead, the famous anthropologist, once remarked that "fathers are a biological necessity but a social accident." Throughout the nineteenth and much of the twentieth century, our culture has been quite comfortable with this stereotypical view of fathers. "Less than ten percent of the scientific studies of parents have taken the father's role into account, in spite of the fact that half of all parents are fathers." Society has not yet changed in any major ways with regard to fathers as nonparents. However, researchers have finally realized that "the motherhood role is not an inherited behaviour pattern, but a learned set of social skills."

Female children begin learning these social skills at a very early age; society makes no effort to see that boys learn these same social skills. Theories of "maternal instinct" and attachment or bonding as being exclusively maternal are now being called into question. Infants bond with both the mother and the father. A growing body of literature now reveals that fathers do have potential nurturance just as mothers do. Men are increasingly demanding to be accepted as nurturant parents rather than just the provider and protector.

Young men are beginning to reject the models of parenting provided by their fathers and are searching for ways to become parents as well as fathers. A radical restructuring of maleness and fatherhood is currently under way. Fathering and mothering are two distinct parental roles. When a male is nurturant, he is fathering, not mothering. Both mothering and fathering are valid roles, but they are by no means identical.

1. Fathers who exhibit which of the following actions could count on the author of this passage to give them his *greatest* support?
  - A. Buying educational toys for their children
  - B. Reading bedtime stories to their children
  - C. Leaving their children with female babysitters
  - D. Working in order to pay for family expenses
  - E. Being nice to their wives
  
2. What is the primary aim of the passage?
  - A. To argue that women are more important than men
  - B. To assert that men lack in maternal instinct
  - C. To criticise men for neglecting their children
  - D. To describe the changing role of men in modern examples of parenthood
  - E. To decry the concept of motherhood
  
3. The existence of which of these findings would most strongly *challenge* Sigmund Freud's opinion as it is presented in the passage?
  - A. The personality of infants is strongly influenced by their mothers
  - B. The personality of infants is strongly influenced by their fathers
  - C. The personality of infants is weakly influenced by their siblings
  - D. The personality of infants is weakly influenced by their grandparents
  - E. The personality of infants is affected by many factors
  
4. Based on information provided by the author in the passage, which of the following statements is NOT true?
  - A. The author contends that both males and females should participate in raising children.
  - B. Gadpaille asserts that females do not have to learn about raising children.
  - C. Benjamin Spock argues that males should not be heavily involved in raising children.
  - D. Margaret Mead believed that males have a major role to play in raising children.
  - E. Freud argues that women are more important than men when it comes to raising a child

### Passage – 7

From time to time history and myth come peculiarly close to one another, casting a new light on old, and often largely dismissed tales. In various Eastern cultures the notion of the winged serpent and the dragon have come down from the ages, only to be cast aside by modern  
 5 society as fantastic, mythological creations of someone's overactive ancient imagination. Now, it seems, this supernatural beast might have some historical antecedents.

*Archaeopteryx lithographica* lived during the latter part of the Jurassic period, approximately 150 million years ago, just south of what  
 10 today is central Germany. This ancient creature combined a reptilian body and tail with bird-like wings and feathers. This strange amalgamation of traits seems like something out of ancient mysticism of the Far East.

This beast has provided a wealth of information about the evolution  
 15 of flight in birds. However, fossil and skeletal studies indicate that it was not capable of flight. None of the *Archaeopteryx* fossils discovered to date, including the most mature specimens, exhibit an ossified or bony sternum, the wide bone that extends from the chest to the pelvic area in most modern birds. The main purposes of this structure are to protect  
 20 internal organs during flight and to act as a sturdy anchoring point for the enormous pectoral muscles necessary for flight. There is no indication that *Archaeopteryx* ever developed strong pectoral muscles, and perhaps this is one reason why it never developed a sternum. Instead, it retained reptilian gastral ribs, thin braces in the abdominal  
 25 region, which were not attached to the skeleton and which served only to support and protect internal organs. Researchers believe that flight would have been highly unlikely in an animal with such skeletal characteristics.

Furthermore, the bones in the manus of *Archaeopteryx* do not seem  
 30 to have been fused. In modern birds, these bones are fused in order to support the wing. In addition, the ulna of modern birds is marked with small knobs where feathers are anchored firmly to the bone by ligaments. The ulna in *Archaeopteryx*, however, is smooth, indicating that its feathers were not firmly anchored into the skeleton.

Finally, the skeletal characteristics of *Archaeopteryx* seem to  
 35 indicate that this animal was most adapted to terrestrial movement. Its hind legs and pelvis closely resemble those of bipedal theropods and dinosaurs, suggesting that, like these other bipeds, it was adept at running along the ground. In contrast to the posture of modern birds,  
 40 whose bodies are suspended at the pelvis like a seesaw with the thighbones horizontal, it stood up on its hind legs with its long reptilian tail serving to balance it as well as enhance its ability to coordinate abrupt changes of direction while running. In modern birds all that remains of the tail is a shrunken, fused structure called a pygostyle.  
 45 Although the foot of *Archaeopteryx* was bird-like, with fused metatarsals, it was also adapted to running. By way of its peculiar mix of features, it seems to represent a kind of transitionary phase,

illustrating an evolutionary leap from reptile to bird and providing insight into the development of flight.

1. Suppose that scientists have recently found the skeleton of a bird capable of flight embedded in pre-Jurassic period rock. What effect would this discovery most likely have on their thinking about *Archaeopteryx lithographica*?
  - A. It would support the view that *Archaeopteryx lithographica* represented a transitional species between reptiles and birds.
  - B. It would undermine the view that *Archaeopteryx lithographica* represented a transitional species between reptiles and birds.
  - C. It would neither support nor undermine the view that *Archaeopteryx lithographica* represented a transitional species between reptiles and birds.
  - D. It would support the view that *Archaeopteryx lithographica* failed to develop the pectoral muscles necessary for flight.
  - E. It would prove beyond doubt that *Archaeopteryx lithographica* was actually a bird
2. Based on information in the passage, which of the following statements is NOT true?
  - A. *Archaeopteryx lithographica*'s skeleton is similar to the skeleton of a modern bird.
  - B. *Archaeopteryx lithographica*'s tail played a larger role in its daily life than the tail of a modern bird plays in its daily life.
  - C. Scientists have studied *Archaeopteryx lithographica* in order to learn about the development of flight.
  - D. *Archaeopteryx lithographica* shared some characteristics in common with dinosaurs.
  - E. *Archaeopteryx lithographica* lived in what is now Germany
3. Researchers believe that *Archaeopteryx* differs from modern birds for all of the following reasons EXCEPT:
  - A. a lack of feathers.
  - B. pectoral muscle development.
  - C. ossification of the sternum.
  - D. knobs found on the ulna.
  - E. Fused bones in the manus
4. The passage is primarily concerned with
  - A. analysing the factors that led to the extinction of dinosaurs
  - B. describing the similarities between *Archaeopteryx lithographica* and modern birds
  - C. explaining how birds are able to fly
  - D. discussing how *Archaeopteryx lithographica* could be an evolutionary link between reptiles and birds
  - E. state that bones in the manus of *Archaeopteryx lithographica* were different from those of modern birds

### **Passage – 8**

Far from being fixed on Earth, scientists now know that Australia has wandered over the face of the planet for billions of years, sometimes lying in the northern hemisphere, sometimes in the south. For 40 million years, after finally cutting the umbilicus with Antarctica, it slowly drifted northwards, in isolation, at about half the rate at which a human hair grows.

Now that the sheep has faltered, Australians ride more and more upon the marsupial's back. To a large extent, but more difficult to quantify, Australia's fauna and flora are being used as a unique resource. In scientific disciplines from reproductive physiology and evolutionary biology to medicine, Australia's native species are hailed as a unique and priceless heritage. They are providing insights into the way the world, and humans themselves, work.

Australia's rainforests—those “unimportant appendages”—are now widely acknowledged as being the most ancient of humanity's land-based ecosystems, which gave rise to most others. Botanical discoveries of worldwide importance are being made in them every year. Australian botanists have recently completed a catalogue of Australian plants, in which they list 18,000 species. Their taxonomic work over recent years has resulted in a 50 percent increase in the number of species in the groups examined. Yet they estimate that about 7,000 undiscovered plant species still exist in Australia. Many surely inhabit Australian rainforests and are members of ancient and bizarre families, like the southern pine (*Podocarpus* species) recently found growing in a steep valley in Arnhem Land, thousands of kilometres distant from its nearest relatives.

Research on newly discovered Australian dinosaur faunas is challenging previous conceptions of what dinosaurs were like. So important are these discoveries that an Australian dinosaur recently made it onto the cover of a major international magazine. It was discovered in one of only two deposits in the world which was laid down near the South Pole during the age of dinosaurs. The chicken-sized species survived three months of darkness each year in a refrigerated world.

Scientists are finally understanding that evolution in Australia, in contrast to evolution on some other continents, is not driven solely by nature “red in tooth and claw.” Here, a more gentle force—that of coadaptation—is important. This is because harsh conditions force individuals to cooperate to minimize the loss of nutrients, and to keep them cycling through the ecosystem as rapidly as possible.

1. Based on information in the passage, which of the following is NOT true?
  - A. Australia has moved from one hemisphere to the other over time.
  - B. Most Australian plant species remain undiscovered.
  - C. Important information is being gathered by studying Australian plants.
  - D. Australian rainforests are different from other rainforests.
  - E. Dinosaurs had once existed in what is now Australia
  
2. Suppose that a previously unknown species of plant that is capable of producing medicine is found in an Australian rainforest. How would this information affect the author's opinion of Australian rainforests?
  - A. It would support the author's opinion.
  - B. It would contradict the author's opinion.
  - C. It would neither support nor contradict the author's opinion.
  - D. It would contradict the author's opinion only if this species of plant cannot be found anywhere else.
  - E. It would weaken the argument that Australian ecosystem is unique
  
3. According to the passage, all of the following are considered benefits of studying Australian ecosystems EXCEPT:
  - A. increasing knowledge of reproductive physiology and medicine.
  - B. gaining information concerning evolutionary trends.
  - C. furthering the understanding of the uses of hydroelectric power and solar energy.
  - D. providing insight into ancient ecosystems
  - E. providing an insight into the way humans work
  
4. What is the main purpose of the author in writing the passage?
  - A. to state that dinosaurs originated in what is now Australia
  - B. to criticise modern scientists for not understanding the unique importance of Australia
  - C. to discuss some unique ecological features of Australia
  - D. to assert that Australian rainforests are the oldest of them all
  - E. Australian flora and fauna are not found anywhere else in the world

### **Passage – 9**

No one is eager to touch off the kind of hysteria that preceded the government's decision to move against Alar, the growth regulator once used by apple growers. When celebrities like Meryl Streep spoke out against Alar and the press fanned public fears, some schools and  
5 parents rushed to pluck apples out of the mouths of children. Yet all this happened before scientists had reached any consensus about Alar's dangers.

Rhetoric about dioxin may push the same kind of emotional buttons. The chemical becomes relatively concentrated in fat-rich foods—  
10 including human breast milk. Scientists estimate that a substantial fraction of an individual's lifetime burden of dioxin—as much as 12%—is accumulated during the first year of life. Nonetheless, the benefits of breast-feeding infants, the EPA and most everyone else would agree, far outweigh the hazards. Now environmentalists say dioxin and scores of  
15 other chemicals pose a threat to human fertility—as scary an issue as any policymakers have faced.

But in the absence of conclusive evidence, what are policymakers to do? What measure can they take to handle a problem whose magnitude is unknown? Predictably, attempts to whipsaw public opinion have  
20 already begun. Corporate lobbyists urge that action be put on hold until science resolves the unanswered questions. Environmentalists argue that evidence for harm is too strong to permit delay. This issue is especially tough because the chemicals under scrutiny are found almost everywhere.

25 Since many of them contain chlorine or are by-products of processes involving chlorine compounds, the environmental group Greenpeace has demanded a ban on all industrial uses of chlorine. The proposal seems appealingly simple, but it would be economically wrenching for companies and consumers alike. With the escalating rhetoric, many  
30 professionals in the risk-assessment business are worried that once again emotion rather than common sense will drive the political process. "There is no free lunch," observes Tammy Tengs, a public-health specialist at Duke University. "When someone spends money in one place, that money is not available to spend on other things." She and  
35 her colleagues have calculated that tuberculosis treatment can extend a person's life by a year for less than \$10,000—surely a reasonable price tag. By contrast, extending a life by a year through asbestos removal costs nearly \$2 million, since relatively few people would die if the asbestos were left in place. That kind of benefit-risk analysis all too  
40 rarely informs the decisions made by government regulators.

As the EPA raises anew the dangers of dioxin, the agency needs to communicate its findings to the public in a calm and clear fashion. John Graham, director of the Harvard Centre for Risk Analysis, suggests that  
45 people should strive to keep the perils posed by dioxin in perspective and remember other threats that are more easily averted. "Phantom risks and real risks compete not only for our resources but also for our attention," Graham observes. "It's a shame when a mother worries



about toxic chemicals, and yet her kids are running around unvaccinated and without bicycle helmets.”

1. If it appeared in an article that the author read, he would most strongly agree with which of the following statements?
  - A. Asbestos and radon have caused serious health problems in the past that many government officials chose to ignore.
  - B. Dioxin is the foremost threat to human fertility and needs to be addressed in order to prevent serious health problems in the future.
  - C. Environmental groups and corporate lobbyists often take polarized stances which eventually are modified by governmental agencies.
  - D. Thorough research and investigation of environmental problems should be performed by the government before any unnecessary hysteria spreads throughout the public.
  - E. The mayor of a city has decided to ban the use of dioxins by industries in that city
2. According to the passage, it is dangerous to react drastically to recently posed health hazards for all of the following reasons EXCEPT:
  - A. proven precautions are overlooked.
  - B. public fear leads to irrational action.
  - C. insurance premiums will increase.
  - D. economic burdens can occur.
  - E. emotion should not be allowed to overtake common sense
3. In the context of the passage, the author uses the term “whipsaw public opinion” (line 19) to refer to:
  - A. changing the needs of the community.
  - B. convincing citizens to accept a polarized viewpoint on health hazards.
  - C. offering a variety of alternatives for health hazards.
  - D. acting irrationally in response to government policy.
  - E. convincing citizens to take decisions lacking in common sense
4. The primary aim of the passage is
  - A. to strongly discourage the use of dioxins by industries
  - B. to carry out a cost-benefit analysis of the continued use of dioxins
  - C. to argue that the problems associated with dioxins may have been overestimated
  - D. to assert that the opponents of the use of dioxins are exaggerating the problem for their own benefit
  - E. to call for a ban on the use of all dioxins

### Passage – 10

The tsetse fly, belonging to any of approximately twenty species composing the genus *Glossina*, is indigenous to Africa and is found primarily in forests and savannahs south of the Tropic of Cancer. Dependent on vertebrate blood for nourishment, the tsetse fly is  
5 equipped with a long proboscis which is sharp enough to penetrate most animal skins and powerful enough to enable the tsetse to drink quantities of blood up to three times its own body weight.

At the same time that the tsetse drains blood, it can also transmit a variety of dangerous diseases. A bite from a tsetse fly can induce African  
10 sleeping sickness in human beings and nagana, a similar ailment, in domestic livestock. The agent of these diseases is the *trypanosome*, a unicellular, flagellated parasite which feeds primarily on the blood of vertebrates and is generally transmitted by an intermediary leech or insect host, such as the tsetse fly. In humans the *trypanosome* causes  
15 damage to the brain and spinal cord, leading to extreme lethargy and, ultimately, death; in livestock, *trypanosomes* destroy red blood cells, causing fatal anaemia.

The immune system is ill-equipped to counter *trypanosomes*. As the immune system attempts to counter disease, antibodies are produced to  
20 attack microbes whose antigens, surface proteins, are foreign to the body. However, the *trypanosome* is capable of disguising itself by altering its genetic code, thereby changing its antigen coating in resistance to each new antibody that evolves. This "quick change" has confounded pathologists and made the development of effective vaccines elusive.

A controversy has been sparked between proponents of the elimination of the tsetse fly and African environmentalists. Those in  
25 favour of eradication feel that in addition to reducing disease, the removal of the tsetse fly will open immense tracts of land to cattle breeding. This, however, is precisely what the opposition fears. Environmentalists and conservationists dread the day when cattle and  
30 livestock, permitted to roam and graze freely, will uncontrollably devour plush African grasslands, converting them into barren desert. They argue that the tsetse fly must remain for the sake of the land.

With efforts to eradicate the tsetse fly largely unsuccessful, control  
35 may offer the only available option for the interests of both health and environment. Since the protozoan cannot be conquered through antibodies or vaccines, scientists have begun efforts to prevent the transmission of the *trypanosome* parasite by eliminating the tsetse. Attempts to eradicate the tsetse fly, however, have met with little  
40 success. Rhodesia used to combat tsetse by extensive brush cleaning, game shooting, and chemical attack, yet the fly persisted. Aerial pesticide treatments have produced inconclusive results.

The reproductive cycle of the tsetse fly is such that a larva pupates underground for several weeks before it emerges as an adult fly. This  
45 makes repetitive chemical sweeping at intermittent periods an inconvenient necessity. All of these methods, however, share the

weakness of dependence on harmful chemicals, such as DDT, which threaten both the health of the humans who handle them and the environment in which their toxic residues amass.

1. All of the following statements correctly describe the relationship between the tsetse fly, the *trypanosome*, and vertebrates EXCEPT:
  - A. vertebrate blood provides the nourishment for the transport of *trypanosomes*.
  - B. the "bite" of a tsetse fly can kill vertebrates since it often injects a deadly chemical.
  - C. both the tsetse fly and the *trypanosome* utilize vertebrate blood for nourishment.
  - D. vertebrates may die after *trypanosome* contamination via a tsetse proboscis.
  - E. the tse tse fly transfers the *trypanosome* into the vertebrates' bodies
2. In the passage, the author does NOT identify which of the following as a characteristic of the tsetse fly?
  - A. dependence upon vertebrate blood
  - B. ability to transmit a fatal parasite to livestock and humans
  - C. ability to alter its genetic code
  - D. ability to influence the African cattle population
  - E. its larva pupates for several weeks beneath the ground
3. According to African environmentalists, which of the following accurately describes the effect the tsetse fly has on the African grasslands?
  - A. If the tsetse fly population continues to exist, the African grasslands will turn into barren wasteland.
  - B. If the tsetse fly population continues to exist, the African grasslands will not be able to provide sufficient food supply for African cattle and livestock.
  - C. Destruction of the tsetse fly population will lead to the conversion of grasslands into desert.
  - D. Destruction of the tsetse fly population will cause overgrowth of the African grasslands.
  - E. Tse tse fly has no impact on grasslands, it only impacts vertebrates
4. What is the primary purpose of the fourth paragraph in the passage
  - A. to describe the harmful effects of the tse tse fly
  - B. to argue that the proliferation of tse tse flies can lead to large scale deforestation of African grasslands
  - C. to discuss a beneficial impact of tse tse flies
  - D. to state that efforts to eradicate the tse tse flies have generally proved to be ineffective
  - E. to discuss the reproductive cycle of a tse tse fly

### **Passage – 11**

Thunderstorms generally develop in the late afternoon or evening hours, when moist, daytime air rises into the upper atmosphere as temperatures cool and denser, night-time air slides in underneath. Clouds of water droplets, generally supercooled (droplets whose temperature has fallen  
5 below 0 degrees Celsius but have not yet frozen), condense around dust particles in the air until a critical density is reached, at which point it begins to rain. Cloud-to-ground lightning occurs when a discrepancy in electric charge develops between a cloud and the earth. For reasons that are not widely agreed upon, a charge begins to build up in this mixed  
10 water and ice region. When this discrepancy reaches a certain "breakdown potential," the surge of electric charge known as lightning moves downward between the negative and positive charge centres in 50-yard sections called step leaders. Eventually, it encounters something on the ground that is a good connection, and, with the circuit complete, the  
15 charge is lowered from cloud to ground. This entire event usually takes less than half a second. It is by preventing the requisite charge polarization that scientists hope someday to discourage the creation of cloud-to-ground lightning, thereby making storms safer and easier to "weather."

Many authorities adhere to a hypothesis for cloud electrification theory  
20 which emphasizes that the charging process occurs when a supercooled droplet of water collides with an ice particle of precipitation size (a hailstone)—the precipitation model. At this moment a large portion of the droplet freezes—resulting in a negative charge on the forming hailstone—while a smaller portion, still lingering in its supercooled state, dissociates  
25 itself—taking on a positive charge. The relatively heavy hailstone, responding to gravity, then begins to fall, while the extremely light supercooled droplet is carried by updrafts to higher regions of the cloud. Assuming the veracity of this account of charge separation, scientists guess that they would be able to discourage polarization by reducing the  
30 quantity of supercooled water in a cloud. To this purpose they have conducted preliminary seeding experiments, in which they have attempted to initiate the freezing of excess water by dropping large quantities of dry ice and silver iodide into potential thunderclouds, the results of which are, however, as yet inconclusive.

35 A more recent convection model of the polarization process is offered by Bernard Vonnegut and Charles B. Moore, who contend that the primary cause of electrical charge formation in clouds is the capture of ionized (electrically charged) gas molecules by water droplets. The ions, so the theory goes, are absorbed by the droplets and transported by updrafts and  
40 downdrafts to various portions of the cloud. Vonnegut and Moore suggest that, in order to combat the effects of this transport of ions, it would be necessary to modify the properties of ions beneath accumulating clouds. In support of this explanation of cloud polarization they conducted a series of "space charge" experiments. Suspending a high-voltage wire above nine  
45 miles of Illinois countryside, Vonnegut and Moore released large quantities of ions into the atmosphere below, forming clouds. By means of airplanes specially equipped for electrical measurements, they determined that the ions were being distributed to differing regions of the clouds.

1. Which of the following options best summarizes the author's main point in the passage?
  - A. Several recent breakthroughs have increased our understanding of the causes of lightning.
  - B. Charge polarization in clouds can result both from the freezing of supercooled droplets and from the modification of ion properties.
  - C. The standard explanation of the causes of lightning is inaccurate and should be modified.
  - D. Scientists are not yet agreed on either the causes of cloud-to-ground lightning or the methods of controlling it.
  - E. To argue in favour of one model of polarization process.
  
2. It can be inferred from the information in the passage that the term "breakdown potential" as used in lines 10-11 of the passage refers to:
  - A. a charge polarity sufficient to cause lightning.
  - B. the intensity of the lightning bolt.
  - C. the distance between the negatively charged earth and the positively charged cloud.
  - D. the duration of the lightning event
  - E. the point at which a cloud breaks down
  
3. According to points made in the passage by the author, scientists agree that lightning can occur when:
  - A. ions are transported by updrafts to higher regions of a thundercloud.
  - B. supercooled droplets collide with hailstones in clouds.
  - C. a difference in charge exists between a cloud and the ground.
  - D. dry ice is released into a potential thundercloud.
  - E. there is high moisture content in the atmosphere
  
4. Which of the following statements would be LEAST consistent with the account of cloud polarization offered by Vonnegut and Moore?
  - A. Charge is transported within clouds via updrafts and downdrafts.
  - B. Lightning is caused by a discrepancy in electric charge between a cloud and the ground.
  - C. Water droplets are capable of carrying an electrical charge.
  - D. Lightning occurs when positively and negatively charged droplets are absorbed by hailstones.
  - E. The main cause of electrical charge formation is the capture of ionized gas molecules

## **Passage – 12**

The Dutch cartographer, Abraham Ortelius, first suggested in 1596 that the Americas were "torn away from Europe and Africa"; but there was little evidence to support his hypothesis. In England in 1620, Francis Bacon also noted that the similarity of many of the edges of various continents suggested that they once might have fit together like puzzle pieces. Evidence mounted gradually over the course of the next few centuries that continents were once joined: fossils of similar plant and animal species found on widely separated continents, long and linear zones of deformed rocks occurring at the edges of continents, and certain geologic and glacial features shared across different continents.

German meteorologist Alfred Wegener proposed in 1912 that the continents were all joined in a common landmass he named "Pangaea", which began breaking up approximately 200 million years ago. In fact, precursors of this theory existed in maps depicting the joined continents, which had, it may be noted, been drawn almost a century earlier, but it was Wegener who was the first to combine the accumulating evidence for continental drift into a common framework—to weave seemingly dissimilar, unrelated facts into a theory. His proposal was not well received, however; it remained unclear how the continents actually moved, and science had not developed accurate radiometry to date the fossils or the linear belts of rock at the edges of continents. Geologist Arthur Holmes proposed in 1929 that the hot and melted rocks that made up the mantle of the Earth, the layer just beneath the Earth's thin crust, flowed upward, downward, and laterally, pushing apart regions of ocean floor or allowing nearby regions to collide and overrun each other; but again little evidence existed to support the idea. In the following decades, magnetic studies of the ocean floor, showing that the orientation of rocks had changed over the course of recent geologic time, helped confirm Holmes' ideas that ocean plates were the cause of the rifts and valleys on the ocean floor, as well as of the larger movement of landmasses.

By the early-1960s, a wealth of new evidence (much of it from studies of the ocean floor) formed a picture of what caused continents to drift. The sedimentary rocks of an oceanic origin were different from predial samples previously found, and geologists reasoned from this that continents were not simply upwellings of ocean floor. Continents are built of blocks of crust varying in age, size, rock composition, structure, and fossil assemblage (fauna and flora), with relatively stable, older interiors (the oldest rocks of which are more than 3 billion years old); the sea floors are significantly younger. The theory of mantle convection currents and sea-floor spreading became the prevailing explanation of how large plates of the Earth's crust continually move upward, downward, and to the side, allowing the separation of and collision of landmasses well above the moving ocean plates. In 1994, however, Seiya Uyeda concluded that subduction (the gravity-controlled sinking of a cold, denser oceanic slab into the subduction zone) "plays a more fundamental role than seafloor spreading in shaping the earth's surface features" and "running the plate tectonic machinery." Current analysis of seismic waves and other geophysical studies continue to vastly expand our understanding of the Earth's interior and the components of plate tectonics theory.

1. The author most likely mentions the work of the Dutch cartographer Abraham Ortelius in order to:
  - A. show that the idea of plate tectonics is not new, although most evidence supporting it dates to the 20th century.
  - B. compare the state of Dutch and English cartography in the 16<sup>th</sup> century.
  - C. draw a strong contrast between Ortelius' pioneering views and those of Wegener and Holmes.
  - D. show that cartography was sufficiently advanced in the 16<sup>th</sup> century that predictions could be made about continental drift.
  - E. argue that plate tectonics is a recently developed concept
  
2. According to the author, the primary significance of the discovery that molten uprisings continually reshape the ocean floor is that:
  - A. these uprisings provide a mechanism for the continental drift that has clearly occurred.
  - B. it shows how sensitive the Earth's crust is to geologic activity taking place beneath it.
  - C. ocean floor movement lends strong support to the idea that the super-continent Pangea once existed.
  - D. the movement of deep ocean plates offers an explanation for magnetic and seismic measurements that have perplexed scientists for decades.
  - E. these help explain the phenomena of volcanic eruptions
  
3. What is the primary concern of the author in writing the passage?
  - A. to propose that modern maps are inaccurate compared to ancient maps
  - B. to discuss the gradual development and acceptance of the theory of plate tectonics.
  - C. to criticise the concept of Pangaea as proposed by some scientists.
  - D. to argue that all the continents will once again join together and become one
  - E. to explain that oceanic sedimentary rocks are different from those found on land
  
4. According to the passage, all of the following statements are true EXCEPT:
  - A. long, linear zones of rock on continental edges were recognized long before fossils on continental edges were accurately dated.
  - B. mantle convection currents help to explain seismic phenomena long measured by oceanographers and other studying continental drift.
  - C. fossils of similar plant and animal species can be found on widely-separated continents only in the long, linear, coastal rock zones of those continents.
  - D. the Earth's crust is a thin, hard layer of solid rock, while the mantle is a molten, flowing sublayer of the crust.
  - E. Sea floors are younger than continental floors



### **Passage – 13**

The rate at which pollen settles is dictated principally by the size and density of the grain. The slower the settlement rate, the greater the dispersal range. Numerous species reduce the density of their pollen grains through air cavities in their walls. The grains of many species  
5 quickly dehydrate after release.

There is a limit, however, to the lower range of pollen size. The smaller a particle becomes, the more difficult its capture, because as airflow carrying particles sweeps past surfaces, inertia represents a principal component of the mechanism for capture. Usually considered a  
10 “primitive” feature in textbooks, wind-pollination has, in fact, reappeared independently in many plant groups relatively recently in geological time.

General textbooks still often give the impression that the anemophilous syndrome is rather uninteresting, often defining it mainly as a combination of negatives: a lack of nectar, scent, petals, etc. Wind  
15 pollination has traditionally been viewed as a reproductive process dominated by random events—the vagaries of the wind and weather. This view seems justified by the potential hazards a pollen grain is subject to when transported over long distances.

Pollen loss through happenstance is compensated for in wind-pollinated  
20 plants to a large degree by pollen-to-ovule ratios that greatly exceed those of insect-pollinated species. And unlike the sticky pollen grains of plants pollinated by insects, the pollen grains of wind-pollinated plants are smooth and dry, to avoid clumping and precipitating, and the stigma of the female is huge, sticky, and feathery, the better to catch any  
25 floating pollen grains. Similarly, wind-pollinated plants typically evolved to grow in stands, such as pine forests, corn fields and grasslands. Indeed the wind vector is only useful in large, near-monoculture populations.

However, recent research has shown that several remarkably  
30 sophisticated mechanisms for dispersal and capture are characteristic of wind-pollinated plants. Pollen release is often tied to the recognition of unambiguous environmental clues. The devices that operate to prevent self-pollination are also sometimes extremely intricate. Many species take advantage of the physics of pollen motion by generating aerodynamic  
35 environments within the immediate vicinity of their reproductive organs. Two biological features appear to be critical in this process: the density and size of the pollen grain and the morphology of the ovulate organ.

The shape of the female organ creates patterns of airflow disturbances through which pollen grains travel. The obstructing organ causes airflow  
40 to separate around windward surfaces and creates turbulence along leeward surfaces as ambient wind speeds increase. Because the geometry of female organs is often species-specific, airflow disturbance patterns that are also species-specific can be generated. The speed and direction of this pattern combines with the physical properties of a  
45 species’ pollen to produce a highly synergistic pattern of pollen collision on windward surfaces and sedimentation on leeward surfaces of reproductive organs. The aerodynamic consequences of this synergism



can significantly increase the pollen-capture efficiency of an ovulate organ.

1. In general, according to the author of the passage, pollen grains that would have the greatest dispersal range would have which of the following characteristics?
  - I. Small size
  - II. Dryness
  - III. Low-density
  - A. I only
  - B. I and II only
  - C. I and III only
  - D. I, II and III
  - E. II and III only
2. Which of the following is the tone of the passage, in the most part?
  - A. Critical
  - B. Descriptive
  - C. Laudatory
  - D. Humorous
  - E. Condescending
3. Based on the information set forth in the passage, all the following mechanisms serve to reduce pollen loss in wind-pollinated plants EXCEPT:
  - A. retention of pollen within the male organ when weather conditions are not conducive to dispersal.
  - B. growth of plants in large populations with few species.
  - C. creation of species-specific air-flow disturbance patterns by the morphology of the ovulate organ.
  - D. development of intricate mechanisms to prevent self-pollination.
  - E. high pollen-to-ovule ratios
4. Based on passage information, it is reasonable to conclude that wind-pollinated plants are LEAST likely to be found:
  - A. in tropical rain forests of South America.
  - B. in the taiga and other northern European coniferous forests.
  - C. in the valleys of California.
  - D. along river banks in temperate climates
  - E. on the windy slopes of the Himalayas

### **Passage – 14**

Let us consider whether women as a group have unique, politically relevant characteristics, whether they have special interests to which a representative could or should respond. Can we argue that women as a group share particular social, economic, or political problems that do not  
 5 closely match those of other groups, or that they share a particular viewpoint on the solution to political problems? Framing the working definition of “representable interests” in this fashion does not mean that the problems or issues are exclusively those of the specified interest group, any more than we can make the same argument about other  
 10 types of groups more widely accepted as interest groups.

The fact that there is a labour interest group, for example, reflects the existence of other groups such as the business establishment, consumers, and government, which in a larger sense share labour’s concerns, but often have viewpoints on the nature of, or solutions to, the  
 15 problems which conflict with those of labour.

Nor does our working definition of an interest group mean that all of the potential members of that group are consciously allied, or that there is a clear and obvious answer to any given problem articulated by the entire group that differs substantially from answers articulated by others.  
 20 Research in various fields of social science provides evidence that women do have a distinct position and a shared set of problems that characterize a special interest.

Many of these distinctions are located in the institution in which women and men are probably most often assumed to have common interests, the family. Much has been made of the “sharing” or “democratic” model  
 25 of the modern family, but whatever democratization has taken place, it has not come close to erasing the division of labour and, indeed, stratification, by sex. Time-use studies show that women spend about the same amount of time on and do the same proportion of housework and  
 30 child care now as women did at the turn of the century. To say that women are in a different social position from that of men and therefore have unique interests to be represented is not, however, the same as saying that women are conscious of these differences, that they define themselves as having special interests requiring representation, or that  
 35 men and women as groups now disagree on policy issues in which women might have a special interest.

Studies of public opinion on the status and roles of women show relatively few significant differences between the sexes, and do not reveal women to be consistently more feminist than men. On the other hand,  
 40 law and public policy continue to create and reinforce differences between women and men in property and contract matters, economic opportunity, protection from violence, control over fertility and child care, educational opportunities, and civic rights and obligations. The indicators generally used to describe differences in socioeconomic position also show that the  
 45 politically relevant situations of women and men are different. Women in almost all countries have less education than men, and where they achieve equivalent levels of education, segregation by field and therefore skills and market value remains.

1. According to the passage, which of the following experiences do modern women have most nearly in common with women who lived in 1900?
  - A. they are represented only as individuals and not as a group.
  - B. they spend about the same amount of time on housework.
  - C. they experience significant discrimination in employment.
  - D. the proportion of women among those designated as representatives is lower than among the represented.
  - E. they are still not considered the equal of men.
  
2. Based on the passage, of the following issues the author is most concerned about the problem of:
  - A. the history of women's demands for representation as a group.
  - B. recent changes in the status of women in society.
  - C. opposing views concerning women's awareness of their own special interests.
  - D. the criteria that would justify group representation for women.
  - E. uplifting the status of women in modern society
  
3. The passage offers the most support for concluding that which of the following is an important problem confronting women today?
  - A. women are in a different socioeconomic position from that of men.
  - B. men differ greatly from women in the answers they propose for women's problems.
  - C. women do not qualify as an interest group, because they have not all banded together to pursue common goals.
  - D. a lack of educational opportunities has inhibited women from voicing their concerns
  - E. sexual harassment at the workplace
  
4. What is the main function of Paragraphs 1 -3?
  - A. to assert that women should be treated as the equal of men
  - B. to discuss the legitimate definition of a political interest group
  - C. to state that women qualify as a political interest group
  - D. to debate whether women have any unique, politically relevant characteristics
  - E. to applaud the proponents of the feminist movement

### **Passage – 15**

Though he left us with numerous great works and, to be sure, is widely regarded as America's first internationally renowned author, Washington Irving's sometimes enigmatic tendencies and techniques have left literary critiques and academics to ponder his motives more than 140 years after  
5 his death. One such trait that raises the proverbial eyebrow of the community of readers and critiques is Irving's repeated, and varied, use of pseudonyms throughout his career.

One of the most well-known female writers to adopt a pen name was George Sand, born Aurore Dupin in 1804, who became one of the most  
10 prolific and admired French authors – female or male – during the nineteenth century. The true identity of George Sand did not remain a secret for long, for after 1830 the author used this name in her everyday-life, and close friends commonly referred to her as "George."

Most portraits of the author as an adult are entitled simply *George Sand* and make no reference to her given name. Her son, too, adopted  
15 this new last name even though association with his famous author-mother did not bring him any obvious benefits, other than to indicate that his relationship with his mother was closer than that of his sister. Given that the name "George Sand" is radically different from Aurore Dupin's  
20 birth name, many readers have wondered how the author formulated her masculine pen name.

At least two possible answers spring to mind. The first, as indicated in Curtis Cate's biography *George Sand*, is that the idea for this pseudonym arose from a collaboration with her first lover, Jules Sandeau, with whom  
25 she co-authored several articles as well as a full-length novel entitled *Rose et Blanche*. Since her own literary output was a great success in the 1830s-1850s, she quickly became known by this name, and began to use her pen-name on a daily basis.

By continuing to use the name initially assigned to collaborative  
30 writings with her lover, perhaps Aurore hoped to maintain her connection to Sandeau. Perhaps she fondly remembered their time together and wished to have a permanent reminder of their relationship. Or perhaps she simply realized that it would be much more expedient to continue to write under a name which was already familiar to her audience thanks to  
35 the joint works she and Sandeau had published.

Given that George Sand began writing under this masculine name at around the same time as she began to roam around Paris in pants and a jacket – typically male clothing – it is not hard to understand why she chose a masculine pseudonym, since, like her choice of clothes, this male  
40 identity gave her more freedom of expression, both literally and figuratively. Writing under a false name allowed her to distance parts of her character – her roles as wife, mother, and lover – from the creative and literary parts that formed the basis for her role as an author. Using a male name set her apart and added to her persona as an unusual and  
45 fascinating woman. And in the end, the reason why she chose this particular pen-name is not nearly as important as the vast quantity of

writing – articles, letters, novels, plays – that forms her legacy to the field of French literature.

1. The author's attitude towards the use of male pseudonyms by female authors as noted in the passage can best be described as:
  - A. skeptical of the usefulness of pseudonyms.
  - B. critical of the women's adoption of a male name.
  - C. appreciative of female authors' efforts to be published at any cost.
  - D. intrigued by the creation of a pseudonym.
  - E. disillusionment at the idea of discrimination against women
2. According to the passage, the following were all possible reasons for George Sand to create a pseudonym EXCEPT:
  - A. she began publishing collaborative works with Jules Sandeau.
  - B. her new name reflected important parts of her life.
  - C. she was not able to publish any works under her own given name.
  - D. the works published under her pen name sold well.
  - E. the male identity gave her greater freedom of expression
3. What is the main purpose of the passage?
  - A. to criticise females writers who use male names
  - B. to discuss why some female writers use male names
  - C. to applaud female writers for using male names
  - D. to encourage female writers to use their own names
  - E. to suggest that male writers should use females names
4. With which of the following statements would the author most likely agree?
  - A. Aurore Dupin should have written works under her own name once the secret of her pseudonym was revealed.
  - B. By writing under a pseudonym, George Sand created for herself a new identity which allowed her to transcend the limitations of society.
  - C. George Sand owed her early success to her partner, Jules Sandeau.
  - D. The choice of a masculine pseudonym was restrictive for George Sand and forced her to live as a man throughout her life.
  - E. The use of pseudonyms in general by authors of both the sexes should be avoided

### **Passage – 16**

Five times as many workers may be needed to construct a power plant as to operate it. The numbers may be even more disproportionate for a major pipeline or dam. When the construction ends, a substantial reduction in population is virtually guaranteed. Hence, there may be no  
 5 justification for providing an infrastructure necessary to maintain adequate levels of service during the construction period.

Money necessary to build water systems, schools and roads and to fund salaries and maintenance costs is mismatched by traditional taxing programs. The construction project is usually not subject to local property  
 10 tax until it nears completion, which may be five years after the impact has occurred. Alternative sources of tax revenue cannot begin to cover the cost of providing the necessary services. Even if some governments have money, they may not be the right governments. Some entities may suffer the impact of development without being able to tax it. For  
 15 example, a development may be located in the county just outside the limits of an incorporated city. The county will be entitled to tax the property while the city may receive most of the project population and demand for services.

The 1960s and 1970s witnessed a new boomtown era in the West.  
 20 The typical contemporary boomtown is fuelled by a quest for energy in the form of a fossil-fuelled electric generating plant, a hydroelectric dam or a new mine. The energy project is typically located near a small community or is forced to start a community from scratch. Often, the boomtown is poorly planned and under-financed. Long-time residents find  
 25 their community changed for the worse and newcomers find the town an undesirable place to live.

The boomtown is characterized by inadequate public services, undesirable labour conditions, confusion in community structure, and deterioration of the quality of life arising from rapid population growth  
 30 due to a major economic stimulus. Accelerated growth is the most distinguishing characteristic of a boomtown.

Studies have shown that large-scale development in sparsely populated areas causes major social problems. Housing, street and water systems construction, school development and police and fire protection  
 35 lag far behind population growth. Rent and property tax increases join with a rise in the general cost of living to harm persons on fixed incomes. Education in the community may suffer. One result of boomtown living is higher incidence of divorce, depression, alcoholism and attempted suicide. Until recently, planners have ignored or understated such  
 40 problems. While the boomtown promotes an "us against them" mentality — the old timers versus persons brought to the community by the boom — the fact remains that all parties suffer. Newcomers may blame old-timers for a lack of support just as old-timers may blame them for a deterioration of community life. Consequences of the boomtown also  
 45 harm the project developer. The undesirable community results in poor worker productivity and frequent worker turnover, factors that delay construction and push projects over budget. Problems of rapid growth in

some boomtowns are compounded by the fact that most of the population disappears with the completion of project construction.

1. It can be inferred from the passage that which of the following are possible ways in which a boomtown is affected by poor planning and under-financing?
  - I. Unsatisfactory labour conditions
  - II. Inadequate police protection
  - III. Poor community relations
  - A. II only
  - B. I and III only
  - C. II and III only
  - D. I, II, and III
  - E. I only
2. The passage suggests that there is often a lack of services associated with boomtowns. The author claims that all of the following are possible causal factors for the lack of services associated with a boomtown EXCEPT:
  - A. the expected loss of a substantial number of residents after the completion of a project.
  - B. lack of support from long-time residents.
  - C. the location of an energy project just outside the limits of an incorporated city.
  - D. the time lag between the beginning of project construction and the onset of tax payments for it.
  - E. the mismatch between funds needed and traditional taxing programs
3. The tone of the author's discussion of traditional taxing programs in regard to boomtowns can best be described as:
  - A. outraged
  - B. concerned
  - C. disbelieving
  - D. complacent
  - E. mocking

### **Passage – 17**

The study of the analog position of mental representation has many fascinating branches which help illuminate the inner workings of our minds and how we perceive images in our mind's eye. This theory points to the link between the time it takes to solve mental problems and their complexity.

In a now-famous study, Stephen Kosslyn asked subjects to imagine an animal, such as a rabbit, next to either an elephant or a fly. When the image was formed, Kosslyn would ask whether or not the target animal had a particular attribute. For example, Kosslyn might say, "elephant, rabbit," and then "leg." He found that it took subjects longer to answer when the target animal was next to the large animal than when it was next to the small animal. Kosslyn interpreted this to mean that subjects had to zoom in on the image to detect the particular feature. Just as one has difficulty seeing details on small objects, so the subjects could not simply mentally "see" details on the smaller object in their mental image.

Second, Kosslyn and colleagues demonstrated that the time it takes to scan between two points depends on the distance between the two points [in a memorized image]. In one experiment, subjects memorized an array of letters separated by different distances. Kosslyn found that the farther apart the letters were from each other, the longer it took to answer questions about one of the letters. One of the principal hypotheses of the analog position of mental representation, which is the idea that mental processing requires one to move sequentially through all intervening steps to solve a problem, is that mental images have regular properties.

In a similar experiment, Kosslyn had subjects memorize pictures of objects like a plane or a motorboat. Then he had them focus on one part of the object (e.g., the motor) and move to another (e.g., the anchor). He found that the time it took to determine whether the second part was present depended on the distance between the two parts in the memorized picture.

Using a completely different paradigm, Shepard and Feng tested the amount of time that it would take for subjects to specify whether two arrows on unfolded blocks matched up. They found a linear relationship between the number of folds between the arrows and the time it took to make this judgment, suggesting that subjects went through a discrete series of organized steps in order to solve this problem.

The final type of experiment showing that mental images have regular properties is perhaps the most famous: mental rotation experiments. In 1971, Shepard and Metzler tested subjects' abilities to make complex figure comparisons. They presented subjects with a three dimensional "standard" figure and a comparison figure which was either identical to the standard figure, or its mirror image; the comparison stimulus was rotated, either clockwise or into the third dimension. Shepard and Metzler found that the time needed to judge whether the comparison stimulus was identical or a mirror image depended directly on the size of the angle between the target orientation and the orientation of the standard.



1. According to the way it is presented by the author in the passage, the analog position of mental representation argues that:
  - A. mental processing requires one to go sequentially through all intervening steps to solve a problem.
  - B. one typically uses short cuts to solve mental problems.
  - C. it should take longer to solve more complex problems.
  - D. most problems are not able to be solved by people without help.
  - E. the closer two points are the more time it takes to mentally scan between them
  
2. According to the scanning experiments mentioned in the passage, it should take longer to scan longer distances because the subjects:
  - A. believe that there is no relationship between distance and time.
  - B. have to keep time with a metronome set up by the experimenter.
  - C. form a mental picture of the scene and go through all the intervening positions in the picture.
  - D. are tricked by the experimenter into taking a longer time.
  - E. tend to forget things quickly
  
3. According to the passage, why does Kosslyn say it takes longer to identify attributes of objects when they are next to a bigger object than when they are next to a smaller object?
  - A. Because one scans objects in order of size from larger to smaller
  - B. Because the larger object covers the smaller object and one must move it out of the way
  - C. Because large and small objects have all the same features and so interfere with each other
  - D. Because one must zoom into see parts of the smaller object when it is next to a larger object
  - E. Because the larger object looks more visually imposing

### **Passage – 18**

Most moviegoers tend to sum up all of a film's features – acting, directing, special effects, and script – into a blanket "I loved it" or "hated it". But movie industry workers, and even film connoisseurs, can attest to the contribution of the movie's 'cinematics', or technical features, towards  
5 creating any movie's atmosphere.

Artistic movies are composed of a multitude of 'shots' or discrete scenes usually lasting only 6 to 20 seconds; together the hundreds of individual scenes combine to make up the movie. For each shot the director has many options on how to film the same. For example, imagine that the  
10 movie's script calls for two actors to speak a fixed dialogue in a specified location. Even while the director stays true to the script, he has considerable leeway in how to film the scene. He may film an 'extreme long shot', with the camera far away. This tends to show the setting in a panorama, emphasizing the background while underplaying the actors, and  
15 is used primarily in outdoor scenes where the backdrop is particularly impressive. Or, he may employ the 'long shot', which brings the camera close enough to capture the actor's entire bodies, together with some of the setting. And finally there is the 'close-up', where the camera is brought in close enough to focus on the actors' heads and faces and has the effect  
20 of spotlighting a particular actor while hiding the setting and other actors.

Camera 'angling' refers to the camera's height from the ground and thus the vertical angle from which the audience views the action. The most common angle is filmed at adult eye level, though some artistic films for or about children can capture a child's-eye view of the world by filming from a  
25 child's eye level, looking up at most things. Similarly, even ordinary films can switch to 'low angle view' by occasionally lowering the camera to look upwards at a character or building. The low-angle format suggests that the object or character is somehow larger, grander and more dominant or intimidating. In contrast the 'high angle shot' positions the camera to look  
30 down on a character which often suggest that he is inferior, powerless, or in trouble. A 'side by side' shot of two characters suggest that they are equal in importance, while filming one character as seen over the shoulder of another emphasises that character, while reminding the audiences that he is being observed or heard.

1. The passage discussion most clearly suggests that the most important aspect of filmmaking is
  - A. figuring out what moviegoers are going to love
  - B. deciding how to make a movie artistic
  - C. using a good director
  - D. signing a top actor for the lead role
  - E. having excellent music
  
2. According to the passage, a scene from a horror movie showing two lovers embracing, unaware of the huge monster closing in on them, would be filmed using
  - A. an 'eye-level', 'close up'
  - B. a 'high-angle', 'long shot'
  - C. a 'low angle', 'long shot'
  - D. a 'child's eye level', 'close up'
  - E. an 'eye-level', 'over the shoulder'
  
3. According to the passage, a children's film with three alternative shots showing a mother scolding her small daughter, the daughter, and the father who is secretly listening, would most likely be filmed using which sequence of camera angles?
  - A. 'low angle', 'high angle' and 'over the shoulder'
  - B. 'low angle', 'low angle', and 'high angle'
  - C. 'high angle', 'high angle', and 'over the shoulder'
  - D. 'over the shoulder,' high angle', and 'low angle'
  - E. 'high angle', 'low angle' and 'low angle'

### **Passage – 19**

In 1979, a team of scientists from Berkeley working near Gubbio, Italy, discovered a layer of clay that revolutionized theories concerning the disappearance of the dinosaur, which had centred on the assumed gradual climatic change. Beneath the two-centimetre-thick layer lay  
 5 limestone containing fossil organisms from the late Cretaceous, while above it was limestone with early Cenozoic fossils.

Positionally, then, the Berkeley group could place the clay in a period roughly contemporaneous with the disappearance of the dinosaur approximately 63 million years ago. They found that the clay stratum  
 10 contained an iridium level thirty times greater than that of clays in adjacent strata. As iridium is distributed fairly evenly over time through micrometeoritic impact, the researchers knew that the anomalous matter in the clay must have originated extra-terrestrially; the high iridium level, moreover, indicated a sudden deposition in an exceptional, catastrophic  
 15 event.

Scientists are sharply divided on the possible causes of so cataclysmic an event. The possibility that the deposition occurred as an aftereffect of a supernova has been discounted: radioactive isotope Pu-244 was absent from the clay, and neither Ir-191 nor Ir-193 were present in significant  
 20 proportions.

Those who maintain that the material came from within the solar system contend that the earth must have collided during the late Cretaceous with an astral body large enough to have distributed the iridium-rich material over the globe. An asteroid of the required mass  
 25 would have been approximately ten kilometres in diameter; a comet would have to have been twice as large, since comets are largely composed of ice water.

Trying to fathom the scale of such an event as this is mind boggling. It is true that from space, an object 10-20 miles across colliding with  
 30 earth would be akin to something smaller than a grain of sand landing on a basketball, it is also the case that an object twenty miles across that landed on earth would be nearly twice as tall as Mt. Everest (the tallest mountain on Earth) and further across than the length of Manhattan. Furthermore, when the body came crashing to Earth it would have been  
 35 ablaze in an inferno caused by the friction of entry into our atmosphere. To the argument that there is no geological evidence of the impact of such massive objects, Richard Grieve has replied that the clay layer could have resettled after the impact in the form of fallout. Frank Kyte of UCLA asserts that a comet, if disrupted by the earth's gravitational field, would  
 40 have exposed the surface to a deluge of debris that would not have created major craters. Alternatively, the Berkeley group suggests that an asteroid may have landed in the sea; such a collision would have produced tidal waves eight kilometres high, swamping large areas of the earth.

45 Whatever the type of body and mode of impact, Walter Alvarez of the Berkeley team argues that the primary effect of the catastrophe was to disrupt the planetary ecology through the suspension of vast clouds of

50 matter in the stratosphere. The effects of the initial impact would have been greatly multiplied, Alvarez argues, as photosynthesis was impeded by the blockage of sunlight; there would then have been a massive disruption at the base of the dinosaur's food chain.

1. The passage discusses a new discovery that may change the way scientists think about one aspect of dinosaurs. It can be inferred that the discovery described in the passage may "revolutionize" (line 2) which aspect of current theories about dinosaurs?
  - A. The geographical extent of the presumed habitation of the dinosaur
  - B. The approximate date at which dinosaurs are thought to have become extinct
  - C. The assumption that dinosaurs became extinct because of a change in their natural environment
  - D. The rate at which the extinction of the dinosaur is thought to have occurred
  - E. The notion that dinosaurs became extinct because of the onset of an ice age.
2. According to the passage, the Berkeley group used which of the following to support their hypothesis on the disappearance of the dinosaur?
  - I. A comparison of the fossil records of various marine strata
  - II. A comparison of different clay strata near Gubbio, Italy
  - III. A comparison of marine strata in several locations
  - A. I only
  - B. III only
  - C. I and II
  - D. II and III
  - E. I, II and III
3. According to the information presented by the author throughout the passage, scientists used the analysis of the isotopes present in the clay to:
  - A. estimate the age of the stratum more exactly.
  - B. determine the extent of meteoritic impact upon the earth.
  - C. derive a hypothesis concerning the effect of the impact of an extraplanetary body on the earth's ecology.
  - D. eliminate a possible theory concerning the enriched clay's formation.
  - E. determine whether dinosaurs were allergic to these

## **Passage – 20**

The notion of the Great Plains as a vast roaming ground for cowboys and their herds of cattle became popular more recently than some might think. Let us first put aside that now cliché notion of a lawless Wild West with gunslingers and bandits running rampant and shootouts in front of salons every day at high noon. To be sure the west was a dangerous place, but the vast majority of the mystique surrounding the times and places comes more from East Coast writers and later imaginations than anything else. The image of a Great Plains populated by cattle herds and homesteaders was slow to emerge. Much of the settling of the West happened in land grabs after the Civil War.

In spite of the conventional interpretation, a survey of source material reveals that the image of the plains as Desert was restricted in 1825 to certain portions of the country and to certain segments of the population. Analysis of newspapers and periodical literature indicates that the Desert image was strongest in the rural areas of the Northeast and weakest in the rural areas of the South and trans-Appalachian West. Acceptance of the Desert concept was more likely among the well-educated elite, particularly in the Northeast, and acceptance of a "Garden" notion was greater among the rural populations, particularly in the South and West.

American historians have argued that the myth of the Great American Desert dominated the pre-Civil War view of the Great Plains. It was this conception of the plains as Desert, according to the traditional interpretation, that caused the American folk migration westward to leap over the region during the 1840's and the 1850's. This conventional understanding is neither completely invalid nor necessarily incorrect; but it is too simplistic to be fully satisfying. To claim the universal acceptance of stereotyped images of the Great Plains is to ignore the presence of a considerable array of data to the contrary.

By the middle of the 1840's, the concept of the plains as Desert had become prevalent, but even then the Desert image was not the exclusive one. The year 1845 is critical, for it marked the beginning of the migration of Americans across the Plains to Oregon and California. An examination of the sources of American images of the plains in that year does not support the contention that the folk migration failed to halt on the Great Plains because that region was viewed unfavourably by the migrants. By 1845 the American frontier was bursting with what one Missouri newspaper editor called "perfect Oregon fever." But those who encouraged migration to Oregon did not deny the agricultural potential of the Plains. They simply made Oregon the logical and desirable culmination of the American drive to the Pacific.

This notion of Manifest Destiny was so pervasive during that time. It was considered by most Americans to be not merely a right, but a duty to settle the continent from shore to shore, plowing through the middle of the country to reach the inevitable destination. To substantiate the point that the folk elements of American society did not see the plains as Desert, one need only look at the records of those who crossed the Plains on their way to Oregon or California. A survey of the diaries from the

years preceding the Civil War uncovers only 17 references to Desert conditions in the Great Plains.

1. According to the information presented by the author in the passage, American migrants travelling throughout the United States in the mid-1840's often:
  - A. doubted the economic potential of the Great Plains.
  - B. had an overly optimistic image of the Great Plains.
  - C. had geographical destinations other than the Great Plains.
  - D. were misinformed by newspaper stories.
  - E. faced threats from bandits
  
2. All of the following can be found in the author's argument about the Great Plains EXCEPT:
  - A. a contrast between the views of Americans who lived in different regions.
  - B. a comparison of written and oral accounts of the migration experience.
  - C. a general description of people who believed the Great Plains to be a Desert.
  - D. an indication as to when westward migration activities increased in scope.
  - E. a mention of the opinion of American historians
  
3. Which of the following best summarizes the author's attitude toward the traditional view as posed in the passage that most Americans regarded the Great Plains as Desert?
  - A. It ignores conflicting evidence.
  - B. It is irrelevant to historical understanding.
  - C. It is substantially correct.
  - D. Its importance has been unappreciated.
  - E. It is absolutely absurd

### **Passage – 21**

Pesticides (including insecticides, fungicides, nematicides, and herbicides) are chemicals used in agriculture to increase production by combating organisms that damage or destroy plants. However, pesticides by their very nature can result in serious harm to wildlife both by directly killing  
5 animals and through more subtle effects on reproduction, development and behaviour. Organophosphates are pesticides that interfere with the enzyme cholinesterase, which is essential for the proper functioning of the nervous systems of insects, as well as of humans and other vertebrates. Toxic exposure to organophosphates results in fatal  
10 respiratory failure. The first indicator of toxic absorption is a reduction in the enzyme cholinesterase in red blood cells, and contact with insecticides is the only known cause of a marked depression of this enzyme.

In a recent study, researchers collected specimens of both adult and  
15 tadpole Pacific treefrogs from sites located both within the Sierra Nevada (representing northern and southern areas) and also to its west (representing the foothills and the Pacific coast of California). When cholinesterase levels were then examined they were significantly lower in tadpoles taken from the mountains east of the San Joaquin Valley, such  
20 as Yosemite and Sequoia National Parks, than in those taken from similar sites farther north in the Sierra Nevada, which lie east of the Sacramento Valley where agricultural activity is less intense.

Moreover, lower cholinesterase activity levels were correlated with distance away from the coast and toward the higher elevations of the  
25 Sierra Nevada. Similar, although less significant, trends were seen in adult frogs. Concentrations of particular organophosphate pesticides in the collected tadpoles and adult frogs were also measured. More than fifty percent of the adult frogs and tadpoles at Yosemite National Park had measurable levels of diazinon and chlorpyrifos, compared to only  
30 nine percent at coastal sites. Since both diazinon and chlorpyrifos degrade very rapidly in organisms, the detection of either compound indicates recent exposure to the chemicals. The red-legged frog is now listed as threatened under the U.S. Endangered Species Act, and the mountain yellow-legged frog and Yosemite toad have been proposed for  
35 listing. Many amphibian population declines have occurred in some of the state's most seemingly pristine areas, such as the Sierra Nevada mountain range of eastern California which includes Sequoia, Yosemite, Kings Canyon, and Lassen Volcanic National Parks as well as Lake Tahoe and Mt. Whitney.

40 Because the southern parts of the Sierra Nevada lie east of the intensely agricultural San Joaquin Valley, environmentalists have suspected that pesticide use may be responsible. Pesticides could be transported from the San Joaquin Valley to the Sierra Nevada on the prevailing eastward summer winds, and then affect populations of  
45 amphibians that breed in mountain ponds and streams.



1. In the passage, the author most likely mentions that population declines have occurred in seemingly pristine areas (line 36) in order to emphasize that:
  - A. while there has been some damage to the environment of the Sierra Nevada, it is not irreparable.
  - B. appropriate action should be taken to restore the Sierra Nevada to its former purity.
  - C. environmental damage and its causes may not be apparent to casual observers.
  - D. because some amphibian species are still abundant in the Sierra Nevada, casual observers do not realize how many are seriously threatened.
  - E. the environmental damage caused by pesticides has been all pervasive
  
2. With respect to pesticides, the author takes time in the passage to assert that they:
  - A. are transported for long distances by wind currents.
  - B. are detrimental to both insects and vertebrates.
  - C. are not used in the Sierra Nevada.
  - D. have benefits in agricultural applications.
  - E. should be absolutely banned
  
3. The function of the third paragraph in relation to the passage as a whole is to:
  - A. critique the scientific study alluded to in the first paragraph.
  - B. present evidence to support a hypothesis introduced in the first paragraph.
  - C. provide more details with respect to the geographical information introduced in the first paragraph.
  - D. provide more specific examples of the harmful effects of pesticides mentioned in the second paragraph.
  - E. present data to undermine a theory introduced in the first paragraph.

## **Passage – 22**

With the explosion of the technology industry in the late 1990s, the US ushered in the so-called “new economy.” Based largely on speculation and a “cash in” mentality, the new economy bustled along until the bottom fell out and it came crashing back to earth. But what set the stage for this collapse to happen was put into motion years earlier.

The growth of productivity is defined as the rate of growth in product less the rate of growth in the labour used in production. Productivity can be affected by factors such as: amount of capital invested in production, methods used in production, educational or demographic composition of the labour force, business climate, global competition, and cost of environmental and safety regulations. Capital investment was booming in the U.S. in the post-1995 period. Furthermore, that part of capital invested in information technology, including computers, software, and communications equipment, rose to more than fifty times what it had been in 1975. Because of its high gross rate of return in improving methods of production, capital investment in information technology should have a particularly large impact on overall productivity.

For the past five years the big news for the U.S. economy has been a noticeable productivity growth spurt, which many have attributed to new information and communication technologies. The rate of growth in U.S. productivity had not been so high since the period extending from the end of World War II through the 1960s. In the early 1970s, productivity growth dropped suddenly. Apart from normal cyclical movements low productivity growth continued until the mid-1990s. Then, performance of the U.S. economy accelerated to a truly extraordinary level. From 1995 to 1999 real gross domestic product grew at an average rate of about 4 percent per year, and the rate of growth in labour productivity returned to the pre-1970 rate of increase.

The revolution in technology is, at least in some sense, a worldwide phenomenon. Therefore, one would expect the recent trend in the rate of growth in productivity in the U.S. to be shared by other developed countries. However, marked differences exist. Although the U.S. had the lowest rate of overall productivity growth in the 1981-95 period, in the post-1995 period the U.S. rate of productivity rose to third among the countries, behind only Ireland and Australia. In several other developed countries, including France, Italy, Japan, the United Kingdom, the Netherlands, and Spain, overall productivity growth slowed quite sharply.

The questions then arise: Why are these trends in productivity growth so different; and does this difference illuminate anything about the role of the new technologies? Regression analysis of the rate of growth in productivity in each of these countries in the late 1990s, both as a function of the country’s share of spending devoted to information technology and as a function of its number of internet servers, reveals a positive correlation that passes the test for statistical significance. Therefore, with due deference to the problems of international comparison, the data appears to reinforce the view that utilization of the new technologies has been important in raising productivity in the U.S. in recent years.

1. According to the passage, a resurgence in productivity occurred in:
  - I. the U.S. in the late 1990s.
  - II. Ireland in the late 1990s.
  - III. developed countries other than the U.S. in the 1981-95 period.
  - A. I only
  - B. II only
  - C. III only
  - D. I, II, and III
  - E. I and II only
2. If the passage were to continue, the next topic the author would discuss would most probably be:
  - A. what factors caused the drop in the growth of U.S. productivity in the early 1970s.
  - B. what factors prevented the productivity growth spurt in the U.S. from continuing.
  - C. the relative importance of other factors in fostering productivity growth in the U.S.
  - D. why different developed countries invested different shares of total spending on capital investment in new technologies.
  - E. what will happen to productivity growth in the US in the next five years
3. In paragraph 2, the author is primarily concerned with:
  - A. defining productivity and identifying the types of factors that can affect its growth.
  - B. noting a correlation between a peak in capital investment and a peak in the growth of productivity.
  - C. emphasizing the impact of the amount of capital invested on the degree of improvement in methods used for production.
  - D. introducing a explanation that will then be tested by further investigation.
  - E. criticise an explanation that was later proved correct

### **Passage – 23**

Polychlorinated biphenyls are heavy, syrupy hydrocarbons that were first synthesized in the 1880s. Because they conduct heat but not electricity and are water-insoluble, fire-resistant, and extremely stable (withstanding temperatures of up to 1600° F), they were found, in the  
5 1930s, to be extremely useful as components in cooling systems and electrical equipment (transformers and capacitors). They were widely used for these purposes and also in the composition of sealants, rubber, paints, plastics, inks, and insecticides.

PCBs were banned in 1979, after researchers linked them to cancer  
10 and developmental problems in humans. However, PCBs persist in the environment for extremely long periods. Because of an affinity for fat, they have a marked tendency to accumulate in living organisms; increasing in concentration as they move up the food chain.

At sites where dumping of chemical wastes had occurred, such as  
15 warehouses, landfills, and even rivers, uncontrolled or abandoned hazardous wastes still remained. To locate, investigate, and clean up the worst of these sites nationwide, Congress in 1980 established the Superfund Program, administered by the Environmental Protection Agency (EPA). Due to dumping over a period of 35 years by two capacitor  
20 manufacturing plants located along the northern part of the Hudson River in New York State, EPA has estimated that 1.1 million pounds of PCBs have accumulated.

Field surveys of the river have found substantial contamination in 40 submerged sediment "hot spots," 5 exposed shoreline remnant deposits, dredge spoils on riverbanks, and estuary sediments. Today, because of  
25 PCB contamination, human consumption of fish caught in the most affected areas of the Hudson River is prohibited. But, while fish consumption remains the most potent route of PCB exposure, exposure can also occur through other routes. Eight municipalities currently draw  
30 drinking water from the Hudson and another, New York City, draws it during emergencies.

EPA's report recommending dredging indicates that, due to opposition of local residents, neither a landfill nor a thermal treatment facility (for high temperature incineration) can be locally-sited and the PCBs should  
35 therefore be transported to a solid waste landfill outside of the area. The report does not, however, identify a specific location.

Furthermore, air along the river contains elevated concentrations of PCBs, and individuals living along the River show PCB residue in their bodies, paralleling the river's contamination. The EPA has recommended  
40 that PCBs be removed from the river bottom by dredging, thus reducing contamination and possibly eventually permitting revitalization of commercial fishing, which once generated \$40 million income annually. However, the corporation blamed for the dumping argues that dredging may "stir up" the PCBs (which they describe as now "lying undisturbed" in  
45 the riverbed), causing the water, air, and riverbanks to become even more contaminated. Some area residents echo these concerns and also

argue that dredging will subject them to years of unacceptable noise, disruption, and curtailed recreational activities

1. Based on information provided by the author of the passage, it can be inferred from the passage that PCBs are:
  - I. heavier than water.
  - II. toxic to fish.
  - III. readily biodegradable.
  - A. I only
  - B. I and II only
  - C. I and III only
  - D. II and III only
  - E. I, II and III
2. According to the passage, the EPA differs from local residents and the company responsible for PCB contamination in that it affirms that it bases its recommended action on benefit to:
  - A. commercial fishing interests.
  - B. residential interests.
  - C. the environment as a whole.
  - D. recreational activities.
  - E. the general American populace
3. It can be inferred from the passage that the justification used for prohibiting individuals from consuming fish caught in contaminated sections of the Hudson River is that the individuals may thereby:
  - A. reduce the level of PCBs in their bodies.
  - B. avoid any further increase in the level of PCBs in their bodies.
  - C. mitigate the accumulation of PCBs in their bodies.
  - D. prevent cancer and developmental problems.
  - E. cause a reduction in their health insurance premium

### **Passage – 24**

Previous investigations into the workings of memory usually tested episodic memory, which describes the recall of specific events, as well as the ability to remember names and the whereabouts of items like car keys. This ability usually remains intact until the mid-sixties, when people  
5 often become forgetful of things like recent events and minor details. While some researchers suggest that this well-known decline in episodic memory in the elderly stems from degeneration of the frontal lobes of the brain, many scientists believe that such memory loss is largely due to retirement: after the demands of work stop, most people no longer  
10 exercise their mental faculties as strenuously. Thus, regular mental “exercise” might curtail memory loss.

But episodic memory comprises only part of this intricate brain function. Memory researchers have identified two other types of memory, neither of which seems to deteriorate with age. New studies suggest that  
15 we have more than one kind of memory, and imply that elderly people who suffer from forgetfulness can utilize other types of memory to compensate for the decline.

This new conception of memory stems from a shift in methodology of memory research. While older studies of memory and aging involved  
20 comparisons between different age groups, recent investigations tested the same group of people over a number of years. Such longitudinal data more clearly establishes the relationship between memory and aging. Through these studies of older adults, researchers concluded that there exist three major kinds of memory, only one of which declines in old age.

Semantic memory, which describes our ability to recall knowledge and facts as well as events in the distant past, does not seem to lessen over the course of a lifetime. In fact, such memory may be even sharper in elderly people than in the young or middle-aged. When a group of men and women in their sixties were tested on a specific vocabulary list and  
30 retested on the same list a decade later, the group had improved their scores by an average of six words—an increase researchers consider substantial. Such studies suggest that by taking notes or mulling over events, elderly people who suffer from forgetfulness can store more information in the semantic memory, thus compensating for episodic  
35 memory loss.

Implicit memory deals with the tremendous variety of mental activities we perform without making any intentional effort. Examples of these include actions like driving a car, touch-typing, or riding a bicycle. In a particular study, an amnesiac patient who had been an avid golfer before  
40 developing a memory problem remembered which club to use for each stroke; however, he forgot that he had played a hole within minutes of having done so.

In addition, further studies of amnesiacs have shown that people with these disorders can learn new facts but cannot remember when and where  
45 they had learned them. Studies of people in their sixties and seventies showed similar results: like amnesiacs, older people are able to learn from new experience as well as younger people, but often have difficulty

remembering the source of their knowledge or skill. While the findings are encouraging, it must be noted that such studies do not deal with memory  
50 problems associated with illness, disease, or injury to the brain.

1. Based on the information in the passage, the author implies that advanced age might adversely affect which of the following?

- I. Memory of details of a recent conversation
- II. Recollection of childhood memories
- III. Ability to perform routine tasks

- A. I only
- B. II only
- C. III only
- D. I and II only
- E. I, II and III

2. With regard to new research into memory and the various points brought up in the passage, the author's attitude might be described as one of:

- A. unbridled enthusiasm.
- B. wary skepticism.
- C. reserved optimism.
- D. unbiased objectivity
- E. unreserved joy

3. The primary purpose of the passage is to:

- A. discuss the ways in which a new theory of memory challenges common assumptions regarding memory and aging.
- B. explain why past investigations into memory tested only episodic memory.
- C. describe recent research into the functioning of the brain.
- D. consider the reasons why episodic memory diminished in later years.
- E. describe two new types of memory

4. Based on the information in the passage, the author would probably agree with which of the following statements regarding memory problems associated with illness, disease, or injury?

- A. Since many elderly suffer from such organic dysfunctions, memory research remains more theoretical than practical.
- B. Scientists do not anticipate that these studies will contribute to our understanding of these disorders as well.
- C. It is likely that researchers will turn toward these more critical problems in the near future.
- D. Since such disorders do not conform to the tripartate model of memory, most researchers are not interested in them
- E. These problems can be resolved by conducting more in-depth research into the different memory types

## **Passage – 25**

Georges LeClerc (1707-1788) proposed a mechanism for calculating the age of the Earth using molten spheres of iron and measuring cooling times, after which he proposed that the Earth was at least 75,000 years old and perhaps as old as three million years.

- 5        Some students may feel that we should not focus on the past, and that our thoughts should be trained on new knowledge and invention, rather than antiquated ideas. What these students do not understand is the importance of the old ideas in shaping our current understanding of the world around us, and that an outright dismissal of past theories  
10       simply because they have been rejected by new evidence may limit our understanding of current theories.

- There is value of learning about hypotheses that were once espoused to explain an observed phenomenon, but that have now been long disproved and invalidated. Darwin's theory of natural selection as the  
15       mechanism for evolution is all too often taught in a vacuum in high school biology classrooms, as if this brilliant naturalist developed a ground-breaking theory on natural order which had never before been contemplated in any form. It is only by learning about the gradual development of evolutionary theory, and the role of some religious  
20       individuals in shaping this theory, that students may come to see the logic and power behind Darwin's relatively simple ideas.

- Many of the contributions upon which Darwin built his ideas came from scientists who were staunch creationists themselves. These scientists believed that all organisms on Earth had been placed here  
25       through "special creation," by God, because there was little evidence at the time to support evolution. LeClerc also perceived that species were not fixed and could change over time; he even proposed that closely related species, such as the horse and donkey, had developed from a common ancestor and had been modified by different climactic  
30       conditions. Yet, LeClerc was a devout Christian creationist and devoted much of his writing to the debunking of evolutionary ideas. Despite their commitments to religion, LeClerc and Linnaeus both gave Darwin crucial raw material to work with—their ideas concerning the similarities between related species and possible connections with common ancestors cried  
35       out for a reasonable explanation.

- For centuries before Darwin, data that challenged the biblical account of creation was surfacing in many fields of research. As explorers began to study the forces that shape the Earth, such as mountain building and volcanic eruptions, accounts from scripture and assertions that the Earth  
40       was very young began to be called into question. Uniformitarian geologists such as Charles Lyell felt that the only reason mountains and other features of the Earth's terrain had been built the way they had was because of long, gradual processes that shaped these structures. There was no way, he felt, that the Earth could be several thousand years old  
45       as asserted in the Bible. In addition, the discovery of new plants, animals, and fossils as explorers travelled to uncharted regions of the world aroused suspicion about the paucity of animal and plant "kinds" in the Bible. Improvements in scientists' abilities to estimate the age of the



Earth and the relative ages of fossils also pushed people to question old assumptions.

1. Taking into account all that was argued by the author, the main idea of this passage is that:
  - A. religious scientists before Darwin greatly influenced his formation of the theory of natural selection.
  - B. similarities between species of plants and animals were too great to ignore as people attempted to explain relationships in nature.
  - C. Darwin relied on a great deal of information from those who lived before him as he formed his well-known conclusions about the mechanisms of evolution.
  - D. old ideas should not be dismissed simply because they are old and disproved.
  - E. There is no connection between old ideas and new ones
2. If the author were teaching a class on evolution in a university in the United States, the passage suggests that the class would spend a significant amount of time discussing:
  - A. the origins of Darwin's theory of natural selection.
  - B. details of Darwin's theory of natural selection.
  - C. the Biblical account of creation.
  - D. taxonomy and classification and their importance in Darwin's ideas.
  - E. the future of evolution
3. The author's discussion of Darwin's theory in paragraph 3 of the passage suggests that:
  - A. Darwin does not deserve the credit he is given for his ideas on evolutionary theory.
  - B. Darwin's theories should be presented in the context within which they were originally conceived.
  - C. Darwin's ideas would be properly devalued if people knew the religious background from which his ideas stemmed.
  - D. Darwin's ideas are simple enough that he didn't need much help in formulating them.
  - E. Darwin's ideas have no place in modern theories of evolution
4. According to the passage, the idea that mountains and other structures take a great deal of time to form was an idea championed by:
  - A. catastrophists.
  - B. Darwinists.
  - C. creationists.
  - D. uniformitarians.
  - E. modern scientists

## **Passage – 26**

After being formed deep within the earth, hydrocarbons migrate upwards, following a complex path of minute cracks and pore spaces, and will eventually reach the surface and be lost unless they encounter impermeable rocks (such as dense shale) through which they cannot travel. If the rock within which they are trapped is highly permeable (such as sandstone) the hydrocarbons can be extracted by drilling through the impermeable seal, and tapping into this permeable reservoir.

The need to expand oil and gas reserves brings with it a need to find hydrocarbon reservoirs that are difficult to locate using current geological and geophysical means. To do so, geologists look for rock formations that constitute the seals and reservoirs within which hydrocarbons could be trapped.

There are a number of different types of traps, but they can be divided into two broad categories. Structural traps are formed by deformation after the rocks have been formed, for example by folding or faulting. Stratigraphic traps are formed when the loose sediments that will eventually be turned into rocks were laid down.

Structural traps tend to be easier to locate and are the source of most of the known hydrocarbon reserves. Expanding our reserves therefore means locating more stratigraphically trapped hydrocarbons. The primary means of exploring for oil where there is no surface expression of the underlying geology is by seismology. When a seismic pulse transmitted into the earth encounters an interface where the density changes, typically the surface between two beds or an unconformity with velocity-density contrasts, some of the energy is reflected back upwards. A string of seismophones record these reflections and after extensive computation seismologists can build up a visual record of the intensity of each reflection and the time taken for it to reach the surface.

The primary limitation of the seismic method for locating stratigraphic traps is resolution: It is not possible to resolve features that are thinner than a seismic wavelet. The most common stratigraphic traps (with the possible exception of carbonate reservoirs) are in sandstone layers that are much thinner than a seismic wavelet. Seismic wavelets can be narrowed by increasing the frequency of the seismic pulse. However, high frequencies are selectively attenuated as the pulse travels through the earth, so there are limits to how much resolution can be improved by simply generating higher frequency pulses, or by filtering out the lower frequency components of the seismic source. Moreover, the density contrasts between oil-bearing sandstones and the shales that provide stratigraphic seals for the oil are often very small, so that the reflectivities, and hence the strength of the reflection, will be so low that the events may not be observable above background noise.

Recent developments such as zero phase wavelet processing and multivariate analysis of reflection waveforms have decreased noise and increased resolution. In the future it is hoped that these techniques, and greater understanding of stratigraphy itself, will prove fruitful in expanding hydrocarbon reserves.

1. As opposed to other essays written on the same topic, it is likely that the primary purpose of this passage is to:
  - A. explain how hydrocarbons are formed and trapped within the earth.
  - B. detail how seismologists can locate hidden deposits of hydrocarbons.
  - C. contrast the relative difficulty of locating structural traps and stratigraphic traps.
  - D. discuss the formation of hydrocarbon reserves and how they can be located.
  - E. argue for increased private investment in the location of hydrocarbons
  
2. According to the passage it is often difficult to distinguish reflections from the interface between oil bearing sandstones and the shales that provide stratigraphic seals from background noise because:
  - A. high frequencies are attenuated as they travel through the earth.
  - B. there is little density contrast between the oil bearing sandstone and the shales which provide stratigraphic seals.
  - C. the frequency of the seismic pulse is not high enough.
  - D. they are thinner than the seismic wavelet.
  - E. they are thicker than the seismic wavelet
  
3. According to the passage, all of the following are needed if oil is to be extracted from a reservoir EXCEPT:
  - A. an impermeable seal above the reservoir.
  - B. an original source of hydrocarbons below the reservoir.
  - C. high density contrast between the reservoir rocks and the stratigraphic seal.
  - D. high permeability within the reservoir.
  - E. presence of cracks and pores in the earth's crust
  
4. Based on the points made throughout the passage, which of the following best describes how the author views seismology as a tool in locating hydrocarbons?
  - A. Of limited effectiveness but showing promise
  - B. Intrinsically flawed
  - C. Effective and profitable
  - D. Theoretically useful but ineffectual in practice
  - E. Out-dated and archaic

### **Passage – 27**

American culture changed forever in the latter part of the twentieth century with the advent of pop music. Before the 1950s music defined its own circles, but, at best, only shaded the frame of popular American culture. The birth of Rock and Roll forever changed that as larger and larger numbers of youth came, not only to identify with the music they were listening to, but to identify themselves by that music.

We use pop songs to create for ourselves a particular sort of self-definition, a particular place in society. The pleasure that a pop song produces is a pleasure of identification: in responding to a song, we are drawn into affective and emotional alliances with the performers and with the performers' other fans. Thus music, like sport, is clearly a setting in which people directly experience community, feel an immediate bond with other people, and articulate a collective pride.

At the same time, because of its qualities of abstractness, pop music is an individualizing form. Songs have a looseness of reference that makes them immediately accessible. They are open to appropriation for personal use in a way that other popular cultural forms (television soap operas, for example) are not—the latter are tied into meanings which we may reject.

This interplay between personal absorption into music and the sense that it is, nevertheless, something public, is what makes music so important in the cultural placing of the individual. Music also gives us a way of managing the relationship between our public and private emotional lives. Popular love songs are important because they give shape and voice to emotions that otherwise cannot be expressed without embarrassment or incoherence. Our most revealing declarations of feeling are often expressed in banal or boring language and so our culture has a supply of pop songs that say these things for us in interesting and involving ways.

Popular music also shapes popular memory, and organizes our sense of time. Clearly one of the effects of all music, not just pop, is to focus our attention on the feeling of time, and intensify our experience of the present. One measure of good music is its "presence," its ability to "stop" time, to make us feel we are living within a moment, with no memory or anxiety about what has come before us, what will come after. It is this use of time that makes popular music so important in the social organization of youth. We invest most in popular music when we are teenagers and young adults—music ties into a particular kind of emotional turbulence, when issues of individual identity and social place, the control of public and private feelings, are at a premium. What this suggests, though, is not that young people need music, but that "youth" itself is defined by music. Youth is experienced, that is, as an intense presence, through an impatience for time to pass and a regret that it is doing so, in a series of speeding, physically insistent moments that have nostalgia coded into them.

1. The author's primary purpose in this passage in discussing popular music is to:
  - A. account for the importance of popular music in youth culture.
  - B. contrast several sociological theories about popular music.
  - C. compare popular music with other forms of popular culture.
  - D. outline the social functions of popular music.
  - E. describe how popular music originated
  
2. While there are obviously many differences between the two, the author of the passage suggests that one similarity between popular and classical music is that both:
  - A. articulate a sense of community and collective pride.
  - B. give shape to inexpressible emotions.
  - C. emphasize the feeling of time.
  - D. define particular age groups.
  - E. are timeless in nature
  
3. It can be inferred from the passage that the author's attitude towards love songs in popular music is that of being:
  - A. bored by the banality of their language.
  - B. embarrassed by their emotional incoherence.
  - C. interested by their expressions of feeling.
  - D. unimpressed by their social function.
  - E. disgusted by their mushiness
  
4. Regardless of what the purpose of the passage is as a whole, in the last paragraph, the author is predominantly concerned with:
  - A. defining the experience of youth.
  - B. describing how popular music defines youth.
  - C. speculating about the organization of youth movements.
  - D. analyzing the relationship between music and time.
  - E. describing the decline of popular music

equal time in the classroom devoted to both evolutionary theory and the "theory" of creationism.

1. When reviewing all of the arguments made in the passage it becomes apparent that the author's main idea in this passage is:
  - A. to explain the differences between natural selection and creation science.
  - B. to show how the continued spread of creationist views is a potentially dangerous affront to a rational, scientific understanding of evolution.
  - C. to contrast the creationist viewpoints, such as fundamentalism and natural theology with more ancient views of evolution.
  - D. to explain why the concepts of evolution are more scientifically correct than those of "creation science."
  - E. to argue that 'creation science' is the best explanation of evolution
  
2. The author brings up Greek philosophers to point out which of the following:
  - A. that the origins of evolutionary thought comprised some silly notions such as heads, limbs, and various other parts of animals were always being joined in random combinations.
  - B. that the origins of evolutionary thought began long before Darwin.
  - C. that both evolutionary thought and creationism have their origins among the Greeks.
  - D. Anaximander first came up with the theory of evolution.
  - E. Greeks were far more learned than any other group at that time
  
3. Which of the following can be inferred from the passage?
  - A. A frank discussion of creationism is pointless
  - B. Carl Sagan was indifferent towards rationality
  - C. Anaximander believed that humans were descended from apes
  - D. Thomas Huxley approved of Darwin's theories
  - E. Christian philosophers rejected the ideas of Aristotle and Plato

### **Passage – 29**

The variety of fish reproduction techniques provides an example of the adaptive complexity that ecologists have found. Most spawning is synchronized with phases of the moon, and eggs are fertilized in the water column. However, some species lay eggs on the sea bottom or in a protected area. Damsel-fishes will guard their nests quite aggressively, while jawfish and cardinalfish incubate eggs in the mouth. Seahorse and pipefish carry their eggs in a pouch.

Most hermaphroditic species follow the protogynous pattern of the fairy basslet. If the male disappears, the dominant female in his harem will change sex within days and take over his role within hours. However, a few species are protandrous, where the fish are male first and then become female. Much remains to be learned about fish reproduction, and evolutionary biologists find that the coral environment provides them with many opportunities to observe a variety of species and specialized behaviours.

The reef itself is alive with many billions of coral colonies plus other limestone-depositing organisms, growing among the skeletons of their predecessors. Reefs grow on the continental shelf edge, on the shelf itself, along islands and atolls, and from the continental mainland. While strict requirements concerning the amount of available light, and the ocean's clarity, temperature, and movement have restricted the geographic locations of the Earth's reefs, these requirements have not limited the ecological complexity of reef communities.

Species representing more phyla than those found in a tropical rainforest live on coral reefs. Scientists counted 1,441 worms on one coral head alone, and these worms belonged to over a hundred different families. Six of the Earth's seven species of marine turtles inhabit the Great Barrier Reef. Four thousand species of fishes, more than a third of all marine fish species, make coral ecosystems their home. Perhaps more notably, representatives from all fish families and most genera are reef inhabitants.

Scientists study reef fishes not only because of the diverse sampling of species but also because of the range of behaviours and relationships between species and other animals that is available for analysis. Intense competition and predation have caused fishes to carve out special niches. Mimicry and camouflage offer just two ways for species to blend in with their surroundings. Symbiotic relationships between fish and other organisms also occur with frequency on coral reefs. The anemonefish share their habitat with sea anemones in a symbiotic relationship that scientists have yet to unravel completely. The defensive nematocysts of the anemone are used to stun prey, but the anemonefish are resistant to these stinging cells. Researchers believe that the fish secretes a mucous coating that mimics that of the anemone allowing for chemical signals to prohibit the firing of the cells. One theory holds that the fish obtain these chemicals by rubbing against the sea anemone's tentacles. The benefits, if any, to the anemone for having these fish live with them is not clear.

1. Based on the information set down in the passage by the author, with which of the following statements would the author most likely agree?
  - A. More effort should be made to protect Australia's Great Barrier Reef.
  - B. The absence of diverse phyla in terrestrial ecosystems makes them irrelevant for Earth's biodiversity.
  - C. The richness of coral reef diversity should be recognized and studied.
  - D. Ecologists should focus research efforts on environments other than coral reefs
  - E. Coral reefs are not as important as they are made out to be
  
2. The author discusses the number of species found on a coral head in the fourth paragraph in order to:
  - A. provide an example of an abnormal phenomenon.
  - B. emphasize how much greater the diversity of worms on a reef than fish.
  - C. highlight the importance of coral reef preservation.
  - D. illustrate the diversity found in coral reefs.
  - E. contradict a widely accepted theory
  
3. It can be inferred from the passage that changes in an ocean's water clarity and temperature would concern researchers studying coral reefs because:
  - A. water clarity and temperature directly limit ecological biodiversity.
  - B. symbiotic relationships between organisms are complex and interesting.
  - C. water clarity and temperature affect the growth of coral communities.
  - D. scientists studying reefs also study climate change.
  - E. fishes cannot survive in very cold temperature



### Passage – 30

Because we have so deeply interiorized writing, we find it difficult to consider writing to be an alien technology, as we commonly assume printing and the computer to be. Most people are surprised to learn that essentially the same objections commonly urged today against computers  
5 were urged by Plato in the *Phaedrus*, against writing.

Writing, Plato has Socrates say, is inhuman, pretending to establish outside the mind what in reality can be only in the mind. Secondly, Plato's Socrates urges, writing destroys memory. Those who use writing will become forgetful, relying on external resource for what they lack in  
10 internal resources. Thirdly, a written text is basically unresponsive, whereas real speech and thought always exist essentially in a context of give-and-take between real persons.

Without writing, words as such have no visual presence, even when the objects they represent are visual. Thus, for most literates, to think of  
15 words as totally disassociated from writing is psychologically threatening, for literates' sense of control over language is closely tied to the visual transformations of language. Writing makes "words" appear similar to things because we think of words as the visible marks signalling words to decoders, and we have an inability to represent to our minds a heritage  
20 of verbally organized materials except as some variant of writing. A literate person, asked to think of the word "nevertheless" will normally have some image of the spelled-out word and be quite unable to think of the word without adverting to the lettering. Thus the thought processes of functionally literate human beings do not grow out of simply natural  
25 powers but out of these powers as structured by the technology of writing.

Without writing, human consciousness cannot achieve its fuller potentials, cannot produce other beautiful and powerful creations. Literacy is absolutely necessary for the development not only of science,  
30 but also of history, philosophy, explicative understanding of literature and of any art, and indeed for the explanation of language (including oral speech) itself. Literate users of a grapholect such as standard English have access to vocabularies hundreds of times larger than any oral language can manage. Thus, in many ways, writing heightens  
35 consciousness. Technology, properly interiorized, does not degrade human life but enhances it.

In the total absence of any writing, there is nothing outside the writer, no text, to enable him or her to produce the same line of thought again or even verify whether he has done so or not. In primary oral  
40 culture, to solve effectively the problem of retaining and retrieving carefully articulated thought, you have to do your thinking in mnemonic patterns, shaped for ready oral recurrence. A judge in an oral culture is often called upon to articulate sets of relevant proverbs out of which he can produce equitable decisions in the cases under formal litigation under  
45 him. The more sophisticated orally patterned thought is, the more it is likely to be marked by set expressions skilfully used. Among the ancient Greeks, Hesiod, who was intermediate between oral Homeric Greece and

fully developed Greek literacy, delivered quasiphilosophic material in the formulaic verse forms from which he had emerged.

1. In paragraph 5 of the passage, the author mentions Hesiod in order to:
  - A. prove that oral poets were more creative than those who put their verses in written words.
  - B. show that some sophisticated expressions can be found among the pre-literate ancient Greeks.
  - C. demonstrate that a culture that is partially oral and partially literate forms the basis of an ideal society.
  - D. thinking in mnemonic patterns is an unsuccessful memory device.
  - E. no sophisticated expressions could be found among the pre-literate ancient Greeks.
2. According to the author, an important difference between oral and literate cultures can be expressed in terms of:
  - A. extensive versus limited reliance on memory.
  - B. chaotic versus structured modes of thought.
  - C. simple versus complex use of language.
  - D. barbaric versus civilized forms of communication.
  - E. presence and absence of books
3. The author refers to Plato in the first and second paragraphs. He brings the philosopher up primarily in order to:
  - A. provide an example of literate Greek philosophy.
  - B. suggest the possible disadvantages of writing.
  - C. illustrate common misconceptions about writing.
  - D. define the differences between writing and computer technology.
  - E. suggest possible benefits of writing
4. The passage is primarily concerned with
  - A. criticising those who speak against 'writing'
  - B. emphasising the importance of writing
  - C. assert that writing and consciousness are independent of each other
  - D. documenting the negative effects of writing
  - E. discussing how writing has influenced human consciousness

### **Passage – 31**

Tracking seems to contradict the oft-stated assumption that “all kids can learn.” If certain students are better in certain subjects, they must be allowed to excel in those areas and not be relegated to an inferior class simply because they have been tracked in another subject in which they don’t excel. The major obstacle to eliminate tracking seems to be scheduling, and tracking has become, in many ways, a means to alleviate difficulties faced by administrators in scheduling their student body for classes.

Tracking has the ability to create divergent experiences, even in identical courses that are meant to be taught at the same level and speed. Administrators who support tracking generally assume that it promotes student achievement, citing that most students seem to learn best and develop the most confidence when they are grouped amongst classmates with similar capabilities. Yet, at least for the lower level tracks, this method of class assignment can encourage “dumbing down,” or teaching to the lowest common denominator of ability within a particular class, rather than accommodating differences and pushing all students equally hard.

Tracking places different students in groups that are usually based on academic ability as demonstrated by their grades and as described in teacher reports. These tracks mean that a student will proceed through every school day with essentially the same group of peers, assigned to classes at a particular level of difficulty. Researcher R. Slavin notes that “students at various track levels experience school differently,” depending on their track assignments. There are differences, for example, in how fast a class progresses through material, how talkative and energetic the classroom is, even how stressed or relaxed the teacher appears.

One of the major problems with tracking is that the level in which students are initially placed often determines not only where they remain throughout high school, but also the kinds of courses they are allowed to take. For example, schools that offer Advanced Placement (AP) courses often require that students take the honours-level version of the introductory course before enrolling in the AP course a year or two later. A student who is tracked into the “regular” introductory course, rather than the honours level, may not be able to take the AP course even after doing an exemplary job in the introductory course, simply because the honours course is offered a year earlier than the regular one—allowing honours-track students to complete enough other graduation requirements to have time for the AP course later on. And, even if the “regular”-track student could make it into the AP course, he or she would be at a disadvantage, because the introductory course couldn’t cover key concepts when the teacher was compelled to slow down the class for the less able students.

1. If it were found that students who were tracked did better overall on standardized tests than those who were not tracked, this would most likely *weaken* the author's argument that:
  - A. tracking has the ability to create a diversity of student experience in the classroom.
  - B. tracking encourages teaching to the lowest common denominator.
  - C. tracking allows administrators to overcome scheduling difficulties.
  - D. tracking allows students to learn best when grouped with similar-ability classmates.
  - E. tracking should be banned in schools
2. According specifically to the points laid out by the author in the various paragraphs of the passage, the main idea of the passage is that:
  - A. tracking should not be used by schools to try and promote student achievement.
  - B. tracking may be detrimental to many students' success in school.
  - C. teachers of tracked classes are often stressed and run their classes at a slow pace.
  - D. scheduling is a major problem for school administrators.
  - E. tracking could prove beneficial for all students in the long run
3. According to the arguments made in the passage, students may fall into a particular track because of all of the following conditions EXCEPT:
  - A. high grades.
  - B. learning difficulties.
  - C. honours-course enrolment.
  - D. how talkative and energetic they are.
  - E. they are extremely skilled at a particular subject
4. In spite of what points may be made in other parts of the passage, in paragraph 2, the author is primarily concerned with:
  - A. contrasting administrative views of tracking with his own views.
  - B. defining "dumbing down" and its effect on students.
  - C. describing the diverse experiences students face when tracked.
  - D. conveying the importance of pushing all students equally hard.
  - E. listing down the benefits of tracking

### **Passage – 32**

There are over one hundred small white rabbits here in the laboratory today for the Draize test, immobilized by their positions in their small containers, with only their heads sticking out. An assistant is placing a drop of the newest cologne or perfume directly into each of the animal's eyes. The bucking and kicking of these small subjects seems to indicate that they are experiencing severe pain as a result of this experiment. Yet it seems necessary in order to ensure that humans do not experience eye injuries resulting from the use of this product. Thereafter the animals will be analyzed and destroyed.

Is it right under any circumstances to experiment with animals? Do we have a moral obligation towards animals? What is an animal? Certainly, most humans would think of these small rabbits as animals that deserve our protection. But, do humans generally consider that mosquitoes, spiders, or ticks deserve the same protection? Probably not. They are not "fussy"; the term used to describe the cuddly soft, furry, larger mammals that we generally fawn over and feel the desire to protect.

Recognizing this intrinsic tendency and attempting to override it, let us then define animals as any non-human organism. Yet, this is such a wide definition that it could pertain to potential aliens. Will we witness an Alien Rights movement soon? We are then forced to narrow our field to non-human organisms that remind us of humans and, thus, provoke empathy in us. However, to most advocates this would seem rather unsatisfactory because it is not "fair".

Historically, philosophers like Kant (and Descartes, Malebranche and even Aquinas) did not favor the idea of animal rights. They said that animals are the organic equivalents of machines, moved by coarse instincts, unable to experience pain (though their behavior sometimes might deceive us into mistakenly believing that they do). Thus, any moral obligation that we have towards animals is a derivative of a primary obligation, which we have towards our fellow humans.

Empathy as a differentiating principle is of little use because it is primarily structural. If the animal looks like me, resembles me, behaves like me — then he must be like me in other, more profound ways. However, this is a faulty method when used to prove identity; empathy is defined in the dictionary as pathetic fallacy. The method is too dependent upon historical, cultural, and personal contexts. That another organism looks like us, behaves like us and talks like us is no guarantee that it is like us. The creature is not capable of want, and if it were, it would neither necessarily want nor deserve our pity. We cannot determine whether another creature, like another human, is experiencing pain, through empathy.

Additionally, pain is a value judgment and the reaction to it is not only relative, but also culturally dependent. In some cases, it can actually be perceived as positive, and be sought after. If we, humans, cannot agree and separate the objective from the subjective, the rational from the cultural — what gives us the right to decide for other organisms (without

getting their approval)? We cannot decide right and wrong, good and evil for those with whom communication is barred.

1. The author implies that an animal does not:
  - A. have enough 'fubsy' characteristics to be considered human.
  - B. communicate effectively.
  - C. benefit from human empathy.
  - D. empathize with humans. .
  - E. deserve human sympathy
  
2. It has been said that animal experimenters "are using more and more animals whom they consider less 'cute', because, although they know these animals suffer just as much, they believe people won't object as strenuously to the torture of a pig or a rat as they will to that of a dog or a rabbit". The author would probably disagree by saying that:
  - A. dogs and rabbits are less "cute" than pigs or rats.
  - B. people will usually object strenuously to an experiment in which any kind of animal is suffering.
  - C. the experimenters cannot know how much the animals suffer.
  - D. the experimenters probably realize that non-human organisms cannot suffer as we do.
  - E. there should be no discrimination on the basis of 'cuteness'
  
3. The passage indicates that its author would NOT agree with which of the following statements?
  - A. Animals communicate effectively though non-verbal means.
  - B. The reaction to pain is culturally dependent and relative.
  - C. An organism may look like us, behave like us and talk like us, yet not be like us at all.
  - D. An animal's reaction to a certain stimulus might not lead us to believe that it is experiencing pain.
  - E. Animals deserve our love and sympathy

### **Passage – 33**

Arguments abound over whether marijuana should be legalized. Many of these arguments pertain to the lengthy federal guidelines for prison sentences meted out for what is considered a relatively petty crime. Others point out that marijuana is a drug that could, and should, be used  
5 for medicinal purposes. But most proponents of legalization ignore the mounting evidence which points to the long term damage to the user and for society as a whole.

In the Netherlands, marijuana has been legally available since 1976. "Coffee shops" sell cannabis over the counter in many parts of the  
10 country. However, more people have tried cannabis since it has been legalized.

Medical research has repeatedly provided evidence that marijuana use causes permanent physical, psychological, and thus emotional damage to those who regularly use it. Studies at the University of Maryland and  
15 UCLA indicated that the regular smoking of only two marijuana cigarettes a day would tend to promote toe fungus and thrush. But over the years, much stronger claims have surfaced: heavy marijuana users perform poorly at work or school, are more likely to be delinquent and develop psychiatric problems, or have abnormal brain waves. Repeatedly,  
20 however, such studies encounter the same objection: are the problems caused by smoking marijuana, or is it just that people with problems are more likely to end up using marijuana heavily?

Marijuana is addictive. According to Wayne Hall, director of the National Drug and Alcohol Research Centre at the University of New South Wales,  
25 Sydney, cannabis is not generally regarded as a drug of dependence because it does not have a clearly defined withdrawal syndrome. But that, he says, is an old-fashioned definition of addiction.

Research into marijuana's use as a medicine has proven either inconclusive or tended to show that its side effects rendered cannabis  
30 unsuitable as a drug. For instance, one study surveyed the use of cannabinoids to combat nausea following chemotherapy. While the tablets or injections were slightly more effective than standard treatments, their side effects, plus the recent development of new, more powerful drugs, makes them a poor choice for nausea relief. In her study,  
35 "Cannabinoids were no more effective than codeine in controlling acute and chronic pain and they had undesirable effects in depressing the central nervous system," comments Eija Kalso of Helsinki University Hospital. Yet, under mounting pressure, the U.S. Drug Enforcement Agency has reluctantly agreed to provide funds for once again testing the  
40 efficacy of marijuana as a medicine.

1. According to the passage, all of the following are harmful effects of marijuana EXCEPT:
  - A. poor performance at work
  - B. development of psychiatric problems
  - C. growth of toe fungus and thrush
  - D. depression and memory loss
  - E. Abnormal brain waves
  
2. According to an earlier definition, why is marijuana not considered addictive?
  - A. Its use does not result in death
  - B. Lack of clearly defined withdrawal syndrome
  - C. It has several beneficial uses
  - D. Its harmful effects have not been proved
  - E. Its use is legal in a lot of countries
  
3. Which of the following can be inferred from the information in the passage?
  - A. It has now been proved without a doubt that marijuana is indeed harmful to humans
  - B. Marijuana has been unreasonably criticized by doctors
  - C. Netherland will soon make marijuana illegal
  - D. Marijuana has several harmful effects and probably some beneficial ones as well
  - E. The US Drug enforcement Agency has decided to ban the use of marijuana



# **MEDIUM**

# **DIFFICULTY**

### **Passage – 34**

While many points are worth making in an evaluation of the single six-year presidential term, one of the most telling points against the single term has not been advanced. This kind of constitutional limitation on elections is generally a product of systems with weak or non-existent political parties.

Since there is no party continuity or corporate party integrity in such systems, there is no basis for putting trust in the desire for re-election as a safeguard against mismanagement in the executive branch. Better under those conditions to operate on the basis of negative assumptions against incumbents. I do not know if the earliest proposal for a single, nonrepeatable term was made in the 1820s because that was a period of severely weak political parties. But I do feel confident that this is a major reason, if not the only reason, that such a proposal has been popular since the 1940s.

Though the association of the non-repeatable election with weak political parties is not in itself an argument against the limitation, the fallout from this association does contribute significantly to the negative argument. Single-term limitations are strongly associated with corruption. In any weak party system, including the presidential system, the onus of making deals and compromises, both shady and honourable, rests heavily upon individual candidates. Without some semblance of corporate integrity in a party, individual candidates have few opportunities to amortize their obligations across the spectrum of elective and appointive jobs and policy proposals. The deals tend to be personalized and the payoffs come home to roost accordingly.

If that situation is already endemic in conditions of weak or non-existent parties, adding to it the limitation against re-election means that candidates and officials, already prevented from amortizing their deals across space, are also unable to amortize their obligations temporally. This makes for a highly beleaguered situation. The single six-year term for presidents is an effort to compensate for the absence of a viable party system, but it is a compensation ultimately paid for by further weakening the party system itself.

Observers, especially foreign observers, have often noted that one source of weakness in American political parties is the certainty of election every two or four years, not only because any artificial limitation on elections is a violation of democratic principles but also because when elections are set in a certain and unchangeable cycle, political parties do not have to remain alert but can disappear into inactivity until a known point prior to the next election. To rigidify matters by going beyond the determinacy of the electoral cycle to add an absolute rule of one term would hang still another millstone around the neck of already doddering political parties.

1. Suppose that America adopted a single-term political system. Considering the foreign observers mentioned in the passage, how would they be expected to respond to such a development?
  - A. They would endorse it because it further strengthens American democracy.
  - B. They would condemn it because it further limits American democracy.
  - C. They would neither endorse nor condemn it.
  - D. They would condemn it because it gives the President too much power.
  - E. They would endorse it because it will reduce corruption
  
2. According to the passage, which of the following is most likely to be true of a political system with weak political parties?
  - A. Politicians appoint unqualified people to important posts.
  - B. Political parties favour frequent elections.
  - C. Political bargains are made by individual candidates.
  - D. Elections tend to occur with very great frequency.
  - E. It encourages politicians to be more honest
  
3. Which of the following, if true, would most *weaken* the author's claim about single-term political systems?
  - A. The discovery that foreign observers like this system
  - B. The discovery that most politicians are honest
  - C. The discovery that Americans dislike this system
  - D. The discovery that parliamentary systems are more democratic
  - E. The discovery that politicians favour such a system

### **Passage – 35**

By regarding the expanding universe as a motion picture, you can easily imagine “running the film backward.” If you do so, you find the universe getting smaller and smaller, and eventually you come to the moment when its whole mass is crammed into an infinitely dense point. Before  
5 that time it didn’t exist, or at least it didn’t exist in its present form.

Though there is some controversy about its exact age, most cosmologists would be inclined to agree that the universe has existed for about ten to twenty billion years. For scale, this can be compared to the four-and-a-half-billion-year age of the solar system, the time since the  
10 disappearance of the dinosaurs (sixty-five million years), and the age of the human race (about three million years).

The event that marked the beginning of the universe was christened the Big Bang; the term has now entered the vernacular of our culture. Originally the name referred only to the single initiating event; now,  
15 however, astronomers have come to use it to mean the entire developmental process of the birth and expansion of the cosmos.

The simple statement that the universe had a beginning in time is by now so obvious to astrophysicists that few give it a second thought. Yet it is a statement that has profound implications. Most civilizations embrace  
20 one of two opposite concepts of time. Linear time has a beginning, a duration, and an end; cyclical time, as its name suggests, continues around and around forever. In a universe that functions through cyclical time, the question of creation never arises; the universe always was and always will be. The minute you switch to linear time you immediately  
25 confront the vexing question not only of creation, but also of the Creator. Although there is no logical reason for the assumption, many people believe that if something comes into existence, it must do so in response to the actions of some rational being. Because of that belief, astronomers, even though they resist becoming involved in theological  
30 discussion, find themselves in one when they posit the Big Bang universe. It puts them squarely in the middle of an age-old debate.

One common misconception about the Big Bang that should be disposed of immediately is the notion that the universal expansion is analogous to the explosion of an artillery shell. The galaxies are not like  
35 bits of shrapnel speeding away from a central explosion. The raisin-in-dough analogy is a more satisfactory way to think about the whole process.

1. In the context of the passage, the phrase "age-old debate" (line 31) refers to:
  - A. the question of whether "the Creator" created the universe.
  - B. the controversy over linear versus cyclical time.
  - C. the debate over the disappearance of the dinosaurs.
  - D. the disagreement over the movement of galaxies
  - E. whether God exists or not
2. According to the passage, which of the following statements is NOT true?
  - A. Many people believe that a rational impetus created the universe.
  - B. The solar system was created immediately after the Big Bang.
  - C. The universe is larger today than it was in the past.
  - D. Different societies measure time differently.
  - E. Most cosmologists believe the universe to be 10 to 20 billion years old
3. Why does the author compare the universe to a motion picture?
  - A. illustrate that the universe has operated according to linear time.
  - B. demonstrate that the universe is actually older than most astronomers believe.
  - C. show that galaxies were formed about five billion years ago.
  - D. prove that the universe was created by a rational being.
  - E. to show the analogy between 'God' and a 'director'

### Passage – 36

Of course, in his attempts at field investigation, the historian is at the disadvantage that the countryside has changed in many respects since the period which he is studying. He is not permitted to use H.G. Wells's time machine, to enable him to see it as it actually was. Inevitably he is  
 5 concerned in the main, if not exclusively, with literary and other materials, which have survived from that stretch of the past which interests him.

Old maps may be plans of cities, charts of sea coasts and estuaries, cartularies of landed estates, or topographic delineations of land areas.  
 10 These clearly engage the interest of historians and geographers alike, and they call for a combination of the methods and viewpoints of each. Maps can be conceived of and considered in several quite different ways, being properly regarded, and so assessed, as works of art—at best as objects of colour, skill, form, and beauty. They may alternatively be regarded purely  
 15 for their cartographic aesthetic.

The main queries which then arise are the following: how is it that the map-maker has carried out his task and with skill of what echelon and with what degree of success has he done so? Such an inquiry falls to the specialist field of historical cartography. An antiquarian map may also be  
 20 approached in a means akin to that of the student who conceives it as a font contemporaneous with the time of its production. Thus, the historical cartographer may seek to bring grist to his mill and to consider the map's reliability as a satisfactory source of empirical evidence. By such means also the regional historian, in his search for essentials about such past  
 25 matters as the availability of roads, the extent of enclosed farmland, or the number and location of mines and quarries, is no less an interested party.

The value of old maps as documents useful for historicity depends necessarily on to what degree they depict and on how accurately. For  
 30 virtually all periods of pre-modern history some maps have survived to serve as historiography, depicting, however imperfectly, certain features of past geography. The work of Claudius Ptolemy—who lived in the 2nd century A.D.—for centuries provided the basis for maps of the known world and its major regions. Although many were drawn on the scientific  
 35 basis which he provided, they nevertheless embodied many errors—of location, distance, and the shape of areas of land and sea.

The medieval portolan charts of the Mediterranean Sea and the later charts which provided sailing directions, produced in Holland, were accurate enough to be useful in practical navigation. Plans of important  
 40 cities of Europe, so well-drawn as to yield evidence of their earlier form and extent, are notably offered in Braun and Hogenberg's *Civitates Orbis Terrarum*, published at Cologne and, in England, in John Speed's plans of cities. Similarly, John Ogilby's *Britannia, Volume the First*, appearing in 1675, gives detailed information of England's road system as it existed  
 45 nearly three centuries ago. However, few of the early maps approach modern standards, which require accurate representation of distances and of heights above mean sea-level and the use of carefully

distinguished symbols. This is because it was not until the 18th century that cartography, as an exact science, was born.

1. According to the passage, which of the following statements is/are NOT true?

- I. Most maps produced before the 18th century are not as accurate as maps produced after the 18th century.
- II. The maps of Claudius Ptolemy were not used as a model by later map-makers.
- III. Historians have generally been uninterested in using maps as a tool to learn about the past.

- A. II only
- B. III only
- C. I and II
- D. II and III
- E. I, II and III

2. With which of the following statements would the author be *most* likely to agree?

- A. Old maps provide important information about the past, even if they are somewhat misleading.
- B. Modern maps, in general, are more accurate than maps produced in the 18th century.
- C. The maps in Braun and Hogenberg's book have no historical value because of their errors.
- D. Claudius Ptolemy's maps were the most accurate ever made prior to the birth of modern cartography.
- E. The field of cartography is on a downward spiral

3. According to the passage, all of the following would be considered maps EXCEPT:

- A. a drawing of Mediterranean sea lanes in the 2nd century B.C.
- B. a drawing of Rome's city streets in the 4th century B.C.
- C. a drawing of Northern hemisphere star constellations in the 5th century A.D.
- D. a drawing of Scottish farm boundaries in the 10th century A.D.
- E. a drawing of a important sea routes in the 18<sup>th</sup> century

### **Passage – 37**

The person who, with inner conviction, loathes stealing, killing, and assault, may find himself performing these acts with relative ease when commanded by authority. Behaviour that is unthinkable in an individual who is acting of his own volition may be executed without hesitation  
 5 when carried out under orders. An act carried out under command is, psychologically, of a profoundly different character than spontaneous action.

The important task, from the standpoint of a psychological study of obedience, is to be able to take conceptions of authority and translate  
 10 them into personal experience. It is one thing to talk in abstract terms about the respective rights of the individual and of authority; it is quite another to examine a moral choice in a real situation. We all know about the philosophic problems of freedom and authority. But in every case where the problem is not merely academic there is a real person who  
 15 must obey or disobey authority. All musing prior to this moment is mere speculation, and all acts of disobedience are characterized by such a moment of decisive action.

When we move to the laboratory, the problem narrows: if an experimenter tells a subject to act with increasing severity against  
 20 another person, under what conditions will the subject comply, and under what conditions will he disobey? The laboratory problem is vivid, intense, and real. It is not something apart from life, but carries to an extreme and very logical conclusion certain trends inherent in the ordinary functioning of the social world. The question arises as to whether there is  
 25 any connection between what we have studied in the laboratory and the forms of obedience we have so often deplored throughout history. The differences in the two situations are, of course, enormous, yet the difference in scale, numbers, and political context may be relatively unimportant as long as certain essential features are retained.

To the degree that an absence of compulsion is present, obedience is  
 30 coloured by a cooperative mood; to the degree that the threat of force or punishment against the person is intimated, obedience is compelled by fear. The major problem for the individual is to recapture control of his own regnant processes once he has committed them to the purposes of  
 35 others. The difficulty this entails represents the poignant and in some degree tragic element in the situation, for nothing is bleaker than the sight of a person striving yet not fully able to control his own behaviour in a situation of consequence to him.

The essence of obedience is the fact that a person comes to view  
 40 himself as the instrument for carrying out another's wishes, and he therefore no longer regards himself as culpable for his actions. Once this critical shift of viewpoint has occurred, all of the essential features of obedience—the adjustment of thought, the freedom to engage in cruel behaviour, and the types of justification experienced by the person  
 45 (essentially similar whether they occur in a psychological laboratory or on the battlefield)—follow. The question of generality, therefore, is not resolved by enumerating all of the manifest differences between the psychological laboratory and other situations, but by carefully



- 50 constructing a situation that captures the essence of obedience—a situation in which a person gives himself over to authority and no longer views himself as the cause of his own actions.

1. According to the passage, which of the following statements is NOT false?
  - A. People will never commit acts that they judge to be wrong.
  - B. People will always obey those who are in positions of authority over them.
  - C. Obedience is not an important subject because it affects only a very limited number of acts.
  - D. It is possible to study obedience through a laboratory experiment.
  - E. Obedience is not impacted by a cooperative mood
2. In the context of the points being made by the author in the passage, the phrase “absence of compulsion” (line 30) refers to:
  - A. the lack of punishment in psychological experiments.
  - B. obedience that is willingly given to one’s superior.
  - C. the freedom to disobey the orders of those in authority.
  - D. one’s ability to consider the moral implications of an act.
  - E. having the free will to do what one wants
3. Which of the following findings would serve to most WEAKEN the author’s claim in the passage about obedience to authority?
  - A. A study that concludes that most obedience to authority is motivated by fear
  - B. A study that demonstrates that most authority figures in government behave immorally
  - C. A study that shows that most people do not have strongly held ethical values
  - D. A study that asserts that people with a college education are less likely to obey authority figures than those with only a high school education
  - E. A study that proves that fear is an overriding emotion for most human beings

### **Passage – 38**

As formal organizations, business corporations are distinguished by their particular goals, which include maximization of profits, growth, and survival. Providing goods and services is a means to this end. If, for example, a number of individuals (outsiders or even insiders) believe that a company's aggressive marketing of infant formula in third world countries is morally wrong, the company is unlikely to be moved by arguments based on ethos alone as long as what it is doing remains profitable. But if those opposed to the company's practice organize a highly effective boycott of the company's products, their moral views will soon enter into the company's deliberations indirectly as limiting operating conditions. They can, at this point, no more be ignored than a prohibitive increase in the costs of certain raw materials.

Although the concepts and categories of ethics may be applied to the conduct of corporations, there are important differences between the values and principles underlying corporate behaviour and those underlying the actions of most individuals. If corporations are by their nature end- or goal-directed how can they acknowledge acts as wrong in and of themselves? Is it possible to hold one criminally responsible for acts that if performed by a human person would result in criminal liability?

The first case of this type to achieve widespread public attention was the attempt to prosecute the Ford Motor Company for manslaughter as the result of alleged negligent or reckless decision making concerning the safety engineering of the Pinto vehicle. Although the defendant corporation and its officers were found innocent after trial, the case can serve as an exemplar for our purposes.

In essence, the prosecution in this case attempted to show that the corporation had produced and distributed a vehicle that was known to be defective at the time of production and sale, and that even after a great deal of additional information accumulated regarding the nature of the problems, the corporation took no action to correct them. The obvious non-corporate analogy would be the prosecution of a person who was driving a car with brakes known to be faulty, who does not have them repaired because it would cost too much, and who kills someone when the brakes eventually fail and the car does not stop in time. Such cases involving individuals are prosecuted and won regularly.

If corporations have no concept of right or wrong because they are exclusively goal-directed, can they be convicted in cases of this type, and what purpose would be served by such a conviction? Perhaps we can make a utilitarian argument for convicting corporations of such crimes. The argument would be that of deterrence; conviction and punishment would deter other corporations from taking similar actions under similar circumstances. However, there appears to be considerable evidence that deterrence does not work on corporations, even if, arguably, it works on individuals. The possibility of being discovered and the potential magnitude of the fine merely become more data to be included in the analysis of limiting conditions.

1. A claim that things have ethical value to corporations only insofar as they are instrumental in furthering the ultimate goals of the corporation is:
  - A. necessarily true, given the information presented in the passage.
  - B. perhaps true, and supported by the information presented in the passage.
  - C. perhaps true, but not supported by any information in the passage.
  - D. necessarily false, given the information presented in the passage.
  - E. a figment of the author's imagination
  
2. If a company that produced shampoo products opted to stop the routine testing of its products on animals because it decided that it is wrong to cause the animals pain, what effect would this have on the argument made in the passage?
  - A. It would strongly support the argument.
  - B. It would support the argument somewhat, but not conclusively.
  - C. It would neither support nor substantially weaken the argument.
  - D. It would substantially weaken the argument.
  - E. It would weaken the argument only if the company is a government owned company
  
3. Which of the following assertions would most *strengthen* the author's claim that deterrence will not work on corporations?
  - A. The possibility of punishment does not deter many individuals from committing crimes.
  - B. The penalties imposed on companies have amounted to a small fraction of their profits.
  - C. Strict anti-pollution laws have cut down on the waste dumped by companies into rivers.
  - D. The trial of a corporation is often extended over a period of several years
  - E. Corporation have a battery of lawyers protecting their interests

### **Passage – 39**

Few ideas are more deeply entrenched in our political culture than that of impending ecological doom. Beginning in 1962, when Rachel Carson warned that pollution was a threat to all human and animal life on the planet, pessimistic appraisals of the health of the environment have been  
5 issued with increasing urgency.

And yet, thanks in large part to her warnings, a powerful political movement was born and a series of landmark environmental bills became law. These laws and their equivalents in Western Europe, along with a vast array of private efforts spurred by environmental consciousness that  
10 Carson helped raise, have been a stunning success in both the United States and Europe where environmental trends are, for the most part, positive; and environmental regulations, far from being burdensome and expensive, have proved to be strikingly effective, have cost less than was anticipated, and have made the economies of the countries that have put  
15 them into effect stronger, not weaker.

Recycling, which was a fringe idea a decade ago, is now a major growth industry, and is converting more than twenty per cent of America's municipal wastes into useful products. Emissions of chlorofluorocarbons, which deplete the ozone layer, have been declining  
20 since 1987. Dozens of American cities once dumped raw sludge into the ocean. Today, instead of being dumped into the ocean, municipal sludge is either disposed of in regulated landfills or, increasingly, put to good use as fertilizer.

America's record of protecting species threatened with extinction, which is often depicted as dismal, is in truth enviable. Since 1973, when  
25 the Endangered Species Act took effect, seven animal species in North America have disappeared. Several hundred others once considered certain to die out continue to exist in the wild. A number of species, including the bald eagle and the Arctic peregrine falcon have been or are  
30 being taken off the priority-protection list.

It's true, of course, that some environmental programs are muddled. For instance, the Endangered Species Act can have the unfair effect of penalizing landholders who discover rare creatures on their property, by prohibiting use of the land. In the main, though, conservation has been  
35 an excellent investment. Thanks to legislation, technical advances, and lawsuits that have forced polluters to pay liability costs, America's air and water are getting cleaner, forests are expanding, and many other environmental indicators are on the upswing.

Nevertheless, the vocabulary of environmentalism has continued to be  
40 dominated by images of futility, crisis, and decline. Nor are environmentalists the only people reluctant to acknowledge the good news; advocates at both ends of the political spectrum, each side for its reasons, seem to have tacitly agreed to play it down. The left is afraid of the environmental good news because it undercuts stylish pessimism; the  
45 right is afraid of the good news because it shows that governmental regulations might occasionally amount to something other than wickedness incarnate, and actually produce benefits at an affordable cost.

1. Which of the following statements is false as it pertains to the information given in the passage?
  - A. Chlorofluorocarbons no longer damage the ozone layer.
  - B. Technical advances have contributed to conservation.
  - C. Raw sludge is no longer a source of ocean pollution for the United States.
  - D. Recycling has had an impact on landfill dumping.
  - E. Some environmental programs are muddled
  
2. Based on information in the passage, each of the following statements is a plausible explanation of why pessimistic appraisals of the environment continue to be issued EXCEPT:
  - A. environmentalists and politicians are unaware of the successes of the movement.
  - B. an immense amount of work still needs to be done to save the environment.
  - C. optimistic evaluations would have unwanted political repercussions.
  - D. environmentalists garner support by arousing concerns and fears.
  - E. selfish interests of certain groups of people
  
3. If the claims made in the passage are correct, how would politicians on the political right be expected to react to America's program to protect endangered species from extinction?
  - A. They would extol it because its success is not attributable to governmental regulation.
  - B. They would extol it because its success refutes the pessimistic claims of the political left.
  - C. They would criticize it because its success was due to costly regulations.
  - D. They would criticize it because it has not shown any measurable success.
  - E. They would be indifferent towards it
  
4. What is the main function of the 3<sup>rd</sup> paragraph in the passage?
  - A. to criticise industry for increased pollution
  - B. to urge the government to ban the dumping of effluents in rivers
  - C. to suggest that things are not bad as are made out to be by certain groups of people
  - D. to describe the positive impact of efforts to control environmental degradation
  - E. to provide an agenda for pollution control

### **Passage – 40**

While most archaeologists believe that primitive European societies were patriarchal in both their social and religious structures, a new controversial theory challenges these traditional views. This theory suggests that during the Stone Age there thrived in and around Europe  
 5 peace-loving, matriarchal communities in which men and women lived together as equals, respected nature, and worshipped a nurturing deity called the Great Goddess.

The people of “Old Europe”—Europe from 7000 B.C. to 3500 B.C.—lived in stable agricultural societies in which women headed clans and  
 10 men laboured as hunters and builders, but neither sex acted as a dominant force with respect to the other. War was shunned and craftspeople created comfortable dwellings and graceful ceramics instead of weapons. Like the woman-centred social system, the religion of Stone Age Europe focused on women in its veneration of the life-generating  
 15 Great Goddess and other female deities. Worship was closely linked to the themes of respect for life and regeneration.

Proponents of this theory contend that this peaceful and harmonious society was shattered by waves of Indo-European invaders in about the year 3500 B.C., when marauders from the Russian steppes transformed  
 20 Europe from a peaceful, agrarian culture to one in which men dominated women and wars raged. Social and sexual egalitarianism were replaced by patriarchy and hierarchy, and warrior gods dethroned the Great Goddess. With the widespread decimation of Old Europe, the goddess-centred religion went underground. However, its symbols have  
 25 reappeared over the centuries in the forms of the female deities of Greece and Rome, in the Virgin Mary, and in the belief in spiritual forces lurking within the natural world.

The theory of the Great Goddess has been hailed by feminist social critics, artists, and religious thinkers for providing an important  
 30 alternative to traditional, patriarchal mythologies and paradigms, as well as for providing a new and more positive model for the human relationship to the natural world.

Eminent anthropologist Ashley Montagu calls the theory “a benchmark in the history of civilization,” yet many other investigators into prehistoric  
 35 Europe consider the theory an unsubstantiated and idealistic version of history. To a number of critics, the chief problem in this radical theory is one of method. Traditional archaeologists, taking issue with unorthodox speculation on ancient belief systems, contend that archaeological evidence may tell us something about what people ate in the small  
 40 villages of prehistoric Europe, how they built their homes, and what they traded, but cannot tell us much about what the dwellers of the ancient world actually thought. To them, such speculation is illegitimate. The most severe critics warn that, in blurring the distinction between intuition and fact, proponents of the new theory have failed as scientists.

45 But supporters of the theory of a goddess-worshipping Old Europe counter that such critiques reveal a certain narrow-mindedness on the part of scientists rather than weaknesses on the part of their theory

arguing that some degree of speculation is important, perhaps even necessary, for the sake of progress in archaeology and other fields. This  
50 element of speculation helps reveal the implications of a theory.

1. Which of the following would be contrary to what a proponent of the theory of the Great Goddess most likely believes?
  - A. The available archaeological evidence does not rule out the idea that Old European matriarchal communities existed.
  - B. The field of archaeology has been dominated in the past by male-oriented scholarship.
  - C. Matriarchy is conducive to establishing a healthy relationship with the natural world.
  - D. The decimation of Old European society wiped away all traces of the Great Goddess religion.
  - E. Most men and women worshipped the Great Goddess
2. Based on the information in the passage, which of the following statements about prehistoric European society would traditional archaeologists most likely consider illegitimate?
  - A. The people were agrarian and not nomadic.
  - B. Food was cooked in clay vessels over a fire.
  - C. Arrows and spears were the most commonly used instruments of warfare.
  - D. The people were worried about invasion.
  - E. They had adopted a more patriarchal model
3. Which of the following maxims seems most in agreement with the argument that the supporters of the Great Goddess theory put forth in response to criticism?
  - A. Those who live by the sword will die by the sword.
  - B. A mind is like a parachute in that it only works when open.
  - C. He who does not understand his opponent's arguments does not understand his own.
  - D. The squeaky wheel gets the grease.
  - E. The early bird gets the worm

### **Passage – 41**

Most diseases or conditions improve by themselves, are self-limiting, or even if fatal, seldom follow a strictly downward spiral. In each case, intervention can appear to be quite efficacious. This becomes all the more patent if you assume the point of view of a knowing practitioner of  
5 fraudulent medicine.

To take advantage of the natural ups and downs of any disease (as well as of any placebo effect), it's best to begin your treatment when the patient is getting worse. In this way, anything that happens can more easily be attributed to your wonderful and probably expensive  
10 intervention. If the patient improves, you take credit; if he remains stable, your treatment stopped his downward course. On the other hand, if the patient worsens, the dosage or intensity of the treatment was not great enough; if he dies, he delayed too long in coming to you.

In any case, the few instances in which your intervention is successful  
15 will likely be remembered (not so few, if the disease in question is self-limiting), while the vast majority of failures will be forgotten and buried. Chance provides more than enough variation to account for the sprinkling of successes that will occur with almost any treatment; indeed, it would be a miracle if there weren't any "miracle cures."

Even in outlandish cases, it's often difficult to refute conclusively some proposed cure or procedure. Consider a diet doctor who directs his patients to consume two whole pizzas, four birch beers, and two pieces of cheesecake for every breakfast, lunch, and dinner, and an entire box of fig bars with a quart of milk for a bedtime snack, claiming that other  
20 people have lost six pounds a week on such a regimen. When several patients follow his instructions for three weeks, they find they've gained about seven pounds each. Have the doctor's claims been refuted?

Not necessarily, since he might respond that a whole host of auxiliary understandings weren't met: the pizzas had too much sauce, or the dieters slept sixteen hours a day, or the birch beer wasn't the right brand. Number and probability do, however, provide the basis for statistics, which, together with logic, constitutes the foundation of the scientific method, which will eventually sort matters out if anything can. However, just as the existence of pink does not undermine the distinction  
30 between red and white, and dawn doesn't indicate that day and night are really the same, this problematic fringe area doesn't negate the fundamental differences between science and its impostors.

The philosopher Willard Van Orman Quine ventures even further and maintains that experience never forces one to reject any particular belief. He views science as an integrated web of interconnecting hypotheses, procedures, and formalisms, and argues that any impact of the world on the web can be distributed in many different ways. If we're willing to make drastic enough changes in the rest of the web of our beliefs, the argument goes, we can hold to our belief in the efficacy of the above diet,  
45 or indeed in the validity of any pseudoscience.



1. In the context of the passage, its discussion of various medical conditions, and the particulars of those conditions, the term *self-limiting* (lines 15-16) refers to medical conditions that:
  - A. run a definite course that does not result in the patient's death.
  - B. impair the patient's ability to engage in everyday activities.
  - C. have a very high rate of mortality.
  - D. never shows improvement.
  - E. cannot be cured by medicine
2. According to the passage, which of the following is most likely to be the best way to determine whether a practitioner's intervention is worthwhile or not?
  - A. Keep a record of the time it takes for a patient to respond to the practitioner's treatment
  - B. Keep a record of the number of patients the practitioner has treated successfully
  - C. Keep a record of the dosage that the practitioner employs in his treatment
  - D. Keep a record of both the successes and failures of the practitioner
  - E. Keep a record of the different claims made by the practitioner
3. Based on the information in the passage, which of the following opinions could most reasonably be ascribed to the author?
  - A. Too often nothing truly effective can be done to ameliorate the illness of a patient.
  - B. There is no way that pseudoscience will ever be eliminated.
  - C. Beliefs can be maintained even in the absence of strong supporting evidence.
  - D. Experience never forces one to reject any particular belief.
  - E. Quack doctors should be banned

## **Passage – 42**

Tribal immunity is the doctrine of sovereign immunity applied on behalf of Native American tribes. Under the Indian Commerce Clause, Congress has “plenary” authority over the tribes. Courts have held that these tribes cannot be sued without the consent of Congress. The doctrine of tribal immunity, however, is a judicially created doctrine that the federal courts have independently fashioned.

At least one Supreme Court Justice has noted the necessity of a more principled analysis of the doctrine of tribal immunity, expressing “doubts about the continuing vitality in this day of the doctrine of tribal immunity as it was enunciated in the case of the *United States v. United States Fidelity and Guaranty Co.*” and “the view that that doctrine may well merit re-examination in an appropriate case.”

The doctrine first emerged in the case of the *United States v. United States Fidelity and Guaranty Co.*, where the Supreme Court held “Indian nations exempt from suit without congressional authorization.” The Supreme Court suggested two grounds for the doctrine. First, Native American tribes enjoy immunity as a result of being recognized as sovereigns.

Within the last decade, the court has reaffirmed this position, holding that these tribes retain all sovereign powers except those “expressly terminated by Congress” and “inconsistent with their status.” These powers “are not, in general, delegated powers granted by express acts of Congress”, but rather “inherent powers of a limited sovereignty which has never been extinguished.”

A second basis for tribal immunity stems from the desire to protect tribal resources. While the Supreme Court did not explicitly pronounce the protection of tribal resources as a ground for its decision, it cited cases in support of its ruling that were primarily concerned with such protection. Unlike the immunities enjoyed by states, the federal government and foreign countries, no limitations have been placed on the scope of tribal immunity.

For instance, courts consistently hold that a Native American tribe’s immunity can be waived only by its express consent or the consent of Congress. In contrast to other governments, implied waivers are generally not recognized even in cases where commercial activity by a tribe on or off its reservation has taken place. Similarly, the purchase of insurance by a tribe does not serve to waive immunity. Tribal immunity is, therefore, broader in this respect than is the immunity possessed by states, the federal government, and foreign countries.

The proprietary acts of Native American tribes have not been distinguished from the governmental functions of tribes, although this distinction has been made in cases concerning other sovereigns. In fact, some courts have specifically upheld that “the fact that a tribe was engaged in an enterprise private or commercial in character, rather than governmental, is not material.” Thus courts continue to find a broader

immunity for Native American tribes than is still recognized for any other sovereign.

1. Which of the following legal decisions would most *weaken* the author's claim about the immunity granted to Native American tribes?
  - A. A decision to permit a Native American tribe to sue a foreign corporation
  - B. A decision to prevent a Native American tribe from suing the federal government
  - C. A decision to permit a business corporation to sue a Native American tribe
  - D. A decision to prevent the federal government from suing a Native American tribe
  - E. A decision to permit a Native American tribe to sue another Native American tribe
  
2. Based on information in the passage, which of the following statements is NOT true?
  - A. It is more difficult to sue a Native American tribe than a business corporation.
  - B. It is more difficult to sue the federal government than a Native American tribe.
  - C. It is less difficult to sue a foreign government than a Native American tribe.
  - D. It is less difficult to sue a state government than a Native American tribe
  - E. Tribal immunity has virtually no limits
  
3. Based on information in the passage, each of the following statements is a plausible explanation of why the judicial system has not changed the rules governing tribal immunity EXCEPT:
  - A. Native American tribes are sovereign entities that cannot be sued without their consent.
  - B. the resources possessed by Native American tribes should remain under tribal control.
  - C. Native American tribes have generally been unable to purchase insurance.
  - D. the sovereign powers of Native American tribes differ from those of other governments.
  - E. it is essential to protect the tribes' natural resources

### **Passage – 43**

As opera becomes more popular in America the scarcity of theatres and the unconscionably costly logistics of the lyric stage make it difficult to meet the demand. Many a good-sized and well-to-do community would be able to operate and maintain a modest but live opera theatre, but are  
 5 unwilling to do so because it would unfavourably compare with the splendours of New York's Metropolitan Opera.

It is not realized that the rich operatic culture of Italy and Germany is mainly due to their many small municipal theatres which alternate repertory theatre with opera. These circumstances have led to concert or  
 10 "semi-staged" performances which, formerly an exception, now occupy entire companies expressly formed for this purpose. However, stage music, real operatic music, often fails to exert its full power in the frozen formality of the concert platform. In a true opera the particular charm and power of the music does not come through without staging and  
 15 acting, for gesture is an expression of feeling, and the decor and costumes summarize the external aspects, providing a vision of the whole action. Both are to a considerable degree determined by the music, but they also complement it.

An opera is a play in music. If it is presented in concert version, then  
 20 it should not offer a half-hearted gesture towards the theatre. Indeed, the "partly staged" performances are even more unsatisfactory than the concert variety. The tenor is all excited, but you do not know why; the soprano is obviously dying, but she remains on her feet. Nor does the stationary chorus, its members turning the pages of their scores without  
 25 looking at the person they sing about, contribute to the illusion.

Different aesthetic laws of governance apply to concert music and theatrical music, for they are incongruous worlds calling for an entirely different sort of imagination from both performers and audience. Opera is theatre, the most involved, elaborate, and exciting form of theatre. The  
 30 Italian term "opera" is far more inclusive than its English interpretation, for it embraces not only the musical score but the whole theatre, "the work."

Without the stage, paucity of musical ideas immediately becomes evident, often painfully so. Take for instance Richard Strauss, some of  
 35 whose late operas are being performed in concerts. Strauss was a composer who knew every facet of the lyric stage as few have known it, yet what can be quite pleasant on the stage, even if it is not particularly inventive, appears bare and contrived when removed from its natural habitat.

Some may say that the end justifies the means. I can see merit in the concert performance of an opera which otherwise could not hope to be heard, or of one deficient in true theatrical qualities yet of genuine musical value. But neither Strauss, nor Bellini, nor Donizetti qualifies for  
 40 such a role. Even if we forget the vital function of staging, it is practically impossible, for purely musical reasons, to present such a work on the concert platform. The large orchestra belongs in the pit; when placed on  
 45

the stage, together with the singers, it makes their position almost untenable, even when led by an experienced opera conductor.

1. Which of the following statements seems most in agreement with the attitude of most "good-sized and well-to-do" communities regarding opera?
  - A. Certain pleasures can only be appreciated by the educated.
  - B. Much can be achieved even if inherent limitations exist.
  - C. There is no sense in trying if you can't be among the best.
  - D. The opinions of your neighbours are more important than those of strangers.
  - E. The early bird gets the worm
2. Based on the information in the passage, with which of the following statements would the author most likely NOT agree?
  - A. Staging and acting are an integral part of the operatic work.
  - B. Some acting in a concert is better than no acting at all.
  - C. An opera is a much more involved production than is a concert.
  - D. Understanding the characters is essential to an appreciation of operatic music.
  - E. Italy and Germany have small municipal theatres
3. The author discusses "opera" in a very particular way in the fourth paragraph of the passage. Implicit in the author's discussion of the term is the idea that:
  - A. Italian words typically have broader meanings than English words.
  - B. the term "opera" in English refers to only some part of the theatrical work.
  - C. the same word can have different meanings in only two different languages.
  - D. there is a fundamental difference between Italian and American opera.
  - E. American opera is way inferior to Italian opera

### **Passage – 44**

The last ice age has left its tell-tales written quite clearly across the landscape. When Louis Agassiz first promulgated his theory that ice had once covered the Swiss countryside, he looked to the valleys there that retain glaciers to this day. Like other observers, he noted the presence of  
5 strange boulders, called "erratics," tossed down in valleys like flotsam after a flood had drained away. He saw the strange polish along the bedrock—a sheen imparted as if by some massive swipe of sandpaper; he saw the debris of rocks and boulders fringing the margin of existing glaciers. He saw what can be seen still, markings in stone that indicated  
10 that ice once flowed over vast stretches of land now clear and verdant.

The Australian climate historian L.A. Frakes has prospected through various theories proposed to account for those early ice ages. He isn't terribly enthusiastic about any of the possible culprits, but his choice for the least unlikely of them all emerges out of the recent revival of what  
15 was once a radically unorthodox idea: that continents drift over the face of the planet. Frakes argues that the glaciers originated at sites near the poles and that the ice ages began because the continents of the early earth had drifted to positions that took more and more of their land nearer to the polar regions.

20 More land near the poles meant that more precipitation fell as snow and could be compacted on land to form glaciers. With enough glaciers, the increase in the amount of sunlight reflected back into space off the glistening white sheen of the ice effectively reduced the amount by which the sun warmed the earth, creating the feedback loop by which the  
25 growth of glaciers encouraged the growth of more glaciers. Rocks have been found in North America, Africa and Australia whose ages appear to hover around the 2.3 billion-year-old mark. That date and their spread are vague enough, however, to make it almost impossible to determine just how much of the earth was icebound during the possible range of  
30 time in which each of the glacial deposits was formed.

Uncertainties about both the timing and the extent of these glaciers also muddy the search for the cause of the ancient ice ages. The record is so spotty that geologists are not sure whether areas near the equator or nearer the poles were the coolest places on earth. It's also possible that  
35 volcanic eruptions had tossed enough dust into the atmosphere to screen out sunlight and cool the earth.

Such traces are the currency of science—data—and like money, a richness of data both buys you some credibility and ties you down, eliminating at least some theoretically plausible explanations. For this  
40 early period, theorists have come up with a variety of ideas to explain the ancient ice ages, all elegant and mostly immune to both proof and criticism. For example, a change in the earth's orbit could have reduced the amount of sunlight reaching the planet. However, the only physical signature of such an event that would show in the rocks would be the  
45 marks of the glaciers themselves.

1. There is an implicit assumption in the statement that geologists don't know whether the coolest places on earth were near the poles or near the equator. The assumption is that:
  - A. both polar and equatorial glacial deposits have been found.
  - B. certain geological information can be considered lost forever.
  - C. it is more important to determine the date of the ice ages than the extent of the glaciers.
  - D. the glaciers were extremely mobile in spite of their mass.
  - E. areas around the equator are usually hotter than those around the poles
  
2. Suppose that an advocate of the "change in orbit" theory of the ancient ice ages criticizes a defender of the "volcanic eruption" theory on the grounds that only some of the glacial records contain evidence of prior volcanic activity. The defender might justifiably counter this attack by pointing out that:
  - A. a change in the earth's orbit would have increased rather than reduced the sunlight reaching the planet.
  - B. volcanoes could not possibly release enough dust to block the atmosphere.
  - C. a theory that has some supporting evidence is better than a theory that cannot be proved.
  - D. a theory should be so constructed as to be immune from proof.
  - E. the 'advocate' had got his facts from a dubious source
  
3. Suppose paleobotanists discover that during geological periods of reduced sunlight, ancient forests died away, leaving fossilized remains. What is the relevance of this information to the passage?
  - A. It supports the claim that dust from volcanic eruptions caused the ice ages.
  - B. It weakens the claim that dust from volcanic eruptions caused the ice ages.
  - C. It supports the claim that ice ages were accompanied by widespread loss of vegetation.
  - D. It weakens the claim that the only evidence of a change in orbit would be glacier marks.
  - E. It has no relevance to the passage

### Passage – 45

There are a great many symbiotic relationships in the marine environment. A popular one, often noted for the striking beauty of the juxtaposition, is that of the sea anemone and the clown fish. The anemone has poison tentacles which—when they contact passing fish—  
 5 paralyze the fish and drag the prey in for a meal. The clown fish uses the anemone's tentacle "garden" as a safe haven while attracting prey for the anemone to capture, for it alone is immune to the sting of the anemone.

Another symbiotic relation that remains the subject of scientific puzzlement concerns the relationship between *Scleractinia*, the coral type  
 10 whose colonization produces reefs, and their symbiotic partners the *zooxanthellae*, the unicellular algae present in the corals' endodermic tissues. It is known that each symbiont plays an integral part in the formation of a reef's protective limestone foundation. The coral polyps secrete calceous exoskeletons which cement themselves into an  
 15 underlayer of rock, while the algae deposit still more calcium carbonate, which reacts with sea salt to create an even tougher limestone layer.

It is also known that, due to the algal photosynthesis, the reef environment is highly oxygen-saturated, while the similarly high amounts of carbon dioxide are carried off rapidly. All this accounts for the amazing  
 20 renewability of coral reefs despite the endless erosion caused by wave activity. However, the precise manner in which one symbiont stimulates the secretion of calcium carbonate by the other remains unclear.

Scientists have also proposed various theories to explain the transformation of "fringing reefs," those connected above sea level to  
 25 land masses, into "barrier reefs" that are separated from shorelines by wide lagoons, and then into free-floating atolls. Though the theory postulated by Charles Darwin is considered at least partially correct, some scientists today argue that the creation of the reef forms has more to do with the rise of sea level that accompanied the end of the Ice Age.  
 30 However, recent drillings at Enewetak atoll have uncovered a large underlay of volcanic rock, which suggests that Darwin's explanation may have been more valid after all.

Even the name given to the reefs is something of a misnomer. The *Scleractinia* themselves generally comprise no more than 10 percent of  
 35 the biota of the average reef community: *zooxanthellae* can account for up to 90 percent of the reef mass, along with *foraminifera*, annelid worms, and assorted mollusks. Moreover, reefs can flourish only in shallow, highly saline waters above 70°F., because the algae require such circumstances; yet non-reef-building corals occur worldwide under  
 40 various environmental conditions, from the Arctic to the Mediterranean, home of the red coral prized for jewellery. The most likely reason that the term "coral reefs" persists is that the brilliant variety of coral shapes and colours makes aesthetic considerations more vivid than biological ones.



1. According to the author, some scientists consider the term "coral reef" a misnomer because:
  - A. the beautiful shapes and colours of reefs are produced by the *Scleractinia* rather than the *zooxanthellae*.
  - B. the coral portion of a reef has little to do with the reef's survival.
  - C. "non-reef-building" corals are found throughout the world.
  - D. the majority of a reef's substance comprises *zooxanthellae*, *foraminifera*, annelid worms, and assorted molluscs while a small portion comprises the *Scleractinia*.
  - E. the reef does not have any coral whatsoever
  
2. Based on the passage, which of the following is probably an assumption of scientists studying coral reefs?
  - A. The theories of reef evolution through glacial melting and through volcanic subsidence are mutually exclusive.
  - B. The three main types of coral reefs did not develop independently of one another.
  - C. *Zooxanthellae* are always found in coral reefs.
  - D. Intense calcification single-handedly protects reefs from destruction by waves and other natural causes.
  - E. Coral reefs are always blue in colour
  
3. The passage mentions the recent drillings at the Enewetak atoll. This reference serves to:
  - A. strengthen the claims made by scientists today concerning reef transformation.
  - B. weaken the claims made by scientists today concerning reef transformation.
  - C. strengthen the claims made by Darwin concerning reef transformation.
  - D. weaken the claims made by Darwin concerning reef transformation.
  - E. has no impact on the claims made by Darwin concerning reef transformation.

### **Passage – 46**

The latest prominent principle of criminal sentencing is that of “selective incapacitation.” Selective incapacitation, like general incapacitation, involves sentencing with the goal of protecting the community from the crimes that an offender would commit if he were on the street. It differs  
5 from general incapacitation in its attempt to replace bluntness with selectivity.

Under a strategy of selective incapacitation, probation and short terms of incarceration are given to convicted offenders who are identified as being less likely to commit frequent and serious crimes, and longer  
10 terms of incarceration are given to those identified as more crime prone. Selective incapacitation has the potential for bringing about a reduction in crime without an increase in prison populations. This reduction could be substantial.

Reserving prison and jail space for the most criminally active  
15 offenders in some instances conflicts not only with other norms of legal justice, but with norms of social justice as well. If we reserve the sanction of incarceration only for the dangerous repeat offender, excluding the white collar offender and certain other criminals who pose no serious threat of physical injury to others, we may end up permitting harmful  
20 people from the middle class to evade a sanction that less privileged offenders cannot.

One of the most pervasive criticisms of selective incapacitation is that it is based on the statistical prediction of dangerousness; because such predictions are often erroneous, according to this point of view, they  
25 should not be used by the court. This criticism is related to both the nature of the errors and to the use of certain information for predicting a defendant’s dangerousness. Let’s first consider the nature of errors in prediction.

Prediction usually results in some successes and in two kinds of  
30 errors: “false positives” and “false negatives.” The problem of false positives in sentencing is costly primarily to incarcerated defendants who are not really so dangerous, while false negative predictions impose costs primarily on the victims of subsequent crimes committed by released defendants. In predicting whether a defendant will recidivate, the  
35 problem of false positives is widely regarded as especially serious, for many of the same reasons that it has been regarded in our society as better to release nine offenders than to convict one innocent person.

A tempting alternative is to reject prediction altogether; obviously, if we do not predict, then no errors of prediction are possible. A flaw in this  
40 logic is that, whether we like it or not—indeed, even if we tried to forbid it—criminal justice decisions are now, and surely always will be, based on predictions, and imperfect ones, at that. Attempts to discourage prediction in sentencing may in fact produce the worst of both worlds: the deceit of predictive sentencing disguised as something more tasteful, and inferior prediction as well. If we are to reserve at least some prison  
45 and jail space for the most criminally active offenders, then the prediction of criminal activity is an inescapable task. Is selective incapacitation truly

an effective and appropriate proposal, an "idea whose time has come," or is it a proposal that carries with it a potential for injustice?

1. Suppose the number of dangerous criminals that would be imprisoned under selective incapacitation but otherwise set free is greater than the number of harmless criminals who would be set free under selective incapacitation but otherwise imprisoned. How would this information be relevant to the passage?
  - A. It weakens the claim that the goal of selective incapacitation is to protect the community.
  - B. It strengthens the claim that there are more violent than non-violent criminals.
  - C. It weakens the claim that selective incapacitation would not increase prison populations.
  - D. It strengthens the claim that white-collar criminals unfairly receive shorter sentences.
  - E. It is of no relevance to the passage
2. The author's statement that selective incapacitation may "end up permitting harmful people from the middle class to evade a sanction that less privileged offenders cannot" assumes that:
  - A. there are more offenders in the lower-class than in the middle-class.
  - B. the dangerous repeat offenders are lower-class and not middle-class.
  - C. harmful middle-class people can use their money to avoid prison.
  - D. lower-class offenders do not deserve to suffer incarceration.
  - E. the rich do not ever commit crimes
3. Based on the passage, which of the following would most likely be cited by an opponent of statistical prediction as the reason that prediction should be abandoned?
  - A. The possibility of letting a dangerous criminal loose is too great.
  - B. The possibility of imprisoning a man who should be allowed to go free is too great.
  - C. The court makes more accurate decisions when statistics is employed.
  - D. Dangerousness has yet to be adequately defined as a legal concept.
  - E. Statistics is an inexact science

### **Passage – 47**

A cause of fatal mining accidents was once the peculiar configuration of the controls on the trams shuttling along mineshafts. Each tram had a steering wheel that rose straight up from the floor, with a brake pedal on one side and an accelerator pedal on the other. There was no room to  
5 turn the tram around, so to reverse direction the driver simply took a seat on the other side of the steering wheel, whereupon what had been the brake became the accelerator, and vice versa. While this may sound ingenious, it proved disastrous.

Many people set an electric burner on high thinking that it will heat up  
10 faster that way: they have the mental model of a gas stove, whose knobs actually do increase the heat's intensity. On an electric stove, however, the knob is merely a switch that turns on the burner and then turns it off when a certain temperature is reached.

Consider the humble wristwatch, which has been transformed into a  
15 kind of wrist-mounted personal computer, with a digital display and a calculator pad whose buttons are too small to be pressed by a human fingertip. By replacing the watch's conventional stem-winding mechanism with a mystifying arrangement of tiny buttons, the manufacturers created a watch that was hard to reset.

One leading manufacturer was distressed to discover that a line of its  
20 particularly advanced digitals was being returned as defective by the thousands, even though the watches actually worked perfectly well. Further investigation revealed that they were coming back soon after purchase and thereafter in two large batches—in the spring and the fall,  
25 when the time changed.

Charles Mauro, a consultant in New York City, is a prominent member of a branch of engineering generally known as ergonomics, or human-factors—the only field specifically addressing the question of product usability. Mauro was brought in to provide some help to the watch  
30 manufacturer, which was experiencing what Mauro calls the “complexity problem.” With complexity defined as a fundamental mismatch between the demands of a technology and the capabilities of its user, the term nicely captures the essence of our current technological predicament.

A growing number of technologists speak of user-centred design as a  
35 means of scrupulously maintaining the user's perspective from start to finish, adding technology only where necessary. When confronted by some mystifying piece of high-tech gadgetry, consumers naturally feel that there is something wrong with them if they can't figure it out. In truth it is usually not their fault. Mauro attributes the confusion to the  
40 fact that most products are “technology-driven,” their nature determined not by consumers and their needs and desires but by engineers who are too often entranced with the myriad capabilities of the microprocessors that lie at the devices' hearts

1. Based on the passage, an ergonomics expert would be likely to place high value on a product that:
  - A. required no instruction at all to use.
  - B. did not incorporate modern technology.
  - C. could be easily manipulated by hand.
  - D. solved complex problems for its user.
  - E. required elaborate instructions for proper usage
  
2. When consumers feel that there is something wrong with them if they can't figure a high-tech gadget out, which of the following assumptions are they making?
  - A. The gadget was designed for ready use by the average consumer.
  - B. Technology can only be understood by engineer-types.
  - C. The gadget designers were blind to the consumers' needs.
  - D. Everyone is equally capable of understanding new technology.
  - E. they are not as intelligent as the other person
  
3. According to one consumer survey, a third of all VCR owners have given up trying to program their machines for time-delayed viewing. How would the author probably explain this fact?
  - A. VCR owners have not yet found the correct mental model by which to interpret the VCR.
  - B. Those owners have concluded that the VCR was not well designed.
  - C. Those trying to program the machine are not as technologically savvy as they should be.
  - D. The VCR is the result of technology-driven rather than user-centred design.
  - E. The author would view this as an aberration

### **Passage – 48**

Physicians have disagreed for years about whether they should be involved in capital punishment of convicted criminals. Some physicians vigorously support participation, often arguing that organs should first be removed for transplantation. One frequent objection to capital punishment is that sometimes techniques don't work the first time, resulting in lingering, painful deaths. If physicians would guarantee that a patient would not die in such a way, they would gain the trust of some patients.

For any kind of killing, some physicians favour the creation of "designated killer" technicians. This would free physicians from the taint of killing, keeping their image pure and their hands clean. But is this workable? Insofar as the designated killers are mere technicians, what prevents them from abusing their role? Wouldn't it be better for physicians, torn between saving life and honouring patients' wishes, to be reluctant killers? Wouldn't physicians know best what to do if something went wrong?

Many physicians paradoxically endorse mercy killing but refuse to do it themselves. Nor do they think other physicians should kill. Physicians who support mercy killing but who don't want physicians to kill commonly emphasize the importance of maintaining the role of the physician as a healer and preserver of life. One poll of American physicians showed 60 percent favouring euthanasia but less than half would perform it themselves. To such physicians, taking life radically conflicts with the symbolic image of physicians. Such conflict, they say, destroys trust in physicians.

Discussing this problem of designated killers in 1988, *New England Journal of Medicine* editor Marcia Angell called the idea "an unsavoury prospect." She suggested that mercy killing may one day be the end point of a continuum of good patient care. She asks how any physician can excuse himself from this most basic notion? Dr. Angell concluded, "Perhaps, also, those who favour legalizing euthanasia but would not perform it should rethink their position."

Dr. Angell implies that it is hypocritical to favour mercy killing but would be unwilling to perform it. Is this true? There are at least two schools of thought. Some thinkers believe that if one favours, say, meat-eating, one should be willing to kill and prepare animals for eating oneself. Others conclude differently, seeing no reason why each person who favours a position must be willing to implement it.

Must you be willing to kill a serial murderer to favour capital punishment? Critics say one must. Being face-to-face with one's victims creates basic moral qualms and such moral restraints are important to respect. In Stanley Milgram's studies on obedience, naive subjects under an experimenter's control were dramatically less willing to inflict injury as the victims became closer to subjects under study. In contrast, as the consequences of actions became more remote, such as by pressing a switch which released a bomb on an unseen, unknown populace, it became easier to inflict injury.

1. Consider the main points that the author makes throughout the passage. The primary purpose of this passage is to:
  - A. speculate on the symbolism of the physician as healer.
  - B. portray those doctors who argue against administering euthanasia as hypocritical.
  - C. cast and explain the different arguments surrounding euthanasia.
  - D. introduce the concept of "designated killers" to a receptive audience.
  - E. convince doctors to take up euthanasia
  
2. According to the passage, which of the following is most likely to be true of those physicians who favour the creation of so-called "designated killers?"
  - A. They believe it is good patient care to provide a continuum of services.
  - B. They seek to keep the physician remote from acts of harm.
  - C. They understand that it raises a conflict with their opinions on capital punishment.
  - D. They fear abuse of the privilege that comes from this unique role.
  - E. They are emotionally weak
  
3. According not necessarily to the author, but to those in favour of euthanasia specifically, what is a potentially negative aspect of the use of "designated killers?"
  - A. They would disrupt the continuum of patient care provided by a physician.
  - B. They might release physicians from an association with death.
  - C. Their use might prevent lingering, painful deaths.
  - D. The prescription of euthanasia may become more prevalent as physicians are removed from the act itself.
  - E. They might not be as qualified as the actual doctors
  
4. The reader can conclude that a basic assumption of those in favour of using "designated killers" is that:
  - A. the practice would evolve into a readily available medical option.
  - B. very few physicians could be convinced to assume the role and duties.
  - C. physicians would have to be present with the patient in order to conduct euthanasia.
  - D. many physicians are reluctant to administer euthanasia because they are not in favour of capital punishment.
  - E. they are eventually complying with the patients' wishes

### **Passage – 49**

In August 1348 the bubonic plague, or Black Death, suddenly appeared in England. Its germs were carried by the fleas on black rats that came into the country on ships from abroad. The first outbreak of the plague was of intense ferocity, for the people had no immunity and persons  
5 living close to the margin of subsistence fell victims to the disease.

Returning in 1361, the plague caused high mortality among children born since 1348; there were other visitations in 1368 and 1375. High farming in the thirteenth century had been based on the scarcity of land, a large population, and a great demand for food—conditions that  
10 had forced the peasants to remain on their holdings and to accept the burdens of serfdom. But when the demand for food was less, the profits of agriculture shrank. High farming, which had already been slipping before 1348, came to an end.

The startling fact about those figures is the amazing drop in  
15 population between 1348 and 1377. It may be the number of people in overcrowded England already was beginning to decline before the coming of the Black Death. There were floods and famines in the years between 1315 and 1317. Certainly the plague caused a high mortality. In some monasteries the monks all but disappeared (it is thought that  
20 half the clergy in England fell victims to the pestilence). The Black Death had its most striking effect on the rural economy. The balance between the number of labourers and the amount of land under cultivation and the relations between lord and peasant were quickly altered. There were deserted villages and many unoccupied peasant holdings. After the first  
25 visitation widows and widowers remarried quickly and produced as many children as before; but because of the high mortality among young people this population increase was not maintained later in the century.

The work of the manor could not be performed by the villeins who  
30 had survived the plague; the lord had to employ casual labor at wages that doubled within a decade. Moreover, a villein, once tied to his holding by economic necessity, could easily run away to another manor where employment would be offered to him with no questions asked.

Landowners complained bitterly of the labour shortage and of the  
35 wages they had to pay. In 1351 they obtained the Statute of Laborers, which fixed wages at the rates before the plague, declared that all landless men must accept work when it was offered to them, and prohibited peasants from moving from one manor to another. For a time the statute had some effect, but in the long run it was useless, for  
40 wages continued to rise and employers had to pay them. There was also a scarcity of tenants. Few manors were without vacant holdings; hence the yield was less and income from the land declined. Agricultural products no longer fetched high prices. Yet the cost of luxuries and of manufactured goods was rising.

45 Thereafter the plague subsided in the rural areas but remained endemic in London and other towns, where it could become active at any time



and could spread along lines of communication into the country. It remained in England for more than 300 years.

1. Which of the following was NOT a contributing factor in the dependence of the peasantry on high farming as a means of subsistence?
  - A. A large population
  - B. A widespread outbreak of plague
  - C. A great demand for food
  - D. A scarcity of land
  - E. Too many mouths to feed
  
2. According to information brought forth by the author in the passage, the economic difficulties brought on by the Black Death were not quickly resolved because:
  - A. potential workers were afraid to leave their homes due to the fear of contracting disease.
  - B. population gains that might have been made by remarriages were offset by a high infant mortality rate.
  - C. many landholdings were left unoccupied, often without recourse.
  - D. the Statute of Laborers fixed wages at the pre-plague levels.
  - E. there was no money in the economy
  
3. Which of the following claims would, if true, most substantially *weaken* the author's claim that the plague brought an end to the practice of high farming?
  - A. The practice of high farming was reinforced after the floods and famines in the 1310s reduced the amount of arable land.
  - B. Immediately following the plague, the profits of agriculture would see a rebound due to the stabilization in wages and food prices.
  - C. The numbers of peasants working on English farms decreased throughout much of the years of plague.
  - D. The Statute of Laborers began to be strictly enforced when it became apparent that wages were still rising.
  - E. Over the next few years following the plague, the incomes of agriculturists kept falling lower and lower

### **Passage – 50**

In 1991, the issue of feminism resurfaced in the mainstream media on a broad scale, from the release of the film *Thelma & Louise* to the publication of such books as Naomi Wolf's *The Beauty Myth*, Susan Faludi's *Backlash*, and Gloria Steinem's *The Revolution Within: A Book of Self-Esteem*, to the attention given to the issue of sexual harassment in the wake of the Anita Hill/Clarence Thomas hearings. Shortly after the Hill/Thomas hearings brought the issue of sexual harassment into the public eye, the music industry was rocked by the announcement of allegations of sexual harassment involving executives at three major record companies and an attorney at a leading L.A. law firm.

Even the Rock & Roll Hall of Fame, established in the mid-'80s to recognize the contributions of those involved in the music business, has been criticized for overlooking women's contributions to the industry. Mary Wilson noted this discrepancy in *Supreme Faith* when she wrote about the Supremes' induction into the Hall of Fame in 1988, and her participation in the all-star jam that traditionally occurs after the ceremonies. Out of the nearly one-hundred performers, songwriters, label executives, and promoters now in the Hall of Fame, the only female inductees to date are Aretha Franklin and Lavern Baker, inducted as performers, Carole King (with Gerry Goffin), inducted as a non-performer, and Bessie Smith and Ma Rainey, inducted as "Forefathers."

Though the battle over abortion rights caused women to recognize the underlying fragility of the gains the feminist movement had made, the media focus on other "women's issues" further illuminated the struggles women continued to face in society. A November 3, 1991, story in the *Los Angeles Times* not only discussed the specific allegations mentioned above regarding sexual harassment, it also examined sexual harassment in the record industry as a whole, and revealed the "put up or shut up" bind women who experience harassment are placed in.

As a result, instead of going through the legal system, women working in the industry have been driven to create an informal grapevine to pass on information about companies deemed "safe havens" from sexual harassment and to warn each other about the "bimbo hounds" in different record company departments.

Since then, the increasing threat to women's reproductive freedom in the U.S. has mobilized growing number of women to reawaken from a state of "post-feminist" complacency. Attitudes toward a female presence in the workplace showed little signs of change in other areas of the music industry. An article in *Billboard* in March 2, 1991, noted that though almost half the sales positions in radio were held by women, there were far fewer women working in programming or on-air positions. In the same article, Lisa Lyons, a program director at Dayton, Ohio station WAZU, related a story about the necessity of "dressing down" (a tactic similar to the one Gail Colson had adopted when she was managing director at Charisma Records in the '70s) that also sounds depressingly familiar; "I always make it a point to look like a slob. It's a little humiliating and degrading when an artist shakes your MD's [music director's] hand and asks you to sleep with him."

1. Based on the examples provided in the passage, with which of the following assertions is it most likely that the author would disagree?
  - A. Working women face few pressures to maintain a physically attractive appearance.
  - B. Women have often tied the success of the feminist movement to the fight over abortion.
  - C. Women working in the music industry are subject to similar obstacles as working women in other fields.
  - D. Women working in the music industry have not achieved status commensurate with their contribution to the art.
  - E. Women have always been discriminated against by men
  
2. Each of the following is cited by the author in the passage as evidence of the reawakening of feminism EXCEPT:
  - A. the release of the film *Thelma & Louise*.
  - B. women's response to the increasing threat of abortion rights.
  - C. the induction of the first women into the Hall of Fame.
  - D. the publication of Naomi Wolf's *The Beauty Myth*.
  - E. the increased attention given to the issue of sexual harassment
  
3. Suppose the number of female executives within the music industry has not increased measurably within the past two decades. If this statement is true, what effect would it have on the author's argument?
  - A. It would support the argument that women already hold too many positions at the executive level.
  - B. It would contradict the argument that men focus on women's physical appearance.
  - C. It would support the argument that the number of females inducted into the Hall of Fame will increase rapidly in the coming years.
  - D. It would support the argument that women are not moving ahead in sectors such as the music industry.
  - E. It would neither support nor contradict the author's argument

### **Passage – 51**

In the 1930s the Payne Foundation funded studies attributing juvenile crime to movie violence, complete with testimonials of youthful offenders that they had gotten larcenous ideas from the silver screen. Legions of censors from the Hays Office monitored Hollywood output to  
 5 make sure that, at the least, crime didn't pay. In the 1950s, Dr. Frederic Wertham made a name for himself by attributing all manner of delinquencies to the mayhem depicted in comic books. If today's censorious forces smell smoke, it is not in the absence of fire.

10 In recent years, market forces have driven screen violence to an amazing pitch. As the movies lost much of their audience—especially adults—to television, the studios learned that the way to make their killing, so to speak, was to offer on big screens what the networks would not permit on the small. Thus, decades ago the "action movie"—a  
 15 euphemism for, among other things, grisly violence—aimed to attract the teenagers who were the demographic category most eager to flee the family room.

Aiming to recoup losses and better compete with cable, television programmers struck back; the networks lowered their censorship standards and pruned their "standards and practices" staffs; the  
 20 deregulatory Federal Communications Commission clammed up; and the local news fell all over itself cramming snippets of gore between commercials.

There are indeed reasons to attribute violence to the media, but the links are weaker than recent headlines would have one believe. The  
 25 attempt to demonize the media distracts attention from the real causes of—and the serious remedies for—the epidemic of violence. The question the liberal crusaders fail to address is not whether these images are wholesome but just how much real-world violence can be blamed on the media. Assume, for the sake of argument, that every  
 30 copycat crime reported in the media can plausibly be traced to television and movies. Let us make an exceedingly high estimate that the resulting carnage results in 100 deaths per year that would otherwise not have taken place. These would amount to 0.28 percent of the total of 36,000 murders accidents, and suicides committed by  
 35 gunshot in the United States in 1992.

That media violence contributes to a climate in which violence is legitimate—and there can be no doubt of this—does not make it an urgent social problem. Violence on the screens, however loathsome,  
 40 does not make a significant contribution to violence on the streets. Images don't spill blood. Rage, equipped with guns, does. Desperation does. Revenge does. As liberals say, the drug trade does; poverty does; unemployment does. It seems likely that a given percent increase in decently paying jobs will save thousands of times more lives than the same percent decrease in media bang-bang. And once in a while—  
 45 meaning far too often—some grotesque images inspire emulation.

1. The passage suggests that having more stringent controls on media violence would NOT have a great effect on the death rate because:
  - A. the numbers of deaths resulting from so-called "copycat" acts of violence composes only a small portion of violent deaths each year.
  - B. the number of deaths resulting from so-called "copycat" acts of violence would remain unchanged nonetheless.
  - C. networks and film studios lack the personnel to enforce any new regulation.
  - D. there exists no definite link between media violence and actual violence.
  - E. very few people watch television these days
  
2. If delivered in a paper that sought to undermine the points of this passage, which of the following statements, if true, would most seriously *weaken* the passage's central argument?
  - A. The number of violent acts depicted in the media has remained more or less constant for the past decade.
  - B. A Canadian study reported a sixteen-percent increase in violent crimes after exposure to television and film episodes in which violent acts were depicted.
  - C. Politicians and celebrities are assisting effectively in diminishing violence.
  - D. Films belonging to the "action" genre have found little acceptance at the box office
  - E. Children become more violent after playing violent video games
  
3. The broadcast networks have recently proposed a system of rating program content, similar to those ratings in the film industry. Which of the following best characterizes the relevance of this statement?
  - A. The statement acknowledges that the networks have taken little responsibility in patrolling the content of their programming.
  - B. The statement implies that those who speak out against media violence have had significant success in convincing the networks to enforce stricter content standards.
  - C. The statement suggests that some convincing evidence supporting a stronger link between media violence and violent acts has been found.
  - D. The statement suggests that networks will decrease the amount of shows that contain violent content.
  - E. The statement has no relevance to the argument in the passage

## Passage – 52

Since 1789, the Constitution has granted the President the authority to veto legislation passed by Congress. The threat of a veto in many cases precipitates compromise on the content of a bill that would be otherwise mired in debate before it reached the President. The “regular” veto is a qualified negative veto, which necessitates a two-thirds vote by Congress to be overridden. The “pocket” veto, on the other hand, is exercised when a bill sits on the President’s desk without being signed before Congress has adjourned (and is therefore unable to override the veto). Opponents of the pocket veto allege that its absolute nature grants the President excessive power. They liken it to a prerogative of the English Kings that the Framers vehemently despised. The argument also embraces a vast body of commentary on the “Imperial Presidency,” that is, the growing accumulation of power in the executive relative to the legislative branch.

These arguments, in claiming an imbalance of federal powers, misrepresent the pocket veto. Unlike the royal prerogative, the pocket veto is exercised by a democratically-elected leader pursuant to a clearly defined constitutional procedure in which presentation of a bill by Congress may be arranged so as to thwart the possible execution of the pocket veto. Moreover, an absolute veto forecloses further action on a proposal whereas Congress may overcome a pocket veto by instituting a reintroduction and passage of the rejected bill in a subsequent term.

The “Imperial Presidency” developed from the encroachment of executive action into areas where it has been assumed that the legislative branch retains supremacy. The legislative process, however, clearly orders shared responsibility between the President and Congress. One should not mistake Presidential powers granted to block legislation for those that would, in effect, supplant congressional authorization. The latter threatens to override the constitutional system of checks and balances; the former situation, typified by the pocket veto, is a part of that system of checks and balances.

The arguments raised in *Kennedy* and *Barnes* implicitly claim that a regular veto would be overridden, or not exercised at all. Consequently, the pocket veto grants the President a special political tool against “popular will” as exercised by Congress. Herein lies the fundamental disagreement over the pocket veto. Opponents press for the President to defer to a seemingly inevitable congressional victory while proponents of this second type of veto stand behind its historical use by the President to stall or delay legislation he thinks unwise. If circumspection and deliberation are the more valued aspects of the law-making process, even the most blatantly political use of the pocket veto passes muster. Historical practice favours the President’s role as an interloper.

1. As used in line 42, the word “interloper” most nearly means:
  - A. one who unjustly assumes power through the use of force.
  - B. one who acts as a liaison between different parties.
  - C. one who prevents certain actions from occurring.
  - D. one who thinks carefully before acting.
  - E. one who lopes intermittently
  
2. The author refers to *Kennedy* and *Barnes* in the passage in order to:
  - A. prove that Congress opposes the pocket veto as a limit to its legislative power.
  - B. suggest that the validity of the pocket veto has been a matter of judicial concern.
  - C. show how the pocket veto’s weaknesses override its strengths.
  - D. praise how the pocket veto can delay the legislative process.
  - E. criticise the pocket veto
  
3. The author suggests that opponents of the pocket veto would most likely agree that:
  - A. the President should not be allowed to exercise legislative authority.
  - B. use of the pocket veto unfairly removes power from the legislative branch.
  - C. Congress should have the right to override the pocket veto.
  - D. the absolute veto should be reinstated by Congress.
  - E. pocket veto is unconstitutional in character

### **Passage – 53**

Over the past two decades, courts have gone far in their interpretations of civil rights legislation to ensure African-American participation throughout the work force. Much ground has been gained in this fight against an institutionalized inequality that has become ingrained in our collective psyche. There are some, though, who remain concerned that the situation of African-American managers has made only limited progress in certain industries.

It is particularly disturbing to find relatively few African-American executives in an industry whose work force consists primarily of African-Americans, namely professional team sports. In the 2001 Racial and Gender Report Card published by the Centre for Sport in Society of Northeastern University, which analysed the composition of players and administrators in professional leagues, only the Women's National Basketball Association and the National Basketball Association scored well. According to the report, generally "who's running the league doesn't look like who's playing in the league." Questions are being posed as to whether general employment principles are properly applicable to the sports business, or whether the sports industry in fact enjoys a special status similar to baseball's antitrust exemption. With a growing number of African-Americans achieving the educational standards as well as the practical experience required for executive positions, it is foreseeable that the professional team-sport industry will soon face challenges to its executive employment decisions.

The organizational structures of clubs and leagues are similar to other large businesses. It is within these two organizations that the absence of African-American executives is most noticeable. Some professional club owners justify the absence of African-American executives at these levels by alluding to clubs' and leagues' organizational structure as being familial in nature. Whether this characterization justifies the exclusion of African-American executives is questionable at best.

The sports industry is within the purview of Title VII of the Civil Rights Act of 1964, which exists to prohibit intentional discrimination in employment on the basis of race, colour, religion, sex or national origin. However, recent legal developments call into question whether the principles applied to assure lower level jobs will be applied to protect African-American executives from discrimination while seeking upper level positions. The courts have traditionally been willing to assess an applicant's qualifications in resolving claims of discrimination. Yet courts in upper level cases often profess a lack of expertise and refuse to assess an applicant's qualifications.

The Supreme Court has not yet confronted the issue of which Title VII standards and rules should apply to discrimination cases involving African-American executives. Lower federal courts have seemingly begun to distort these standards in cases involving executive and professional employees. Given that executive positions have unique characteristics, resolution of these actions becomes all the more difficult. Rules developed to deal with lower level Title VII cases may not always be applicable to executive employment cases.



1. Which of the following would be analogous to the situation described in paragraph 2 regarding the absence of African-American executives in a field with many African-American athletes?
  - A. The Board of a non-profit Protestant Church youth organization consists solely of middle-aged men and women.
  - B. A social service agency, which serves minority and disadvantaged youths, is run by a management team of suburban professionals.
  - C. Fewer than half of the managers of a national feminist bookstore company, which employs mostly female cashiers and clerks, are women.
  - D. A state anti-smoking campaign is organized and implemented by a group of smokers and non-smokers.
  - E. A national basketball team only comprises player who weigh more than 100 kgs
  
2. The author of the passage mentions the Supreme Court in the final paragraph in order to:
  - A. prove that courts have been slow to respond to Title VII cases initiated by African-American executives who have been denied upper-level positions in professional team sports.
  - B. suggest that upper courts need to provide standards for the proper application of Title VII posits in upper-level employment discrimination cases.
  - C. explain that the lower courts have been more willing to handle executive employment decision cases under the auspices of Title VII.
  - D. argue that the Judicial Branch of the federal government should set precedents for treating executive employment cases that are protected by Title VII.
  - E. praise the actions taken by the Supreme court with regards to the issue of discrimination in sports
  
3. The author suggests which of the following about the relatively low number of African-American executives currently employed in the sports industry?
  - A. It is attributable to flaws in the American educational system.
  - B. It is caused by baseball's antitrust exemption.
  - C. It is the result of African-American executives' lack of managerial experience.
  - D. It does not compare favourably with the industry's labour force as a whole.
  - E. The number has been hugely exaggerated

### **Passage – 54**

- What would be required for successful direct protection of human rights? The authority to command violating parties to do otherwise? The ability to enforce such a command? Overwhelming political pressure directed against human rights violations to the exclusion of other interests? No
- 5 United Nations human rights body has such authority and power.

- The United Nations' primary *raison d'être* in the human rights field as acted upon by the Human Rights Committee is long-term. It may be that the sum total of UN activity in this field is supposed to socialize or educate actors into changing their views and policies on human rights
- 10 over time toward a cosmopolitan human rights standard as defined by United Nations instruments. Conversely one can say that the entirety of UN human rights activity is to dispense or withhold a stamp of legitimacy on member states according to their human rights record. It can be persuasively argued that in some cases a ruling regime lost ground in its
- 15 struggle for legitimacy in the eyes of important actors because of violations of aforementioned rights. The United Nations' definition of human rights probably contributed to the process.

- At some point, socialization and manipulation of legitimacy must directly change specific behaviour and must lead to direct protection by some actor. In a few situations this linkage can already be demonstrated.
- 20 In the case of *Filartiga v. Peña Irala* in the United States, a federal court held torture to be prohibited by customary international law, using United Nations instruments and actions as part of its reasoning. "Once a tort can be considered to be in violation of the law of nations, Sec. 1350 allows
- 25 immediate access to a federal court.... It is now generally accepted by the United States and the vast majority of other member nations of the United Nations that gross violations of human rights are, as a matter of international law, a legitimate concern of the world community." This case opened the possibility of express prosecution of torturers of any
- 30 nationality who appear in the jurisdiction of the United States. Other courts in the U.S. have also used United Nations instruments and activities as part of their decisions, and other states beyond the U.S. show some influence from UN instruments in their legal and administrative decisions. The 1998 Pinochet extradition case in London,
- 35 described by Human Rights Watch as a "wake-up call" to tyrants everywhere, was decided on the basis that both Britain and Chile had ratified the United Nations Convention against Torture.

1. According to various points made by the author of the passage, all of the following are ways in which the UN can exert influence over human rights EXCEPT:
  - A. by persuading member states to change certain laws to avoid human rights violations.
  - B. by enforcing a UN command to cease any behaviour that does not adhere to UN standards.
  - C. by recognizing certain countries based on their human rights record.
  - D. by affecting the legal and political policies of member states.
  - E. by providing a stamp of legitimacy to some member countries
  
2. The passage suggests that the author would most likely agree with which of the following statements?
  - A. The UN has done little to affect the protection and establishment of human rights.
  - B. Human rights violations should be the primary concern of the UN.
  - C. International policies can be influenced by UN activities and proclamations.
  - D. Future human rights court cases may turn to UN policies for assistance.
  - E. The UN needs to be given military powers
  
3. The author mentions the case of *Filartiga v. Peña Irala* primarily in order to:
  - A. describe United Nations human rights activity that led to direct protection by an actor.
  - B. demonstrate the dangers of the UN's concentration on long-term effects.
  - C. provide evidence that torture is prohibited by international law.
  - D. cite a case in which the UN withheld legitimacy from a target state.
  - E. cite a case wherein UN intervention proved futile
  
4. Regardless of what the rest of the passage might be arguing, the author's principal concern in the first paragraph is most likely to:
  - A. propose changes that would increase UN effectiveness in enforcing human rights.
  - B. indicate indirectly the shortfalls of UN human rights activity concerned with short-term change.
  - C. explain the UN's function in the field of human rights by giving examples.
  - D. describe the major activity of the UN in the field of human rights
  - E. to praise the policies of the United Nations

### Passage – 55

The combination of consonant-vowel syllabic glyphs and logographs in ancient Mayan gave the scribes a variety of choices with which to write the words of their texts in detail. For example, one very common honorific title in Maya texts is *ahaw*, meaning “lord” or “noble.” *Ahaw* may be written in logographic form as a head in profile, with the distinctive headband or scarf that marked the highest nobility in Maya society. But it is also possible to write the word as a combination of three phonetic, syllabic signs: *a-ha-wa*. Likewise, the word *pakal* (“shield”) can be indicated by a depiction of a shield or by the combination of syllabic elements *pa-ka-la*.

Mayan signs are by nature highly pictorial, often representing in considerable detail animals, people, body parts and objects of daily life. The pictorial principle is taken to the extreme in inscriptions composed of “full-figure” glyphs, in which individual signs and numbers become animated and are shown interacting with one another. None of this should be taken to mean that the Maya only wrote in simple pictures. The Maya wrote both logographically and phonetically, and within their phonetic system alone, the Maya had multiple options. All English words are formed from various combinations of only 26 phonetic signs. By contrast, all Maya words can be formed from various combinations of nearly 800 consonant-vowel glyphs, each representing a full syllable. Sounds are formed by combining a particular consonant with one of the five vowels (hence a *syllabary*, rather than an alphabet).

Because many Maya signs remain undeciphered, it’s not possible to state precisely the relative proportions of logographic and syllabic signs. But a significant number of the logograms have been deciphered and the number of deciphered syllabic signs keeps growing. Epigraphers have filled more than half of the syllabic grid, meant to plot the consonants of the spoken Maya language against its vowels and thus represents the totality of signs needed to write the language. It must be remembered that the discovery of the structure of the syllabic elements—Knorozov’s main contribution—was made a little more than 30 years ago. Furthermore, the consonant-vowel syllables that are already understood are the common ones.

Nonetheless, the pace of phonetic decipherment is bound to increase in the coming years as more resources are trained on it. One aspect of Maya writing that may complicate this progress is the fact that different signs can be allographs. Such equivalences are common in Maya texts (there are at least five different signs that could be chosen to represent the Maya syllable *ba*). Each scribe chose from several different signs to convey the sounds. In evaluating a particular phonetic interpretation of a syllable, it’s helpful to identify as many as possible of the variant forms; so the process of recognizing allographs depends on the slow work of comparing many texts in order to find variant spellings of the same word.

1. The author mentions Knorozov in the third paragraph in order to:
  - A. prove that the recent discovery of Maya signs has led to its lack of decipherment.
  - B. offer an explanation for what may appear to be a relative paucity in the completion of the Maya sign syllabic grid.
  - C. argue that expert linguists have been stymied in their attempts to decipher and understand many allographic Maya signs.
  - D. show how the understanding of other linguistic structures may improve the comprehension of Maya syllabic signs.
  - E. weaken the argument stated in the previous paragraph
  
2. As used in the passage by the author, the term "logographic" most closely refers to:
  - A. a written phonetic representation of a word.
  - B. a syllabic division of an individual word.
  - C. an imagistic representation of an idea.
  - D. a visual picture of an idiomatic phrase.
  - E. the process of designing a logo
  
3. The author of the passage would be LEAST likely to agree with which of the following statements?
  - A. Languages whose writing is composed of pictorial signs can demonstrate a remarkable degree of complexity and detail.
  - B. Linguistic signs based on syllabic or phonetic coding may be easier to decipher than those based on visual images.
  - C. Logographic languages are restricted to the expression of simple ideas because of their emphasis on image.
  - D. The existence of allographs in Maya signs indicates the complexity of this linguistic system.
  - E. The Mayans made use of both logographics as well as phonetics

### Passage – 56

Although he rejected the prevailing Neo-Romanticism of the late forties and early fifties, Philip Larkin was no admirer of modernism. Like many in the English middle-class, for example, he thought Picasso a fake, and believed that an artist should “make a horse look like a horse.”

- 5 When some disparaged his work as “limited” and “commonplace,” Larkin replied, “I’d like to know what dragon-infested world these lads live in to make them so free with the word ‘commonplace’.” His irritation stemmed from his view that poetry “was an act of sanity, of seeing things as they are.” He thought that the connection between poetry and the  
10 reading public, forged in the 19th century by such poets as Kipling, Housman and Brooke, had by the mid-20th century been destroyed by the growing unintelligibility of English poetry to the general reader. He attributed this in part to the emergence of English literature (along with the other arts) as an academic subject, demanding poetry that required  
15 elucidation.

- He saw no such need to explain his own work. When asked to expand on *The Whitsun Weddings*, he remarked that the intent of each poem was clear enough in itself, and he would only add that “the poems had been written in or near Hull, Yorkshire, with a succession of 2B pencils during  
20 the years 1955 to 1963.” Influenced by the poetry of Thomas Hardy, he made the mundane details of his life the basis for tough, unsparing, memorable poems that rejected the Victorian belief in a benevolent God, exploring life with a post-religious stoicism. The poems themselves are deceptively simple. Through the details of advertisements, train-stations,  
25 and provincial towns, they transform into something elevated and strangely beautiful the central issues of ordinary life in the language of ordinary speech. His underlying themes of love, solitude, and mortality express intense personal emotion while they strictly avoid sentimentality or self-pity, using rough-hewn rhythms and colloquial diction with an  
30 extraordinary variety of meters and stanzaic forms. These qualities were quickly identified, if not always appreciated, by reviewers. As the critic Donald Hall put it (only half-admiringly), “ [Larkin’s poem] ‘At Grass’ is the best horse picture ever painted.”

- Some critics went so far as to call him anti-social. In an interview,  
35 Larkin questioned why he was described a melancholy man, protesting—self-deprecatingly—that he was actually “rather funny.” Neither of these adjectives reflect the beauty of his poetry that is the source of a deep, abiding pleasure.

- Philip Larkin earned a living as a librarian until his death of cancer in  
40 1985. His first poem was published in 1940, but he earned his reputation as one of England’s finest poets with the publication of *The Less Deceived* in 1955, which was subscribed to by almost all recognized young English poets: Amis, Bergonzi, Boyars, Brownjohn, Conquest, Davie, Enright, Hamburger, Hill, Jennings, MacBeth, Murphy, Thwaite, Tomlinson, and  
45 Wain. His status was confirmed with the release in 1963 of *The Whitsun Weddings* (the title poem of which may be the finest in all his work), and again with *High Windows* in 1974. The mood of each of these thin volumes changed considerably from poem to poem; but, for all their

50 range, they were clearly the products of a singular and accomplished poetic sensibility.

1. The author quotes Larkin as saying "I'd like to know what dragon-infested world these lads live in to make them so free with the word 'commonplace'" in lines 6-7 in order to:
  - A. show how Larkin dismissed critics of his work by pointing out their personal failings.
  - B. show how Larkin mocked his critics for implying that everyday experience must be trivial.
  - C. suggest that Larkin's critics attacked his work to make their own lives seem more glamorous.
  - D. show that Larkin did not believe that the events he wrote about were actually common.
  - E. show how deeply saddened Larkin was at the criticism of his work
  
2. The author's primary concern in this passage is to:
  - A. show that Larkin's verse was informed by his views on poetry.
  - B. describe how Larkin created verse of lasting value based on ordinary events.
  - C. compare schools of poetry from the 19th and 20th centuries.
  - D. explain how the general reader became alienated from English poetry by the mid-20th century.
  - E. criticise Larking for writing fanciful and esoteric poetry
  
3. The author cites the description of one of Larkin's poems by one of his critics as "the best horse picture ever painted." This quotation serves several purposes, including to demonstrate:
  - I. that critics considered Larkin's poetry poor and funny.
  - II. the commonplace subject matter of Larkin's work.
  - III. that critics often blurred Larkin's poetry with Larkin's views.
  - A. I only
  - B. I and II only
  - C. II and III only
  - D. II only
  - E. I, II and III
  
4. Based on the information provided in the passage, we can assume that Larkin would be LEAST likely to write a poem taking as its subject:
  - A. a devout song of praise to God.
  - B. the working day of a London businessman.
  - C. the death in war of an upper-class academic.
  - D. a current, happy love affair.
  - E. a day in the life of a schoolboy

### **Passage – 57**

The media's particular understanding of the ways of influence and decision-making in government colours the way they describe political reality. It also defines their responsibility in reporting that reality; contemporary reporters are in many ways the grandchildren of the  
5 Progressive muckrakers.

Few aspects of American politics reinforce this Progressive world-view as effectively as the American way of campaign finance. In assuming that public officials defer to contributors more easily than they do to their party, their own values, or their voting constituency, one has the perfect  
10 dramatic scenario for the triumph of wealthy special interests over the will of majorities and the public interest.

Much has been made recently about campaign finance reform. Various politicians and voters' rights groups have petitioned for a reworking of the campaign finance laws that govern how political candidates can solicit  
15 and spent money on their races for office.

"Bias" is a word with many meanings. It suggests a single explanation—one of conscious, even wilful preference—for a range of instances in which the message misinterprets or misconveys the reality. The media have been attacked as biased in a partisan direction by both  
20 Democrats and Republicans, and from both the left and the right. To be sure, media partisanship was apparent in earlier times, when the partisan press was little more than a propagandist for the party it favoured.

But that overtly biased style seems to have given way in the 20<sup>th</sup> century to a media more concerned with gaining audience than political  
25 proselytes, and an electronic media fearful of government regulation if it strays into political controversy. Few objective observers of, for instance, the reporting of campaign finance would argue that conventional biases are operating here. Rather one has to look to more intrinsic and ingrained forms, to the structural biases of American newspapers and the political  
30 assumptions of their reporters, editors, and headline-writers. Structural biases are rooted in the very nature of journalism—in its professional norms, in marketplace imperatives, in the demands of communicating information to an unsophisticated audience.

Stories need identifiable actors, understandable activity, and elements of  
35 conflict, threat or menace. They cannot be long, and must avoid complexity—must focus on the horserace rather than on the substance of a campaign; on controversy, personalities and negative statistics rather than on concepts. These define the "good" story.

Systematic bias and political assumption, finally, meet in an analytical  
40 conundrum. A systematic bias dictates that newspapers print stories that will be read. But does the press publish the story because readers have been conditioned by newspapers to accept and believe such accounts, or does it publish the story because of its conviction that it represents political truth? Is there really any difference? Ultimately, the Progressive  
45 view of reality becomes a part of the imperatives of publishing a newspaper.



1. In the course of presenting his arguments, the author suggests that structural biases in American journalism result primarily—but not necessarily exclusively—from:
  - A. problems intrinsic to the publishing and marketing of newspapers.
  - B. suppositions of journalists about the integrity of public officials.
  - C. reporters' cynicism about the public's level of intelligence.
  - D. growing competition among newspapers for a shrinking audience.
  - E. increasing influence of foreign nations
  
2. According to the passage, which of the following would indicate structural biases inherent in journalists' work?
  - A. An article that adheres loyally to Progressivist dictates
  - B. An article that successfully masks its biased opinions
  - C. An article that is informed by political sophistication
  - D. An article that is entertaining and easy to comprehend
  - E. An article that criticises the current government
  
3. Which of the following best describes the "analytical conundrum" referred to in the sentence, "Systematic bias and political assumption, finally, meet in an analytical conundrum," in the last paragraph?
  - A. Newspapers promote Progressive ideas in which they do not believe.
  - B. Since systematic biases and political assumptions have similar effects, it is difficult to differentiate their roles in journalistic publishing decisions.
  - C. Systematic biases and political assumptions exert contradictory and conflicting pressures on newspaper publishers.
  - D. Readers' preferences for dramatic news accounts reflecting Progressive ideas, rather than journalists' objective understanding of the political system, determine what is published.
  - E. the confusion over what types of articles to publish in newspapers

### **Passage – 58**

Since the time of Darwin, morphological structures have been used to identify phylogenetic relations. For example, the similarity between a man's arm and a bat's wing is taken as evidence of their common origin. There are innumerable examples of this in nature. From the whiskers of lions and domestic cats to the bone structure in the fins of a whale and that of a human hand, it seems one would be hard pressed to find an attribute in a particular species that did not illustrate some kind of relationship to another species.

Similarities in behaviour patterns can also serve in reconstructing evolutionary history. It is not always clear, however, how certain types of innate behaviour evolved through natural selection. In its modern form the Darwinian interpretation of evolution asserts that evolution consists of changes in the frequency of appearance of different genes in populations, and that the frequency of the appearance of a particular gene can only increase if the gene increases the "Darwinian fitness" (the expected number of surviving offspring) of its possessors.

The discovery of a genetic predisposition to be especially responsive to certain stimuli was an important contribution to the study of evolution. Genetically determined responses must be subject to the pressures of natural selection. Hence innate behaviour must evolve. Ethologists were able to show how a motor pattern employed in a noncommunicatory context such as feeding could evolve into a ritualized form employed as a signal in, say, courtship.

Differentiation in innate behaviour patterns could be traced to selection pressures arising from the environment. There are many instances of animal behaviour patterns that seem not to contribute to the survival of the individual displaying that behaviour. The classic example is the behaviour of the worker bee: this insect will sting an intruder and thereby kill itself in defense of the hive. The problem is evident: How can a gene that makes suicide more likely become established? The concern over this type and other types of apparently anomalous behaviour led to the development of a new phase in the study of the evolution of behaviour: a marriage of ethology and population genetics.

Animal behaviour was formerly thought to consist of simple responses, some of them innate and some of them learned, to incoming stimuli. Complex behaviour, if it was considered at all, was assumed to be the result of complex stimuli. Over the past 60 years, however, a group of ethologists, notably Konrad Lorenz, Nikolaas Tinbergen and Karl von Frisch, have established a new view of animal behaviour. Studying whole patterns of innate animal behaviour in natural environments (rather than focusing primarily on learned behaviour, as animal behaviourists do), they have shown that the animal brain possesses certain specific competences, that animals have an innate capacity for performing complex acts in response to simple stimuli. As Gould put it in 1982, "Rather than encompassing merely the rigid and impoverished behavioural repertoire of primitive organisms, instinct has been shown to possess a stunning flexibility and overwhelming richness. As a result, we

no longer need to invoke the barren behaviouristic tenet of learning as an 'explanation' of complexity."

1. In the context of the arguments being made by the author in this passage, the term "phylogenetic" (line 2) most closely means:
  - A. structural.
  - B. inter-species.
  - C. innate.
  - D. functional.
  - E. acquired
  
2. Which of the following scenarios would be most analogous to the example given by the author of the worker bee?
  - A. A male spider reacts to intruding predators by releasing venom that kills both the predator and itself.
  - B. A female marsupial abandons her weakest offspring as prey for her natural enemies in order to protect the rest of her brood.
  - C. The youngest member of a canine pack sacrifices himself by fatally wounding an attacking predator so that the pack itself can escape.
  - D. A drone ant kills an insect preying on his collective by stinging the insect's eyes.
  - E. A young Cheetah tries to hunt and fails repeatedly
  
3. The author of the passage would be most likely to agree with which of the following statements?
  - A. Unusual animal behaviours can be understood in terms of natural selection when they are studied in the context of procreation patterns and needs for survival of that particular species.
  - B. Overpopulated animal colonies often weed out their excess or weak members by abandoning them to their natural predators.
  - C. Darwin's evolutionary theories of natural selection have been unnecessarily modified by modern scientists in order to make them accord with observations of animal behaviour patterns.
  - D. The evolution of certain types of innate animal behaviour demonstrate the inadequacy of the notion of "Darwinian fitness" as an approach to studying evolution.
  - E. There are some natural phenomena that cannot be explained by logic

### **Passage – 59**

Before there were books, before, even, there was the written word in civilization, there must surely have been stories told. Relating stories to one another is a unique way that we, as humans, communicate thoughts, needs, desires, and instruction. Whether it be the true story of what  
 5 happened on the way to the well yesterday—a story meant to instruct about the latest water situations—or a dramatic retelling of a long-ago battle—a cautionary tale meant to warn against unnecessary warfare—stories have the unique ability to bring home information and instruct in a way a mere recitation of the facts cannot.

10 The Tale, the Parable, and the Fable are all common and popular modes of conveying instruction—each being distinguished by its own special characteristics. The true Fable, if it rises to its high requirements, ever aims at one great end and purpose: the representation of human motive, and the improvement of human conduct, and yet it so conceals  
 15 its design under the disguise of fictitious characters, by clothing with speech the animals of the field, the birds of the air, the trees of the wood, or the beasts of the forest, that the reader receives the advice without perceiving the presence of the adviser. Thus the superiority of the counsellor, which often renders counsel unpalatable, is kept out of view,  
 20 and the lesson comes with the greater acceptance when the reader is led, unconsciously to himself, to have his sympathies enlisted on behalf of what is pure, honourable, and praiseworthy, and to have his indignation excited against what is low, ignoble, and unworthy.

The true fabulist, therefore, is charged with a most important  
 25 function. He is neither a narrator, nor an allegorist, he is a great teacher, a corrector of morals, a censor of vice, and a commender of virtue. In this consists the superiority of the Fable over the Tale or the Parable. The fabulist is to create a laugh, but yet, under a merry guise, to convey instruction. Phaedrus, the great imitator of Aesop, plainly indicates this  
 30 double purpose to be the true office of the writer of fables.

The Fable partly agrees with, and partly differs from the Tale and the Parable. It will contain, like the Tale, a short but real narrative; it will seek, like the Parable, to convey a hidden meaning, not so much by the use of language, as by the skilful introduction of fictitious characters; and  
 35 yet unlike to either Tale or Parable, it will ever keep in view, as its high prerogative, and inseparable attribute, the great purpose of instruction, and will necessarily seek to inculcate some moral maxim, social duty, or political truth.

The Tale consists simply of the narration of a story either founded on  
 40 facts, or created solely by the imagination, and not necessarily associated with the teaching of any moral lesson. The Parable is the designed use of language purposely intended to convey a hidden and secret meaning other than that contained in the words themselves; and which may or may not bear a special reference to the hearer, or reader.

1. The passage suggests that the fable is superior to the parable and the tale for none of the following reasons EXCEPT:

- I. the fable contains a moral lesson within its narrative.
- II. the parable's message may be too enigmatic for a reader to comprehend.
- III. the tale is a chronicle of recent historical events.

- A. I only
- B. I and II
- C. II and III
- D. I, II, and III
- E. None of the above

2. According to the passage, which of the following is NOT a requirement for a narrative text to be classified as a fable?

- A. Use of fictional characters, such as personified animals and natural objects
- B. Inclusion of social, moral, or political references relevant to contemporary readers
- C. Constant awareness of and attention to a particular instructional goal
- D. Figurative or poetic language to demonstrate the author's creative talent
- E. Every fable must have a 'moral' at the end

3. Which of the following best characterizes the claim that the fabulist is a "great teacher, a corrector of morals, a censor of vice, and a commender of virtue?"

- A. It is an analysis of the importance of the fabulist's role in society.
- B. It is a conclusion that fabulists should be honoured above writers of parables or tales.
- C. It is appreciation for the fabulist's ability to multi-task.
- D. It advocates increased honour and respect for the fabulist.
- E. It suggests that more and more people should become fabulists

### **Passage – 60**

For better or for worse, race places a very large part in people's perception of others in the world and in their own society. The notion of one's own race often influences the actions and interests of an individual (either towards or away from activities typically associated with a group) and, in many cases, the perception of another individual's race influences the perceiver's actions toward that individual. Races are inaccurate as biological categories. The existence of racism, and the genesis of our racial taxonomies themselves in the history of colonialism and slavery, argue for abandoning racial categories altogether.

Few would deny the importance of racial categories in our everyday lives, nor the social problems and conflict race has caused. Less well known are the scientific problems with race: racial categories cannot be reconciled with what scientists know about human biological diversity. Biological races are branches of a species that have been unable to reproduce with each other for a significant period of time. Their separation may be due to geographic or other barriers, but anatomically, members of different races can interbreed, since they are of the same species.

Breeds of domesticated dogs are an example of races cultivated by humans. In contrast, human groups have interbred for our entire history as a species, and none have been isolated long enough to be considered true races. The American racial classification system is no more scientifically valid than are other racial taxonomies, local conceptions of race affirmed in other societies or countries. Racial taxonomies in different countries are not biological races, but rather what anthropologist Charles Wagley calls "social races."

Racial classification presupposes that people with certain phenotypes share a common recent ancestry that others do not share. However, physical traits are not a reliable indicator of recent shared descent. There are no sharp borders between human groups, as there are between so-called races, because physical traits change gradually. Anatomical features in human populations represent adaptations to evolutionary forces: skin colour is an adaptation to latitude, facial shape to climate or altitude, and blood type to endemic diseases. Any particular trait is shared by groups of people of varied heritages, people who adapted to similar conditions in different parts of the world. Since different features do not vary together, no assortment of traits can accurately delineate any group as a true race.

If race were biological, different societies would understand race in similar ways. In fact, societies use widely varying criteria to determine race. Nor are these criteria all internally consistent. Although most Americans believe that appearance or genetics form the basis of race, in the United States, a person's race, legally, is determined by his ancestry, the race of his parents. Further, some state laws, legacies of slavery, place biracial individuals into the race of the minority parent, without regard to chromosomes or physical appearance. In Brazil, on the other hand, people do not consider ancestry when identifying a person's race, and there exist many more racial categories than in the US. Race in Brazil

- 50 derives solely from appearance. One's race can change from day to day, and may differ from the race of one's family, including that of full siblings. The racial taxonomies in Brazil and the United States differ, but neither one is based on scientific principles.

1. The passage cites Brazil as a country in which racial definitions have a meaning that might not otherwise be readily apparent. The author suggests that a person who is Brazilian might change his race by:
  - A. altering his birth certificate.
  - B. marrying a person of a different race.
  - C. having his DNA tested.
  - D. getting a sun tan.
  - E. surrendering his passport
2. The overall purpose of this passage is to:
  - A. present a hypothesis that may explain a recent discovery.
  - B. compare and contrast two methods of classification.
  - C. criticize the basis of a popular belief.
  - D. describe worldwide variations in a cultural phenomenon.
  - E. praise a widely accepted belief
3. The author of this passage would be most likely to agree with which of the following statements about abandoning racial classification?
  - A. We can improve our society through conscious and concerted effort.
  - B. The United States' racial classification system should be replaced with that of Brazil.
  - C. It would be disastrous for scientists to strip people of their valued beliefs.
  - D. All beliefs that are not scientifically sound should be abandoned.
  - E. The society has reached the point of no return and nothing can be done to change it
4. The author presents the example of racial classification in the United States in the passage most probably in order to show that:
  - A. racial taxonomies may be logically inconsistent and widely misunderstood.
  - B. the system of racial classification in North America is grounded in scientific research.
  - C. individuals should be allowed to choose and to change their own racial identification.
  - D. racial classifications are most accurate when they take all factors (appearance , ancestry, and DNA) into account.
  - E. there is not enough being done by the authorities to control this problem

### **Passage – 61**

Gautier was indeed a poet and a strongly representative one – a French poet in his limitations even more than in his gifts; and he remains an interesting example of the manner in which, even when the former are surprisingly great, a happy application of the latter may produce the most delightful works. Completeness on his own scale is to our mind the idea he most instantly suggests. Such as his finished task now presents him, he is almost sole of his kind. He has had imitators who have imitated everything but his spontaneity and his temper; and as they have therefore failed to equal him we doubt whether the literature of our day presents a genius so naturally perfect. We say this with no desire to transfer Gautier to a higher pedestal than he has fairly earned – a poor service, for the pedestal sometimes sadly dwarfs the figure. His great merit was that he understood himself so perfectly and handled himself so skilfully. Even more than Alfred de Musset (with whom the speech had a shade of mock-modesty) he might have said that, if his glass was not large, as least it was all his own glass.

There are a host of reasons why we should not compare Gautier with such a poet as Browning; and yet there are several why we should. If we do so, with all proper reservations, we may wonder whether we are the richer, or, at all events, the better entertained, as a poet's readers should before all things be, by the clear, undiluted strain of Gautier's minor key, or by the vast, grossly commingled volume of utterance. It is idle at all times to point a moral. But if there are sermons in stones, there are profitable reflections to be made even on Théophile Gautier; notably this one – that a man's supreme use in the world is to master his intellectual instrument and play it in perfection.

He brought to his task a sort of pagan bonhomie which makes most of the descriptive and pictorial poets seem, by contrast, a group of shivering ascetics or muddled metaphysicians. He excels them by his magnificent good temper and the unquestioning serenity of his enjoyment of the great spectacle of nature and art. His world was all material, and its outlying darkness hardly more suggestive, morally, than a velvet canopy studded with silver nails. To close his eyes and turn his back on it must have seemed to him the end of all things; death, for him, must have been as the sullen dropping of a stone into a well. His observation was so penetrating and his descriptive instinct so unerring, that one might have fancied grave nature, in a fit of coquetry, or tired of receiving but half-justice, had determined to construct a genius with senses of a finer strain than the mass of human family.



1. In the passage, the author suggests that the French poet Théophile Gautier's talents included all of the following EXCEPT:
  - A. an innovative and unique artistic view of nature.
  - B. the ability to quickly and immediately compose poetry.
  - C. extensive training in rhetorical and literary techniques.
  - D. a strong understanding of his world and himself.
  - E. he had sharp observation powers
  
2. For what purpose can it reasonably be concluded does the author reference other writers in this passage, including Musset and Browning?
  - A. To prove that Gautier, as a poet, was unique among his contemporaries
  - B. To show that Gautier's poetry was representative of French lyricism at the time
  - C. To criticize Gautier's limited talent and creativity
  - D. To refute the idea that Gautier's colleagues could easily imitate his style
  - E. To prove how inferior the other writers were compared to Gautier
  
3. The author makes a few noteworthy remarks about Gautier's attitude towards death. This attitude would most support which of the following conclusions?
  - A. None of Gautier's literary works focused on human frailty.
  - B. Gautier believed that people are inherently linked to the divine.
  - C. The fleeting passage of time was a common poetic theme that Gautier neglected.
  - D. In his poetry, Gautier often focused on the vibrancy of human and natural life.
  - E. Gautier was a strong believer in the theory of life after death

## Passage – 62

From the beginning, Johannes Kepler (1571-1630) was convinced that the basic astronomical verities must have a geometrical interpretation. This conviction has been shared by all the great natural philosophers, from Pythagoras to Einstein—the conviction that the cosmos was laid out  
 5 according to a mathematical design and that this design is "simple" and accessible to human intelligence. For Kepler, mathematics meant the pure geometry of the Greeks.

His early scientific career is especially interesting because the ideas that seemed to him to be the most significant, and which he tried to  
 10 exploit for the rest of his life, appear to a modern reader to be almost completely mad. It was the fact that he could never get them to work that drove him to make the series of astronomical discoveries that appear to us to be so significant.

God was for Kepler a master Greek geometer, and the "book of the  
 15 world" must therefore be contained among the theorems of Euclid. One theory was that there are only five "perfect solids." A perfect solid (the most familiar example is the cube) is a solid all of whose faces are "perfect" plane figures (in the cube, these figures are squares). The other perfect solids are the tetrahedron, octahedron, dodecahedron, and  
 20 icosahedron. There were known to be six planets - Mercury, Venus, Earth, Mars, Jupiter, and Saturn, in order of increasing distance from the sun, around which, Kepler believed, the planets moved in circular orbits.

Carrying on with his geometry, he considered a universe in which a cube, a tetrahedron, a dodecahedron, an icosahedron, and an octahedron  
 25 would be arranged concentrically, one inside another; the orbit of Mercury would be fitted within the first of these perfect solids, the orbit of Venus outside it, and outside each of the other solids the orbit of another planet. This, he thought, might make it possible to calculate the interplanetary distances and also explain why there were no more than  
 30 six planets.

With the superior vision of hindsight, it is all too easy for us to pass judgment on the weakness of Kepler's youthful notion. (Apart from anything else, we know that there are *nine* planets.) In fact, however,  
 35 had Kepler's mysticism not also been coupled with a fanatic obsession to make his theory fit the observed facts quantitatively, he might as well have gone down in scientific history as just another visionary crank, along with the more unenlightened alchemists who abounded at that time.

It is interesting to note that Newton also devoted his "spare" time to  
 40 alchemy. What would have driven this man of science, this father of our modern physics, to spend his free time trying to turn base metals into gold? Undoubtedly, this fact shows us that the desire for wealth often trumps the pursue of pure science, even in the most noteworthy of individuals. This combination of mysticism and devotion to the "facts" as  
 45 he knew them was Kepler's great strength. Einstein characterized the interrelation between mystic intuition and the need to deal with hard

facts as a formula that "Science without religion is lame. Religion without science is blind."

1. Which of the following statements most nearly captures the author's central argument as articulated in the passage?
  - A. The originality of Kepler's early scientific work can be fully appreciated by studying its influence on the mature work of Newton and Einstein.
  - B. Kepler's early beliefs were often erroneous, but his mysticism coupled with an attachment to scientific fact led to many of his later, key discoveries.
  - C. Kepler laid the groundwork for our current understanding of the universe in his early studies of the pure geometry of the Greeks.
  - D. An investigation of Kepler's youthful work yields relatively few clues about the method he employed in his most remarkable work.
  - E. Kepler's early beliefs were more accurate compared to his later beliefs
  
2. The passage suggests that which of the following scientific beliefs held by Kepler in his youth was, in fact, correct?
  - A. The planets are arranged concentrically, within perfect solids.
  - B. The orbit of the planets are circular.
  - C. The number of perfect solids is equal to the number of planets
  - D. There is an underlying order to the cosmos which is accessible to the human intelligence.
  - E. Humans can never fully understand the mysteries of the universe
  
3. The author quotes Einstein in the sixth paragraph. His primary purpose in doing this is to:
  - A. suggest that Kepler's thought was misconstrued by Einstein.
  - B. clarify a difference between scientific and religious thought.
  - C. indicate the extent of Einstein's personal admiration of Kepler.
  - D. emphasize a particular attribute of Kepler's own method and outlook.
  - E. point out a flaw in Kepler's methodology
  
4. Which of the following statements is implied by the author in paragraphs five and six?
  - A. The history of science is full of scientists who have failed to esteem what was of greatest significance in their own work.
  - B. It is during periods of youthful enthusiasm that the fundamental guidelines to the most important scientific discoveries nearly always emerge.
  - C. Such is the paradox of the human personality that, despite such problems, Kepler became one of the most determined seekers of cosmic harmony in history.
  - D. Kepler, too, was aware of the dangers of pure speculation conducted without taking into consideration observed phenomena
  - E. It is very easy to blame Kepler for his weaknesses but perhaps not very appropriate to do so

### Passage – 63

Without entering now into the *why*, let me observe that the printer may always ascertain when the dash of the MS is properly and when improperly employed, by bearing in mind that this point represents a *second thought—an emendation*. In using it just above I have exemplified  
 5 its use. The words “an emendation” are, speaking with reference to grammatical construction, put in apposition with the words “a second thought.” Having written these latter words, I reflected whether it would not be possible to render their meaning more distinct by certain other words.

10 Now, instead of erasing the phrase “a second thought,” which is of *some use—which partially conveys the idea intended—which advances me a step toward my full purpose—I suffer it to remain, and merely put a dash between it and the phrase “an emendation.”* The dash gives the reader a choice between two, or among three or more expressions, one  
 15 of which may be more forcible than another, but all of which help out the idea.

It stands, in general, for the words—“*or, to make my meaning more distinct.*” This force *it has*—and this force no other point can have; since all other points have well-understood uses quite different from this.  
 20 Therefore, the dash *cannot* be dispensed with. It has its phases—its variation of the force described; but the one principle—that of second thought or emendation—will be found at the bottom of all. That punctuation is important all agree; but how few comprehend the extent of its importance!

25 The writer who neglects punctuation, or mis-punctuates, is liable to be misunderstood—this, according to the popular idea, is the sum of the evils arising from heedlessness or ignorance. It does not seem to be known that, even where the sense is perfectly clear, a sentence may be deprived of half its force—its spirit—its point—by improper punctuation. For  
 30 the want of merely a comma, it often occurs that an axiom appears a paradox, or that a sarcasm is converted into a sermonoid. There is *no* treatise on the topic—and there is no topic on which a treatise is more needed.

There seems to exist a vulgar notion that the subject is one of pure  
 35 conventionality, and cannot be brought within the limits of intelligible and consistent *rule*. And yet, if fairly looked in the face, the whole matter is so plain that its *rationale* may be read as we run. If not anticipated, I shall, hereafter, make an attempt at a magazine paper on “The Philosophy of Point.” In the meantime let me say a word more of *the*  
 40 *dash*.

Every writer for the press, who has any sense of the accurate, must have been frequently mortified and vexed at the distortion of his sentences by the printer’s now general substitution of a semicolon, or comma, for the dash in the MS. The total or nearly total disuse of the  
 45 latter point, has been brought about by the revulsion consequent upon its excessive employment about twenty years ago. The Byronic poets were *all* dash.

1. The passage indicates that if given the chance to respond to the following claims, the author is LEAST likely to agree with which of the following statements?
  - A. There is a single ideal way in which any thought can be expressed.
  - B. The rules of punctuation are simple and rational.
  - C. Punctuation helps to convey the writer's intended meaning and tone.
  - D. Most people do not understand the correct use of punctuation.
  - E. The full stop is superior to the comma
  
2. The author most likely mentions his intention to write an article entitled "The Philosophy of Point" in order to:
  - A. remind the reader that grammar is a branch of philosophy.
  - B. indicate the possibility of explaining correct punctuation concisely.
  - C. furnish his own credentials as an expert on punctuation.
  - D. emend his statement about punctuation.
  - E. point out the similarity between punctuation and philosophy
  
3. According to the passage, which of the following is true of the relationship between words or phrases separated by a dash?
  - A. Each word or phrase partially conveys the author's meaning.
  - B. The second word or phrase renders the first one superfluous.
  - C. The first word or phrase states the main topic, and the second states the sub-topic.
  - D. The two words or phrases pertain to separate topics.
  - E. The dash can be easily replaced with a colon

### Passage – 64

In the fast new choreography of American compassion, explanation is twirled into excuse, and the spotlight's shine endows feelings with a prominence that facts could only hope for. Perception has become more important than reality. In homes, classrooms, and workplaces, we prefer  
5 to understand viewpoints rather than discern truths.

After recounting the prevalent view of Nicholas II, which faults the last czar for failure to recognize dire conditions of the day, neglect of astute advisors, and reliance instead on sources incompetent to influence state behaviour, Y. S. Bark, in *Nicholas the Unlucky*, concedes that  
10 Nicholas was a poor leader. However, Bark's main contention is that Nicholas II was a doomed figure who had the misfortune of presiding over, but not responsibility for significantly contributing to, the calamitous demise of Czarist Russia in 1917.

The product of an accomplished historian known for nice scholarship  
15 on inter-war diplomatic history, Bark's first foray into popular political biography proceeds with a deft review of the social, economic, and political conditions of Nicholas's day. In every respect but governance, Nicholas's Russia was, or was rapidly becoming, modern. Political alliances with Europe proper had existed for centuries, as had kinship  
20 with European art and literature. Developments in technology, communication, and transportation only increased the magnitude of Russia's European-ness.

After 1860, even Russian economic life began, however embryonically, to resemble Western forms. Only governance remained  
25 unchanged, yet it was governance that most needed transformation. Then begins a confused attempt to vindicate Nicholas: "At the time, calls came for a compromise of czarism, yet it was in their tradition that the czars saw the *sine qua non* of Russian life. This was the impossible situation confronting Nicholas. Given these circumstances, it is  
30 implausible to suppose that Nicholas should have viewed the abandonment or even compromise of autocracy as Russia's salvific hope. To the contrary, turbulent times are perfect for redoubling the faith of ages; the first reaction to discomforting ideas is hatred. (The rest is detail—witness history's smile on stalwart Woodrow Wilson.)"

*Nicholas the Unlucky* is ultimately unsatisfying because Nicholas is a  
35 poor choice for arguing historical inevitability and historical compassion. Worthwhile sources claim, not that Nicholas originated the causes of the revolution, but that at best he did nothing to alleviate them, and at worst he intensified them. Monarchists' astute, if reluctant, embrace of  
40 modernity in Prussia and Japan attests to how the demise of monarchy can be delayed. And while, like Nicholas, the Hohenzollerns of Austria-Hungary did not outlast World War I, they had faced the assault of modernity beginning much earlier, and probably would have fallen earlier, in 1848, had they behaved as Nicholas did.

45 To demonstrate Nicholas's unshakable faith in the czarist tradition, Bark devotes an entire section to Count Pobedonostsev, by whom Alexander III, Nicholas's father, was tutored in childhood and closely advised as

50 Czar. A singular influence on Nicholas's own development, Pobedonostsev in his memoirs wrote of "...Parliamentarism, which...has deluded much of the so-called 'intelligence'...although daily its falsehood is exposed more clearly to the world." Grounded in the inalienable Russian truth that the czar was "the Little Father, God's chief earthly agent and protector," Nicholas's commitment to autocracy, in Bark's view, rendered major reform unthinkable.

1. As used in the end of the fourth paragraph in the statement: "The rest is detail—witness history's smile on stalwart Woodrow Wilson," the words "The rest is detail" refer to:
  - A. Bark's belief that popular commitment to core values, even though the values are subjective, is essential to persevering through periods of national turmoil.
  - B. Bark's implication that policies advanced by Woodrow Wilson, though more successful than those of Nicholas, similarly reflected a strong commitment to traditional beliefs.
  - C. the author's contention that weighing the merits of alternative reform policies is less important than a ruler's overall commitment to reform.
  - D. the author's assumption that Woodrow Wilson's activist policies do not constitute a reasonable basis for comparison to Nicholas's conservative policies.
  - E. to illustrate that a particular policy of Woodrow Wilson was much more important than the rest
  
2. The author's discussion in the passage of the Hohenzollerns assumes which of the following?
  - A. In at least some significant ways, the political challenges faced by the rulers of Austria-Hungary around 1848 resemble those faced by Nicholas around 1917.
  - B. Like Nicholas, Hohenzollern rulers perceived themselves as having not only a historical, but also a divine, mandate.
  - C. For the purposes of historical analysis, modernity and European-ness can be treated as interchangeable terms.
  - D. Nicholas should have implemented the same policy reforms as those affected by rulers in Japan, Prussia, and Austria-Hungary.
  - E. There is no similarity between the Hohenzollerns rulers and Nicholas
  
3. Which of the following, if true, would most *challenge* the author's assertion that "the compassion craze has swept up biography?"
  - A. Most readers regard as unflattering Bark's portrayal of Count Pobedonostsev in *Nicholas the Unlucky*.
  - B. For their subjects, many biographers choose figures who the biographers believe ought to be viewed in a forgiving and sympathetic light.
  - C. Nicholas genuinely believed that his attempt to preserve czarism was in the best interest of the Russian people.
  - D. Several decades ago, when Bark wrote *Nicholas the Unlucky*, she had very little exposure to American cultural values

E. Due to her cosmopolitan upbringing, Bark was well exposed to American culture



### Passage – 65

The extent to which analysis of social phenomena is compatible with the scientific method is a hotly contested question. Among international relations scholars, historico-deductivist opponents of positivism claim that in the pursuit of objective depictions of the causes, course, and consequences of international phenomena the character and operation of which are purported to exist independently of the observer, positivists miss or dismiss the implicit attitudes, values, and ideologies embedded in their work, which personalize and subjectivize their conclusions. Positivism, these critics contend, attempts to impose on world politics a coherent facticity akin to that of the natural sciences, but to which the basic nature of world politics is indisposed.

For historico-deductivists, the problem of *a posteriori* overdetermination is a case in point. In the natural sciences, replicability and verifiability afford the findings of laboratory experimentation potentially nomothetic status. In international relations, however, such law-like generalizations about cause and effect are rarely if ever possible, not only because events are unique, but also because of the multiplicity of potential causes. Whether World War I resulted from disequilibrium in the international distribution of power, the ascendancy of government factions committed to aggression, or the accuracy of an assassin's bullet, is, ultimately, unknown. For opponents of positivism, it is better to recognize darkness than to pretend to see light.

While some leading positivists, most notably Pastore, admit as "knowledge" only the sum of all tested propositions, for most it is the very cloudlike nature of political phenomena that requires a clocklike approach. Conceding that their subject does not permit nomothetic propositions, the majority of positivists appear committed to Williams' more moderate rule: "The propensity to error should make us cautious, but not so desperate that we fear to come as close as possible to apodictic findings. We needn't grasp at the torch with eyes closed, fearing to be blinded."

Positivists point to the potential of scientific analysis to yield counterintuitive truths. A frequently cited example is Grotzky's study of the role of non-state actors in international trade. Published at a time when many scholars were convinced that multinational organizations had effectively "elbowed the traditional sovereign nation-state...out of analytical existence in our field," Grotzky's research of the structure, timing, and variance of state expenditures on foreign direct investment effectively restored the state to its position as the dominant unit in international relations scholarship. Despite several efforts, historico-deductivists who had championed the new relevance of non-state actors have not, as yet, successfully refuted Grotzky's findings—a consideration that bodes well for those of us who believe that an end to this longstanding debate, which has produced much timely and relevant research, is not necessarily to be desired.

In addition to claiming that critics have mischaracterized their methodological commitments, positivists also contend that the historico-deductivist approach is subject to many of the same criticisms leveled

- 50 against positivism. For example, on the twentieth anniversary of her seminal article depicting the Peloponnesian War as the archetypal case of power politics in action, Nash, perhaps the exemplar of the historico-deductivist school, revisited her earlier findings, only to conclude that the interaction between the Athenians and Spartans included significant instances of cooperation and reciprocity. Even as Nash's confederates  
55 praised the "illuminating evolution" in her thinking, many positivists questioned whether Nash's antipodal findings corresponded to a shift in her initial assumptions over time. The implication, of course, is that if positivists' commitments at the level of proto-theory colour their eventual conclusions, then they are not alone in this regard.

1. According to information given by the author in the passage, which of the following is true of *a posteriori* overdetermination?
  - I. It presents a challenge to scholars' ability to produce nomothetic statements about world politics.
  - II. It exemplifies the analytical confusion created by unique events that often have multiple effects.
  - III. It suggests that the historico-deductivism is better suited than is positivism to the study of international relations.
  - A. I only
  - B. III only
  - C. I and II only
  - D. II and III only
  - E. I, II and III
  
2. As used in the passage by Williams at the end of the third paragraph in the statement,, "We needn't grasp at the torch with eyes closed, fearing to be blinded," the word "torch" refers to:
  - A. propensity to error.
  - B. nomothetic propositions.
  - C. political phenomena.
  - D. methodological commitments.
  - E. myths and superstitions
  
3. It can reasonably be inferred that the author of the passage is a:
  - A. professor of history.
  - B. professor of international relations.
  - C. diplomat.
  - D. journalist.
  - E. politician

### **Passage – 66**

Between 1965 and 1970, welfare caseloads more than doubled and costs tripled. The Nixon administration was unable to secure a legislative majority for comprehensive welfare reform. Legislative welfare reform raised contentious issues of who is entitled to support, how much, and on what terms—precisely the types of issues that have defied political resolution throughout welfare’s history.

As a mechanism of policy change, the Nixon administration turned to a common managerial tool—performance monitoring. Middle-level officials at the Office of Management and Budget (OMB) and the Department of Health, Education and Welfare (HEW) crafted quality control—a system for monitoring the accuracy of state welfare payments—into an instrument for indirectly influencing states to become more restrictive in the provision of welfare. Quality control’s manifest purpose was to achieve fiscal accountability.

Through this instrument HEW could monitor state welfare payments and withhold federal reimbursement from those that it deemed to be improper. However, quality control also served a latent, political function, partly reflected in its design. It penalized states only for overpayments and payments made to ineligible individuals.

Quality control’s effectiveness depended on the uncoordinated responses of street-level bureaucrats in hundreds of local welfare offices to new demands that administrative reform imposed at the workplace. For example, welfare workers translated administrative concern for procedural uniformity into demands that welfare applicants routinely produce scores of documents of dubious relevance to their eligibility. Applicants who could not meet these procedural demands, whether reasonable or not, were denied welfare.

Administrative reform traded errors of liberality for errors of stringency. Behaviours directed toward the helping aspects of welfare policy were virtually displaced as workers responded to incentives to maximize measured attributes of performance, namely procedural uniformity and productivity. At the same time, worker discretion to make unreasonable procedural demands was virtually unchecked.

Quality control did not overtly breach the integrity of theoretical entitlement to welfare promised by statute and supported by legal precedent. Rather, it seemed designed to protect this promise. But in practice, quality control appears to have initiated a process of effective disentanglement. Its adverse effects were unmeasured and unobserved, leaving quality control’s manifest legitimacy unimpaired. Government institutions and officials were thus insulated from the effects of their actions. In this sense, quality control ironically eroded the government accountability that it was ostensibly intended to guarantee. Furthermore, through quality control, federal authorities could indirectly influence state administrative practices without directly encroaching on areas of nominal state authority. Performance measurement backed by fiscal sanctions proved to be a relatively potent, if imperfectly cast, instrument for penetrating a decentralized bureaucracy.

1. All of the following are mentioned in the passage by the author as adverse effects of quality control EXCEPT:
  - A. undue emphasis on administrative paperwork and procedures.
  - B. arbitrary and inconsistent penalties for state welfare agencies.
  - C. a decrease in the number of people who were eligible for welfare benefits.
  - D. lack of accountability for certain systematic infringements of the welfare system.
  - E. initiation of a process of effective disenfranchisement
  
2. In paragraph 4, the phrase “uncoordinated responses of street-level bureaucrats” is used in order to:
  - A. support the author’s claim that unreasonable administrative procedures caused many applicants to be denied welfare benefits.
  - B. refute the theory that quality control was used to hold states to a higher standard of accountability in their fiscal administration.
  - C. prove that quality control policies were implemented to serve a political rather than a social agenda.
  - D. provide a potential reason for the ineffectiveness of performance monitoring on general welfare reform.
  - E. criticize bureaucrats for the state of affairs with regards to quality control
  
3. What does the author of the passage suggest about the use of common managerial tools to effect policy changes in the welfare system?
  - A. Procedural changes in welfare agencies should be established in ways that assure adherence to regulations for both workers and applicants.
  - B. Administrative reform methods like performance monitoring may cause welfare organizations to become overly restrictive in their policies.
  - C. State payments and federal reimbursement funding can be effectively monitored through changes in welfare administration at the national level.
  - D. Implementation of quality control methods helped to hold the federal government accountable for its actions.
  - E. Such tools have completely failed to effect policy changes in the past

# **HIGH**

# **DIFFICULTY**

### **Passage – 67**

The “paradox of tolerance” admonishes us that tolerance of the intolerant leads to intolerance. The Universal Declaration of Human Rights and the constitutions and laws of Western European democracies that adhere to the principle of freedom of speech all heed the warning of this conundrum and do not afford legal protection to extremist speech.

While in Western European democracies, the speech of non-democratic extremists has been successfully outlawed, in the United States the first amendment right to freedom of speech has been interpreted to encompass radical oration. The traditional justifications of this American stance originate in the belief that speech is entitled to greater tolerance than other kinds of activity. They are based on the belief that speech itself is valuable, and thus ascribe positive value to a very broad range of speech.

According to the classical model, freedom of speech serves an indispensable function in the process of democratic self-government. From this perspective, the free speech principle need only protect political speech, comprised of all the facts, theories, and opinions relating to any issue on which the citizens must vote. Proponents of this view insist that even extremist views cannot be concealed from voting citizens, if these views bear on any public issue before them.

Protection of free speech serves the collective self-interests of a self-governing society made up of all rational, equal, and fully participating citizens who take their civic duties seriously. The fortress model is built on a foundation of pessimism, individualism, relativism, and self-doubt. At its deepest level, the fortress model values freedom of speech as a necessary precondition to the discovery and preservation of truth, but even at this level the function of speech remains primarily negative.

From this perspective, the government and a majority of the people pose a great danger of intolerance. In spite of the high probability that their beliefs will eventually prove to be false, it is argued, people nonetheless tend to feel certain about them and, consequently, feel justified in requiring others to conform. Thus, the fortress model’s prescription for combating the tendency to censor nonconforming views is to overprotect speech by providing a broad “buffer zone” that encompasses extremist speech because its protection substantially diminishes the probability that inherently valuable speech will be suppressed.

1. Which of the following scenarios, if true, would most *weaken* the argument contained in the paradox of tolerance which “admonishes us that tolerance of the intolerant leads to intolerance?”
  - A. Islandia’s government has decided to outlaw extremist political groups in order to protect its democratic political system.
  - B. Islandia has a non-democratic government, despite its suppression of extremist political groups.
  - C. Islandia’s government became democratic only after extremist political groups were outlawed.
  - D. Islandia has had a stable democratic government for decades, even though it has never outlawed extremist political groups
  - E. Islandia has tried and failed repeatedly to have a stable government
  
2. All of the following actions have been put forth by one or another group in this country as being of value in our society. Which actions would violate a principle of the classical model of free speech?
  - A. Banning an individual from making derogatory comments about various ethnic groups
  - B. Banning an individual from yelling “fire” in a crowded movie theater
  - C. Banning an individual from claiming that the government should be voted out of existence
  - D. Banning an individual from making false statements about a company’s products
  - E. Banning an individual for abusing his parents
  
3. The fortress model is “built on a foundation of pessimism, individualism, relativism, and self-doubt.” Based on information in the passage, each of the following statements is a view held by those who believe in the fortress model of free speech EXCEPT:
  - A. extremist political speech should be prohibited because it threatens democratic government.
  - B. freedom of political speech is necessary in order to protect democratic government.
  - C. a ban on extremist political speech raises the probability that more important political speech will also be banned.
  - D. the government is unlikely to permit political speech that it finds objectionable unless the law prevents it from curbing political speech.
  - E. the government should ensure that extremist speech, as long as it is political, is protected

### **Passage – 68**

The original Hellenistic community was idealized, the Greeks' own golden dream—a community never achieved but only imagined by the Macedonian Alexander, who was possessed of the true faith of all converts to a larger vision. The evolving system of city-states had produced not only unity with a healthy diversity but also narrow rivalries. No Hellenic empire arose, only scores of squabbling cities pursuing bitter feuds born of ancient wrongs and existing ambitions. It was civil strife made possible by isolation from the great armies and ambitions of Asia.

Greek history could arguably begin in July of 776 B.C., the First Olympiad, and end with Theodosius's ban on the games in 393 A.D. Before this there had been a long era of two tribes, the Dorians and Ionians, scarcely distinguishable to the alien eye, but distinctly separate in their own eyes until 776. After Theodosius' ban most of the Mediterranean world was Greek-like, in fact, but the central core had been rendered impotent by diffusion.

During the eventful Greek millennium, the Olympics reflected not the high ideals of Hellenes but rather the mean reality of the times. Its founders had created a monster, games that twisted the strategists' aspirations to unity to fit the unpleasant reality of the Hellenistic world. The games not only mirrored the central practices of the Greek world that reformers would deny but also imposed the flaws of that world. Like the atomic theory of the Greek philosophers, the Greek gamers' theories were far removed from reality; they were elegant, consistent, logical, and irrelevant.

Part religious ritual, part game rite, in the five-day Olympic Games, various athletes coming together under the banner of their cities; winning became paramount, imposing defeat a delight. As Greek society evolved, so, too, did the games, but rarely as a unifying force. Athletes supposedly competing for the laurel of accomplishment in the name of idealism found that dried olive leaves changed to gold. Each local polis (city-state) sought not to contribute to the grandeur of Greece, but to achieve its own glory. As in the real world, in the games no Greek could trust another, and each envied rivals' victories. The Olympic spirit was not one of communal bliss but bitter lasting competition institutionalized in games.



1. Considering the arguments made in the passage, with which of the following statements would the author be *most* likely to agree?
  - A. The Olympics is the oldest organized sporting event in history.
  - B. Greece had more internal divisions than other ancient civilizations.
  - C. Sporting events sometimes create more problems than they solve.
  - D. Alexander was the most successful military leader of ancient Greece.
  - E. Sporting events are the best way to solve political problems
  
2. For which of the following statements does the passage provide some evidence or explanation?
  - I. Alexander united ancient Greece through a series of military conquests.
  - II. The divisions among Greek city-states were reflected in the Olympics.
  - III. The Olympic Games could not have occurred without a city-state system.
  - A. II only
  - B. III only
  - C. I and II
  - D. II and III
  - E. I, II and III
  
3. The statement: "The Olympic spirit was not one of communal bliss but bitter lasting competition institutionalized in games" indicates that the author believes that:
  - A. the Greeks were more internally divided than other Mediterranean civilizations.
  - B. the Greek millennium was a period of constant warfare.
  - C. the Olympic Games did not serve a beneficial national purpose.
  - D. the First Olympiad in 776 B.C. began the decline of Greek civilization.
  - E. the Olympic games fostered a feeling of hatred amongst the member nations

### **Passage – 69**

In all battles two things are usually required of the Commander-in-Chief: to make a good plan for his army and to keep a strong reserve. Both of these are also obligatory for the painter. To make a plan, thorough reconnaissance of the country where the battle is to be fought is needed.  
 5 Its fields, its mountains, its rivers, its bridges, its trees, its flowers, its atmosphere—all require and repay attentive observation from a special point of view.

I think this is one of the chief delights that have come to me through painting. No doubt many people who are lovers of art have acquired it to  
 10 a high degree without actually practicing. But I expect that nothing will make one observe more quickly or more thoroughly than having to face the difficulty of representing the thing observed. And mind you, if you do observe accurately and with refinement, and if you do record what you have seen with tolerable correspondence, the result follows on the canvas  
 15 with startling obedience.

But in order to make his plan, the General must not only reconnoitre the battle-ground; he must also study the achievements of the great Captains of the past. He must bring the observations he has collected in the field into comparison with the treatment of similar incidents by  
 20 famous chiefs.

Considering this fact, the galleries of Europe take on a new—and to me at least — a severely practical interest. You see the difficulty that baffled you yesterday; and you see how easily it has been overcome by a great or even by a skilful painter. Not only is your observation of Nature  
 25 sensibly improved and developed, but also your comprehension of the masterpieces of art.

But it is in the use and withholding of their reserves that the great commanders have generally excelled. After all, when once the last reserve has been thrown in, the commander's part is played. If that does  
 30 not win the battle, he has nothing else to give. Everything must be left to luck and to the fighting troops. But these last reserves, in the absence of high direction, are apt to get into sad confusion, all mixed together in a nasty mess, without order or plan—and consequently without effect.

Mere masses count no more. The largest brush, the brightest colours  
 35 cannot even make an impression. The pictorial battlefield becomes a sea of mud mercifully veiled by the fog of war. Even though the General plunges in himself and emerges bespattered, as he sometimes does, he will not retrieve the day. In painting, the reserves consist in Proportion or Relation. And it is here that the art of the painter marches along the road  
 40 which is traversed by all the greatest harmonies in thought. At one side of the palette there is white, at the other black; and neither is ever used 'neat.' Between these two rigid limits all the action must lie, all the power required must be generated. Black and white themselves placed in juxtaposition make no great impression; and yet they are the most that  
 45 you can do in pure contrast.

1. As the author creates the analogy between war and painting in the passage, the Commander-in-Chief is to the battleground as the:
  - A. painter is to the subject being painted.
  - B. painter is to the canvas of the painting.
  - C. painter is to the paint colours.
  - D. painter is to the art gallery.
  - E. painter is to the brush
  
2. Following the example of the master Manet, the young Matisse often inserted in his pictures areas of white such as tablecloths or crockery that allowed for striking contrasts with black objects such as a knife or a dark bottle. What is the relevance of this information to the passage?
  - A. It supports the author's claim that the great artists are worthy of imitation.
  - B. It supports the author's claim that neither black nor white is ever used 'neat.'
  - C. It weakens the author's claim that black and white themselves placed in juxtaposition make no great impression.
  - D. It weakens the author's claim that great painters take Nature as their subject.
  - E. This information has no relevance to the information in the passage
  
3. The author's statement "But [the fighting troops], in the absence of high direction, are apt to get into sad confusion, all mixed together in a nasty mess, without order or plan—and consequently without effect" assumes that:
  - A. chaotic painting cannot have an unintended artistic effect.
  - B. an artist naturally resists direction from another individual.
  - C. a painting cannot help but reflect the mental state of its painter.
  - D. it is impossible for painters to collaborate on a work without confusion.
  - E. troops always need someone to guide them

### Passage – 70

In public Greek life, a man had to make his way at every step through the immediate persuasion of the spoken word. Whether it be addressing an assembly, a law-court or a more restricted body, his oratory would be a public affair rather than under the purview of a quiet committee, without the support of circulated commentary, and with no backcloth of daily reportage to make his own or others' views familiar to his hearers. The oratory's immediate effect was all-important; it would be naive to expect that mere reasonableness or an inherently good case would equate to a satisfactory appeal. Therefore, it was early realized that persuasion was an art, up to a point teachable, and a variety of specific pedagogy was well established in the second half of the fifth century. When the sophists claimed to teach their pupils how to succeed in public life, rhetoric was a large part of what they meant, though, to do them justice, it was not the whole.

Skill naturally bred mistrust. If a man of good will had need of expression advanced of mere twaddle, to learn how to expound his contention effectively, the truculent or pugnacious could be taught to dress their case in well-seeming guise. It was a standing charge against the sophists that they 'made the worse appear the better cause,' and it was this immoral lesson which the hero of Aristophanes' *Clouds* went to learn from, of all people, Socrates. Again, the charge is often made in court that the opponent is an adroit orator and the jury must be circumspect so as not to let him delude them. From the frequency with which this crops up, it is patent that the accusation of cleverness might damage a man. In Greece, juries, of course, were familiar with the style, and would recognize the more evident artifices, but it was worth a litigant's while to get his speech written for him by an expert. Persuasive oratory was certainly one of the pressures that would be effective in an Athenian law-court.

A more insidious danger was the inevitable desire to display this art as an art. It is not easy to define the point at which a legitimate concern with style shades off into preoccupation with manner at the expense of matter, but it is easy to perceive that many Greek writers of the fourth and later centuries passed that danger point. The most influential was Isocrates, who polished for long years his pamphlets, written in the form of speeches, and taught to many pupils the smooth and easy periods he had perfected. Isocrates took to the written word in compensation for his inadequacy in live oratory; the tough and nervous tones of a Demosthenes were far removed from his, though they, too, were based on study and practice. The exaltation of virtuosity did palpable harm. The balance was always delicate, between style as a vehicle and style as an end in itself.

We must not try to pinpoint a specific moment when it, once and for all, tipped over; but certainly, as time went on, virtuosity weighed heavier. While Greek freedom lasted, and it mattered what course of action a Greek city decided to take, rhetoric was a necessary preparation for public life, whatever its side effects. It had been a source of strength for Greek civilization that its problems, of all kinds, were thrashed out very

50 much in public. The shallowness which the study of rhetoric might (not must) encourage was the corresponding weakness.

1. If the author of the passage travelled to a political convention and saw various candidates speak he would most likely have the highest regard for an orator who:
  - A. roused his hearers to immediate and decisive action.
  - B. understood that rhetoric serves an aesthetic as well as a practical purpose.
  - C. relied on facts and reason rather than on rhetorical devices in making his case.
  - D. passed on the techniques he had perfected to many students.
  - E. made use of flowery and inflated words
2. Historians agree that those seeking public office in modern America make far fewer speeches in the course of their campaign than those seeking a public position in ancient Greece did. The author would most likely explain this by pointing out that:
  - A. speeches are now only of limited use in the abrupt vicissitudes of politics.
  - B. modern politicians need not rely exclusively on speeches to make themselves known.
  - C. modern audiences are easier to persuade through rhetoric than were the Greek audiences.
  - D. modern politicians do not make a study of rhetoric as did the Greeks.
  - E. modern America is not much different from ancient Greece
3. Implicit in the statement that the exaltation of virtuosity was not due mainly to Isocrates because public display was normal in a world that talked far more than it read is the assumption that:
  - A. Isocrates was actually concerned as much with the content of his speeches as with their style.
  - B. excessive concern with style is bound to arise in a world dominated by public display.
  - C. the Greeks were guilty of exalting virtuosity in their public art and architecture as well.
  - D. Isocrates was less influential than previous historians estimated.
  - E. there should be no connection between communication style and public display of thoughts

### Passage – 71

Those who opine lose their impunity when the circumstances in which they pontificate are such that generate from their expression a positive instigation of some mischievous act. An opinion that corn dealers are starvers of the poor, or that owning private property is robbery, ought to be unmolested when simply circulated through the press, but may justly incur punishment when delivered orally to an excited mob assembled before the house of a corn dealer, or when handed about among the same mob in the form of a placard. Acts, of whatever kind, which without justifiable cause do harm to others, may be, and in the more important cases are absolutely required to be, controlled by the unfavourable sentiments, and, when needful, by the active interference of mankind. The liberty of the individual must be thus far limited; he must not make himself a nuisance to other people. But if he refrains from molesting others in matters that concern them, and merely acts according to his own inclination and judgment in matters which concern himself he should be allowed, without molestation, to carry his opinions into practice at his own cost. As it is useful that while mankind are imperfect there should be different opinions, so it is that there should be different experiments of living, that free scope should be given to varieties of character, short of injury to others, and that the worth of different modes of life should be proved practically, when anyone thinks fit to try them. Where not the person's own character but the traditions and customs of other people are the rule of conduct, there is wanting one of the principal ingredients of individual and social progress.

It would be absurd to pretend that people ought to live as if nothing whatever had been known in the world before they came into it; as if experience had as yet done nothing toward showing that one mode of existence, or of conduct, is preferable to another. Nobody denies that people should be so taught and trained in youth as to know and benefit by the ascertained results of human experience. But it is the privilege and proper condition of a human being, arrived at the maturity of his faculties, to use and interpret experience in his own way. It is for him to find out what part of recorded experience is properly applicable to his own circumstances and character. The traditions and customs of other people are, to a certain extent, evidence of what their experience has taught *them*—presumptive evidence, and as such, have a claim to his deference—but, in the first place, their experience may be too narrow, or they may have not interpreted it rightly. Secondly, their interpretation of experience may be correct, but unsuited to him. Customs are made for customary circumstances and customary characters, and his circumstances or his character may be uncustomary. Thirdly, though the customs be both good as customs and suitable to him, yet to conform to custom merely *as* custom does not educate him or develop in him any of the qualities which are the distinctive endowments of a human being. He gains no practice either in discerning or desiring what is best.

1. Based on information in the passage, with which of the following statements about opinions would the author most likely NOT disagree?
  - A. Different opinions exist because people are imperfect.
  - B. An opinion can be relatively harmless in one context and dangerous in another.
  - C. Opinions directed specifically against fellow human beings should be punished.
  - D. All expressions of opinion should really be considered actions.
  - E. An opinion always has an additional unintended effect
  
2. The author holds that one should not necessarily defer to the traditions and customs of other people. The author supports his position by arguing that:
  - I. traditions and customs are usually the result of misinterpreted experiences.
  - II. customs are based on experiences in the past, which are different from modern experiences.
  - III. customs can stifle one's individual development.
  - A. II only
  - B. III only
  - C. I and III only
  - D. II and III only
  - E. None of the above
  
3. The existence of which of the following phenomena would most strongly *challenge* the author's argument about "conforming to custom merely as custom"?
  - A. A class in morality taught at a parochial high school
  - B. An important discovery made by a researcher who uses unconventional methods
  - C. A culture in which it is traditional to let children make their own decisions
  - D. A custom that involves celebrating a noteworthy historical event
  - E. a culture in which only the senior-most person takes the important decisions

## Passage – 72

The woman-suffrage campaign was indeed as much evangelism—a kind of social gospel—as it was politics. The copious documentation left behind in the wake of the suffragist movement recounts a story of missionary zeal, untiring political tuition, and a commitment to the conception of America as an experiment in civic justice. Underpinning this ideology were strands of American exceptionalism laced with occasional self-righteousness and appeals to female moral superiority revealing suffragists as having an eclectic social philosophy oscillating between the poles of preaching women’s superior virtues and proclaiming their essential humanity.

Leading suffragists exploited political rhetoric, effectively turning the great American narratives, biblical and civic, stories of new beginnings, brave struggles, repentance and renewal, to their own purposes. Southern suffragists often coupled panegyrics to woman’s purity with appeals to racial and ethnic prejudices. One leader argued openly in 1903 that “enfranchisement of women would insure immediate and durable white supremacy.”

Educated adults of the day—and the suffragists were overwhelmingly drawn from the ranks of the educated—knew their Bunyan, understood that overcoming adversity was a test of character, and even believed that overcoming adversity was the way character was formed. Above all, suffragists saw in the vote a great engine for social change, a way to tap woman’s greater capacity for human empathy, her status as “the mother of the race.” Women, they believed, would vote *en bloc*, for the good of humanity, and the world would look different forever. Some argued that if the moral power of women could be utilized through the ballot, human suffering would be alleviated; social wrongs would be righted; a new democratic age would begin.

No consensus has been reached on the dimensions of the gender gap, its importance or its potential for affecting the outcome of elections or public policy more generally. Our attention should be focused not so much on whether women will vote or govern differently from men, but rather on why suffrage is so vital to a democratic society. Suffrage is to the individual what sovereignty is to states. Civic emancipation, of which the franchise is the indispensable feature, is the only sure and certain basis for democratic political life even if it cannot accomplish every good end.

Even more moderate suffragists believed that American women who know history “will always resent the fact that American men chose to enfranchise Negroes fresh from slavery before enfranchising American wives and mothers, and allowed hordes of European immigrants totally unfamiliar with the traditions and ideals of American government to be enfranchised and thus qualified to pass upon the question of the enfranchisement of American women.” Suffragists sought to capitalize on this anti-immigrant, anti-black sentiment in order to promote their own ends—a story that has been told, and lamented, by later generations of feminists and historians.



1. In the context of the passage, *political rhetoric*, as it is used in the second paragraph, refers to:
  - A. The guidelines used by political speechwriters.
  - B. The suffragettes' effective presentation of American ideology in order to make political gains.
  - C. The suffragettes' circumlocution of historical facts and ideas in an attempt to confuse voters.
  - D. The code that successful politicians must follow during an election campaign.
  - E. the distinct oratory styles of certain politicians
  
2. With which of the following statements would the author most likely agree?
  - A. Suffragette exploitation of American ideology was a severe violation of moral principles.
  - B. Due to their lack of education, the suffragettes believed that their prejudice against blacks and immigrants had no similarity to the prejudice they experienced as women.
  - C. Suffragists were ahead of their time in believing that "women...would vote *en bloc*...for the good of humanity...."
  - D. The end result suffragettes achieved, civic emancipation, is essential to maintaining a democratic society.
  - E. The overall impact of the suffrage movement was undoubtedly negative
  
3. The passage implies that modern-day feminists and historians would most likely feel that tactics used by suffragists were:
  - A. valid, yet often hurt minorities such as immigrants and blacks.
  - B. useless and functioned to prevent women from finally gaining the right to vote.
  - C. effective, but compromised the integrity of their pursuit of equality.
  - D. ignorant since the suffragists did not consider other groups.
  - E. absolutely valid and justified and that they would have done the same

### Passage – 73

The recent centennial of the founding of the American Historical Association has given historians a properly historical reason for considering the present state of their discipline. The profession's introspectionist analysis may be said to have begun a few years ago with the publication of *The Past Before Us: Contemporary Historical Writing in the United States*, an upbeat and self-congratulatory volume intended by the sponsoring AHA as a demonstration of "state of the art" historiography. Introducing this volume, editor Michael Kammen stated that after a changing of the guard in the 1970s, the professional historical community is mainly concerned with questions of social history, intergenerational conflict, and human responses to structures of power.

Having repudiated the basic commitments to nationalism and the ideal of scholarly detachment that had always sustained historical writing in the United States, professional historians found themselves—not surprisingly, one might add—cut off from their cultural environment. That this situation is markedly different from the formative period of historical scholarship can be seen in centennial numbers of the *American Historical Review*, the most recent expression of the profession's reflective tendency, which have explored the nature of historical thinking at the time of the association's founding a century ago.

What has been all but ignored in these official efforts at intellectual stocktaking is the enduring body of historical writing produced by American scholars between the end of the founding period in the early twentieth century and the onset of the excitement of the 1970s. Perhaps it is the thoroughness with which scholars have for two decades described the shift from progressive consensus to New Left history that accounts for this neglect. Whatever its reason, however, the oversight is fortunately rectified by the appearance of an "unofficial" volume on American historiography, *Twentieth-Century American Historians* which describes an approach to history that reminds us that until very recently history faithfully maintained its literary orientation and narrative character. It is a bit astonishing to learn that historians like Douglas Southall Freeman were nationally known figures whose books sold in the hundreds of thousands. It is instructive to recall that several of the most widely read and influential writers of history, such as Allan Nevins, Claude G. Bowers, and James Truslow Adams, possessed no formal historical training. And it is heartening to read of a time when, despite its academic institutional setting, cultural alienation was not asserted as a sign of intellectual sophistication and certification.

Although by no means uncritical, the authors of the essays in *Twentieth-Century American Historians* have approached their subject with an attitude of respectful admiration for the accomplishments of their intellectual mentors. It is unusual, moreover, to find in contemporary scholarship the open-mindedness to conservative points of view, and immunity to orthodox liberal assumptions, that inform this volume.

1. If the claims made in the passage are correct, how would contemporary historians of the American Historical Association be expected to respond to a work that provides a nationalistic interpretation of American history?
  - A. They would probably embrace it because it reflects the New Left approach to American history.
  - B. They would probably embrace it because it appeals to their sense of national pride.
  - C. They would probably denounce it because it conflicts with their philosophical orientation.
  - D. They would probably denounce it because it violates the principle of scholarly objectivity.
  - E. They would be indifferent to such a work because it has no connection with their beliefs
  
2. Based on information in the passage, which of the following statements is NOT true?
  - A. Contemporary historians have largely overlooked the scholarly contributions of historians who published in the early decades of this century.
  - B. Contemporary historians are generally less interested in economic history than social history.
  - C. Contemporary historians are generally not receptive to conservative interpretations of history.
  - D. Contemporary historians have usually closely analysed the works of earlier historians such as Allan Nevins, Claude G. Bowers, and James Truslow Adams.
  - E. *Twentieth-Century American Historians* is not an officially sanctioned historical work
  
3. Which of the following assertions would most *strengthen* the author's claim that many contemporary historians are "cut off from their cultural environment" (line 15)?
  - A. They are very familiar with the writings of earlier historians like James Truslow Adams.
  - B. The only people who read their books are other professional historians.
  - C. They are criticized by the authors of essays in *Twentieth-Century American Historians*.
  - D. Their intellectual sophistication has made them receptive to the conservative perspective
  - E. Some contemporary historians don't actively participate in cultural events

### Passage – 74

One of the most important tasks of ethical analysis is to deliver us from our unrecognized prejudices about right and wrong. For ethicist Paul Taylor perhaps no prejudice is so deeply ingrained as speciesism, the view that members of the human species deserve treatment superior to  
 5 that accorded members of other species.

In place of speciesism, Taylor proposes a new theory of environmental ethics based on “the biocentric outlook.” This outlook asserts that humans are equal members of the earth’s community of life and that they and members of other species are interdependent. It  
 10 further sees all organisms as teleological centres of life in the sense that each is a unique individual pursuing its own best interests by its own means and that “humans are not inherently superior to other living things.”

Taylor claims that the theory provides the foundation and justification  
 15 for “respect for nature,” the only moral attitude suitable to have towards earth’s creatures. Respect for nature requires both recognizing that wild plants and animals have inherent worth, and following the moral norm that “living things ought not to be harmed or interfered with in nature.” Taylor claims that human behaviour toward nonhumans ought to be  
 20 guided by the rules of non-maleficence and non-interference, as well the rule of fidelity and the rule of restitutive justice. These rules prohibit, respectively: harming any entity in the natural environment; restricting the freedom of natural entities or ecosystems so that they cannot exist in a wild state; mistreating any wild animal, as often occurs during hunting  
 25 or fishing; and failing to make amends when one wrongs a wild plant or animal in any way.

One problem is with Taylor’s scheme that both accords “inherent worth” to all plants, animals, and humans, and then requires compensation for every intrusion, use, or control (done even for a good  
 30 reason) affecting any living entity. If everyone has duties of compensation to virtually every other living entity, as indeed we must under Taylor’s scheme, then applying Taylor’s ethics is complex, cumbersome, and unworkable.

Taylor claims repeatedly that “all wild living things in the Earth’s  
 35 natural ecosystems” possess inherent worth. Yet he admits that there are very few wild things in genuinely natural ecosystems—ecosystems wholly free from any human intrusion. This raises at least two problems. First, why does Taylor claim that we have duties only to *wild* living things in *natural* ecosystems? If we have only these duties, and if most living  
 40 things are not wild and not in natural ecosystems, then Taylor may fail to deal with the bulk of problems arising in environmental ethics. Also, if natural ecosystems are those that have experienced no human intrusion or control, then Taylor seems to say that humans are not part of the “natural” world. This contradicts Taylor’s claim that humans are members  
 45 of earth’s community “in the same sense” as plants and animals.

Taylor does deserve praise because he avoids many of the errors of earlier theorists of environmental ethics. For example, Taylor explicitly

- 50 rejects Leopold's highly questionable belief that inanimate objects can be moral subjects; he also disavows an organicist or Gaia view of environmental ethics, as pursued by Leopold, Goodpaster, Lovelock, and others, and shows why organicism errs in giving no place to the good of individual organisms.

1. Which of the following statements reflects one of the author's criticisms of Taylor's theory?
  - A. The theory denies the claim that humans have moral responsibilities to inanimate objects.
  - B. The theory fails to take into account the superiority of humans to other species.
  - C. The theory is overly concerned with the welfare of individual organisms.
  - D. The theory is not comprehensive enough to deal with many ethical issues.
  - E. The theory is strongly biased towards one particular group
  
2. According to the passage, which of the following behaviours is most likely to be exhibited by people who practice speciesism?
  - A. They take their family to see the wild tigers and elephants in the zoo.
  - B. Their diet consists mainly of fruits and vegetables rather than meat and fish.
  - C. They plant a new tree for every one that they cut down for their own use.
  - D. They almost always live in rural areas where farming is necessary for survival.
  - E. They forbid pets from entering community parks
  
3. Suppose that one is hiking in the Sierra Nevadas outside of Yosemite and is suddenly attacked by a mountain lion. One could save oneself from the attack, but only by seriously injuring or killing the mountain lion. According to Taylor's ethical scheme, what should one do?
  - A. One should kill the mountain lion in order to save oneself.
  - B. One should not kill the mountain lion and thereby sacrifice oneself.
  - C. One should attempt to seriously injure but not kill the mountain lion in order to save oneself.
  - D. Taylor's scheme does not give a clear answer about what to do in this case.
  - E. One should avoid hiking in the Sierra Nevada region

### **Passage – 75**

The palette of sights and sounds that reach the conscious mind are not neutral perceptions that people then evaluate: they come with a value already tacked onto them by the brain's processing mechanisms. Tests show that these evaluations are immediate and unconscious and applied  
 5 even to things people have never encountered before, like nonsense words: "juvalamu" is intensely pleasing and "bargulum" moderately so, but "chakaka" is loathed by English-speakers. These conclusion come from psychologists who have developed a test for measuring the likes and dislikes created in the moment of perceiving a word, sound or  
 10 picture. The findings, if confirmed, have possibly unsettling implications for people's ability to think and behave objectively. This is all part of preconscious processing, the mind's perception and organization of information that goes on before it reaches awareness—these judgments are lightning fast in the first moment of contact between the world and  
 15 the mind.

Some scientists disagree with the claim that virtually every perception carries with it an automatic judgment, though they, too, find that such evaluations are made in many circumstances. These scientists believe that people don't have automatic attitudes for everything, but rather, for  
 20 areas of interest.

In responding to a stimulus, a signal most likely travels first to the verbal cortex, then to the amygdala, where the effect is added, and then back. The circuitry involved can do all this in a matter of a hundred milliseconds or so, long before there is conscious awareness of the word.  
 25 This creates an initial predisposition that gets things off on a positive or negative footing. These reactions have the power to largely determine the course of a social interaction by defining the psychological reality of the situation from the start.

The "quick-and-dirty" judgment tends to be more predictive of how  
 30 people actually behave than is their conscious reflection on the topic. This may represent a new, more subtle tool for research on people's attitudes, allowing scientists to assess what people feel without their having any idea of what exactly is being tested. You could detect socially sensitive attitudes people are reluctant to admit, like ethnic biases because these  
 35 automatic judgments occur outside a person's awareness, as part of an initial perception. They are trusted in the same way senses are trusted, not realizing that seemingly neutral first perceptions are already biased.

Conclusions from both camps are based on a method that allows them to detect subtle evaluations made within the first 250 milliseconds—a  
 40 quarter of a second—of perception of words. The measurement of liking can be made outside the person's awareness because if the first word is presented in less than a quarter of a second the reaction to it never registers in consciousness, though it can still be read.

1. According to the passage and with regards to words like bargulum, juvalamu, and chakaka, "preconscious processing" (line 12) would most influence which of the following?
  - A. Subconscious memories concerning traumatic childhood events
  - B. Perception of a stranger on first sighting
  - C. Formulation of arguments after intense research
  - D. Thought processes involved in creating an intricate novel
  - E. Reuniting with one's children after a long trip overseas
  
2. Scientists that disagree with the idea that humans place a value on all perceptions would most likely agree with which of the following statements?
  - A. Most perceptions receive a value due to a familiarity with the stimulus.
  - B. The mind cannot possibly interpret information in an interval as short as a quarter of a second.
  - C. Preconscious processing would have no effect on behaviour patterns.
  - D. The senses are not used when placing a value on stimuli presented during an experiment.
  - E. Some perceptions are too valuable to actually put a value on
  
3. Based on information in the passage, in the author's view, which of the following statements is NOT true?
  - A. Information regarding external stimuli is processed so quickly that it does not become part of our conscious awareness.
  - B. Automatic judgments occur on stimuli with which there is great familiarity.
  - C. Nonsense words have little or no effect on a person's mood.
  - D. Ethnic biases may be influenced by attitudes of which we are unaware.
  - E. The measurement of liking could be made outside of a person's awareness

### **Passage – 76**

The recurring theme of equality in the United States has flared into a fervent moral issue at crucial stages: the Revolutionary and Jacksonian periods, the Civil War, the populist and progressive eras, the New Deal, and the 1960s and 1980s. The legitimacy of American society is  
5 challenged by some set of people unhappy with the degree of equality. New claims are laid, new understandings are reached, and new policies for political or economic equality are instituted. Yet the equality issue endures outside these moments of fervour. Ideologies in favour of extending equality are arrayed against others that would limit its scope;  
10 advocates of social justice confront defenders of liberty.

In the moments of egalitarian ascendancy, libertarians are on the defensive. In the moments of retrenchment, egalitarians cling to previous gains. And in either period the enemy is likely to be the “special interests” that have too much power. In egalitarian times, these are the  
15 moneyed interests. In times of retrenchment, these are labour or big government and its beneficiaries.

The moments of creedal passion, in Samuel Huntington’s words, have usually been outbursts of egalitarianism. In part, the passion springs from the self-interest of those who would benefit from a more equal  
20 distribution of goods or political influence. But the passion also springs from ideology and values, including deep religious justifications for equality.

The passion accompanying the discovery or rediscovery that ideals do not match reality is particularly intense when the ideal is as deeply felt as  
25 is equality. Yet there can be passion on the non-egalitarian side as well. The self-interested passion to protect an established position may be even more powerful than the passion to redress inequality, though its expression may be more muted.

Devotion to inequality may also be based on ideals, such as liberty,  
30 individualism, and the free market, which are no less ancient and venerable. Like the ideals of equality, these alternative ideals serve as yardsticks for measuring whether society has moved away from its true principles.

Yet the spirit of reform during Reconstruction dissipated in the face of  
35 spent political struggles, sluggish social institutions, and outright mendacity. Society’s entrepreneurial energy was channelled into economic activity, and the courts failed to endorse many of the reformers’ grandest visions. The egalitarian thrust of the Populists around the turn of the century inspired an anti-egalitarian counterthrust over the  
40 next two decades.

Americans do not have an ideology that assigns clear priority to one value over any other. At every historical juncture where equality was an issue, its proponents failed to do all that they had set out to do. Swings  
45 in the equality of social conditions are restrained not just by institutional obstacles but by fundamental conflicts of values that are a traditional element of American politics. Faith in the individualistic work ethic and



50 belief in the legitimacy of unequal wealth retard progression to the egalitarian left. As for conservatism, the indelible tenet of political equality firmly restrains the right and confirms a commitment to the disadvantaged. In seeking equal opportunity over equal result, Americans forego a ceiling, not a floor.

1. Suppose there is a government plan to raise taxes to pay for more social programs for the disadvantaged. If the information that the author presents in the passage about libertarians is correct, how would libertarians be expected to react this plan?
  - A. They would support the plan because they think that the government should help the disadvantaged.
  - B. They would condemn the plan because they do not think that the government should use its power to redistribute wealth.
  - C. They would neither support nor condemn the plan because it does not address political values.
  - D. They would call on the government to let private welfare agencies look after the disadvantaged.
  - E. They would partly support and partly condemn the plan
  
2. The existence of which of the following would most strongly *challenge* the author's view about the American public's ideology?
  - A. A study that demonstrates that Americans have always favoured equality above all other political values
  - B. A book that asserts that Americans have always believed in the economic principle of unequal wealth
  - C. An article that suggests that Americans are willing to support the taxation of the rich in order to assist the poor
  - D. A lecture that shows that Americans have grown increasingly tolerant of minority political views since the turn of the century
  - E. a report stating that Americans value capitalism over everything else
  
3. According to the passage, none of the following statements are true EXCEPT:
  - A. the political upheaval of the Civil War increased the popularity of progressive ideals among the American public.
  - B. eras of egalitarian reform in American history have been followed by eras of retrenchment.
  - C. those who endorse non-egalitarian ideals have generally been less committed to their position than those who endorse egalitarian ideals.
  - D. special interests have always had too much political power within the American government.
  - E. very soon a third group of people is likely to emerge which will be opposed to both egalitarians and libertarians

### **Passage – 77**

Although many may argue with my stress on the continuity of the essential traits of American character and religion, few would question the thesis that our business institutions have reflected the constant emphasis in the American value system on individual achievement. From  
 5 the earliest comments of foreign travellers down to the present, individuals have identified a strong materialistic bent as a characteristic American trait. The worship of the dollar, the desire to make a profit, the effort to get ahead through the accumulation of possessions, all have been credited to the egalitarian character of the society.

10 A study of the comments on American workers of various nineteenth-century foreign travellers reveals that most of these European writers, among whom were a number of socialists, concluded that social and economic democracy in America has an effect contrary to mitigating compensation for social status. American secular and religious values  
 15 both have facilitated the "triumph of American capitalism," and fostered status striving.

The focus on equalitarianism and individual opportunity has also prevented the emergence of class consciousness among the lower classes. The absence of a socialist or labour party, and the historic  
 20 weakness of American trade-unionism, appear to attest to the strength of values which depreciated a concern with class.

Although the American labour movement is similar to others in many respects, it differs from those of other stable democracies in ideology, class solidarity, tactics, organizational structure, and patterns of  
 25 leadership behaviour. American unions are more conservative; they are more narrowly self-interested; their tactics are more militant; they are more decentralized in their collective bargaining; and they have more full-time salaried officials, who are on the whole much more highly paid. American unions have also organized a smaller proportion of the labour  
 30 force than have unions in these other nations.

The growth of a large trade-union movement during the 1930s, together with the greater political involvement of labour organizations in the Democratic party, suggested to some that the day—long predicted by Marxists—was arriving in which the American working class would finally  
 35 follow in the footsteps of its European brethren. Such changes in the structure of class relations seemed to these observers to reflect the decline of opportunity and the hardening of class lines. To them, such changes could not occur without modification in the traditional value system.

40 A close examination of the character of the American labour movement suggests that it, like American religious institutions, may be perceived as reflecting the basic values of the larger society. Although unions, like all other American institutions, have changed in various ways consistent with the growth of an urban industrial civilization, the essential traits of  
 45 American trade unions, as of business corporations, may still be derived from key elements in the American value system.

1. If the claims made in the passage about American and foreign labour unions are correct, how would the unions be expected to react during a strike against a corporation?
  - A. American labour unions would be less likely than foreign unions to use violence against a corporation.
  - B. American labour unions would be more likely than foreign unions to use violence against a corporation.
  - C. American labour unions would be less likely than foreign unions to bargain with a corporation.
  - D. American labour unions would be more likely than foreign unions to bargain with a corporation.
  - E. American labour unions would be more likely than foreign unions to agree to the proposals of a corporation.
  
2. If a critic of the author's viewpoint brought up examples as a rebuttal to the passage, the existence of which of the following phenomena would most strongly *challenge* the information in the passage?
  - A. American union leaders who are highly paid to negotiate on behalf of workers
  - B. American labour organizations that avoid involvement in non-labour issues
  - C. American workers with a weak sense of group solidarity
  - D. American corporations that are more interested in helping people than in making a profit
  - E. The primary motive of American companies is to make profits
  
3. Based on the information given in the passage, which of the following is/are NOT true?
  - I. American society emphasizes class solidarity over individual achievement.
  - II. American unions are less interested in non-labour issues than unions in other democracies.
  - III. American labour organizations and American religious institutions share some of the same values.
  - A. I only
  - B. II only
  - C. II and III
  - D. I, II and III
  - E. None of the above

### **Passage – 78**

The following is an exchange between two art historians over the recent restoration of the Sistine Chapel.

*Scholar A*

I shudder to think what Michelangelo's reaction would be if he were to gaze up today at the famous frescoes he painted on the ceiling of the Sistine Chapel over four centuries ago. He was a practical man and would not have been surprised by the effects of time and environment on his masterpiece. He would have been philosophical about the damage wrought by mineral salts left behind when rainwater leaked through the roof. He would also probably have taken in stride the layers of dirt and soot from the coal braziers that heated the chapel—if that dirt had not been removed during the restoration.

*Scholar B*

The armament of the restorer is no longer limited to artistic sensibility and historical knowledge. A chemist on the Vatican restoration team identified the composition of the layers swathing Michelangelo's primary hues. Since there was a stratum of dirt between the painting and the first layer of glaze, it was clear that several decades had elapsed between the completion of the ceiling and the application of the glaze. This justified the use of cleaning solvents that would lift off all but that final layer of dirt, which was kept for the sake of protection of the frescoes.

*Scholar A*

The Vatican restoration team revelled in inducing a colourful transformation in the frescoes with their special cleaning solvents and computerized analysis equipment. But he would have been appalled at the ravages inflicted on his work by the restorers.

This effect was not, as they claim, achieved merely by removing the dirt and animal glue (which was, by the way, employed by earlier restorers to revive muted colours). They removed Michelangelo's final touches as well. The ceiling no longer has its essential quality of suppressed anger and thunderous pessimism. That quality was not an artefact of grime, not a misleading monochrome imposed on the ceiling by time. Michelangelo himself applied a veil of glaze to the frescoes to darken them after he had deemed his work too bright. I think the master would have felt compelled to add a few more layers of glaze had the ceiling radiated forth as it does now. It is clear that the solvents of the restorers did not just strip away the shadows. They also reacted chemically with Michelangelo's pigments to produce hues the painter himself never beheld.

*Scholar B*

The particular solvent they employed, AB 57, was chosen because of the overall neutral action of its two chemicals on pigments: one temporarily tones them down, but the other livens them up to the same degree. Thus, the colours that emerged from the shadows are truly what Michelangelo intended to be seen.

The luminous figures are without doubt the work of a master craftsman who executed typical Renaissance painting techniques to perfection. This is the source of the difficulty you have with the restoration: the ceiling of the Sistine Chapel no longer seems to be the fruit of the wayward genius, defiant of Renaissance fresco-painting protocol, that you always thought Michelangelo was. You don't like the fact that the painter seems, like a vagabond given a good scrubbing, to be a complete stranger, rational and traditional and devoid of fearfulness and anger. But the veil that led to the misperceptions of Michelangelo has now been lifted, and we may better acquaint ourselves with him.

*Scholar A*

Of course, the restorers left open an avenue for the reversal of their own "lifting of the veil." Since the layers of animal glue are no longer there to serve as protection, the atmospheric pollutants from the city of Rome now have direct access to the frescoes. In fact, we've already noticed significant darkening in some of the restored work, and it's only been four years since the restoration was completed. It remains to be seen whether the measure introduced to arrest this process—an extensive climate-control system—will itself have any long-term effect on the chapel's ceiling.

1. Scholar B's argument that the presence of dirt between the painting and the first layer of glaze justified the use of cleaning solvents to remove the glaze assumes that:
  - A. the dirt was laid down several decades after the painting's completion.
  - B. the cleaning solvents would never actually touch the frescoes.
  - C. Michelangelo intended the glaze to be relatively temporary.
  - D. Michelangelo could not have applied glaze to the ceiling decades after painting it.
  - E. dirt is not actually making the painting look more beautiful
  
2. Based on Scholar B's claim that Scholar A is unhappy because the ceiling "no longer seems to be the fruit of [a] wayward genius, defiant of Renaissance-painting protocol," it is reasonable to conclude that:
  - A. Michelangelo was not a fiercely independent thinker.
  - B. the restoration has jeopardized Michelangelo's position in history as a great artist.
  - C. darkening colours to produce a gloomy effect was characteristic of Michelangelo's time.
  - D. historical conceptions of Michelangelo overestimated his negative traits.
  - E. Scholar A is not aware of all the aspects of Michaelangelo's personality

3. In arguing that some of the restored work has already been darkened by pollution, which of the following assumptions did Scholar A make?

- I. Nothing except pollution could have caused the darkening.
- II. The darkening indicates that irreversible damage has been done.
- III. The atmospheric pollutants are more abundant now than they were before the restoration.

- A. I only
- B. I and II
- C. II and III
- D. I, II and III
- E. None of the above

### **Passage – 79**

DNA degrades quickly after an animal dies, so researchers once believed it impossible to find ancient genetic material. The search for primeval vestiges of DNA took off in the late 1980s after the development of a technique called polymerase chain reaction (PCR), which copies minute quantities of DNA. Armed with PCR, scientists could look for tiny fragments of DNA that might have weathered the millennia unharmed.

In recent years, researchers have isolated DNA from 20-million-year-old magnolia leaves and extracted DNA from a 135-million-year-old weevil found in amber. Recently, a team extract DNA from bone dating back millions of years for the first time. In the frenzied hunt for ancient DNA, microbiologist Scott R. Woodward may have bagged the biggest quarry. Drawing on lessons learned while growing up among the fossil-rich rocks of eastern Utah, Woodward and his team became the first people to find genetic material belonging to a dinosaur.

Woodward, whose grandfather was a coal miner, knew that mines in the area often contained dinosaur traces. After six months of looking Woodward pulled two bone fragments from a Cretaceous siltstone layer directly atop a coal seam. Impeded by an unstable mine roof, Woodward's team could not recover any more bone samples. The siltstone apparently inhibited fossilization and preserved much of the original cell structure in the bone. Researchers isolated strands of DNA from both fragments and used PCR to copy a segment that codes for a protein called cytochrome b. Once they had made many copies, they could determine the DNA sequence.

Throughout their work, the biologists took precautions to avoid contaminating the samples with modern DNA or ancient material found within the coal. According to Woodward, circumstantial evidence indicates that the bone fragments belong to one or two species of dinosaurs. Dinosaur tracks are abundant in this coal formation, and the bones visible in the mine were larger than those of a crocodile—the biggest non-dinosaur known in these rocks.

Woodward explains variation found in the DNA as a result of damage to the ancient DNA, which caused the PCR technique to alter the original sequence. Scientists had hoped to use the DNA to resolve debate about the relationship among birds, dinosaurs, and other reptiles. But the cytochrome b fragments were too short to offer meaningful phylogenetic information, says Woodward. Utah's state palaeontologist believes that the fragments found by Woodward could definitely be dinosaur in origin. Other researchers, however, question the identity of the DNA strands. Because the copies of the cytochrome b sequence varied considerably, they wonder whether the DNA comes from several organisms.

1. Researchers who believe that the DNA isolated by Woodward did not come from a dinosaur would most likely use which of the following discoveries as support?
  - A. Damage to the dinosaur DNA causes the PCR technique to alter the original sequence.
  - B. Comparison of the discovered DNA with that of modern DNA reveals a variation in sequence.
  - C. Birds, dinosaurs, and reptiles have no phylogenetic relationship.
  - D. The cytochrome b sequence comprises DNA from several different animals.
  - E. DNA cannot survive for such long periods of time
  
2. The passage suggests that researchers continue to look for dinosaur DNA because:
  - A. the DNA found by Woodward derived from several different species.
  - B. the amount of DNA retrieved was too small to copy using PCR.
  - C. the DNA fragments produced by PCR were too insignificant to determine substantial information about bird, dinosaur, and reptile phylogeny.
  - D. the sites where Woodward excavated had never been highly populated with dinosaurs.
  - E. they were hoping they might chance upon the DNA of a different dinosaur
  
3. The findings of Woodward are by no means universally accepted. Which of the following findings, if true, would MOST contradict the researchers who question the identity of Woodward's dinosaur DNA?
  - A. Variations in the cytochrome b sequence of Woodward's DNA have been directly linked to hybrid DNA.
  - B. Carbon dating proved that the bone fragments retrieved by Woodward were from the Cretaceous era.
  - C. More elaborate PCR traced the cytochrome b sequence in Woodward's sample to one species of dinosaur.
  - D. Utah's state palaeontologist confirmed that dinosaurs were abundant in the areas where the researchers excavated.
  - E. An independent study reported that the DNA discovered by Woodward in fact belongs to a hen



### **Passage – 80**

The eminent sixteenth-century philosopher and jurist Jean Bodin denounced those who scoffed at the belief in the existence of witches. Their protestations of disbelief, he declared, showed that they were most likely witches themselves. He wrote of the pact that “confessed” witches  
5 said they had signed with Satan. It obliged them to ridicule all talk of witchcraft as superstitious invention and contrary to reason. They persuaded many naive persons, Bodin insisted, whose arrogance and self-deception was such that they would dismiss as impossible even the actions of witches that were right before their eyes.

10 Because self-deception and secrecy from self-point to self-inflicted and often harmful ignorance, they invite moral concern: judgments about responsibility, efforts to weigh the degree of harm imposed by such ignorance, and questions of how to help reverse it. If the false belief is judged harmless and even pleasurable, as may be the case with the  
15 benevolent light in which most of us see our minor foibles, few would consider interfering. But clearly there are times when people are dangerously wrong about themselves. The anorexic girl close to starving to death who thinks that she looks fat in the mirror, and the alcoholic who denies having a drinking problem, are both in need of help.

20 Yet the help cannot consist merely in interference, but must somehow bring about a recognition on the individuals' part of their need and the role they play in not perceiving their problem accurately. Judgments about when and how to try to help people one takes to be in self-inflicted danger depend on the nature and the seriousness of the danger, as well  
25 as on how rational one thinks they are. To attribute self-deception to people is to regard them as less than rational concerning the danger one takes them to be in, and makes intervention, by contrast, seem more legitimate. But this is itself dangerous because of the difficulties of establishing that there is self-deception in the first place.

30 Some feel as certain that anyone who does not believe in their deity, their version of the inevitable march of history, or their views of the human psyche deceives himself as they might feel about the self-deception of the anorexic and the alcoholic. Frequently, the more improbable their own views, the stronger is their need to see the world as  
35 divided up into those who perceive the self-evident and those who persist in deluding themselves.

Aiding the victims of such imputed self-deception can be hard to resist for true believers and enthusiasts of every persuasion. If they come to believe that all who do not share their own views are not only wrong but  
40 actually know they are wrong in one part of their selves that keeps the other in the dark, they can assume that it is an act of altruism to help the victimized, deceived part see through the secrecy and the self-deception. Zealots can draw on their imputing self-deception to nonbelievers to nourish any tendency they might have to a conspiracy theory. If they see  
45 the self—their own and that of others—as a battleground for a conspiracy, they may then argue that anyone who disagrees with them thereby offers proof that his mind has been taken over by the forces they are striving to combat.

- 50 It is not long before they come to see the most disparate events not only as connected but as *intended* to connect. There are no accidents, they persuade themselves. Calling something trivial or far-fetched counts, for holders of such theories, as further evidence of its significance. And denying what they see as self-evident is still more conclusive proof.

1. Focus on the main ideas of the passage. Which of the following general theories would be LEAST in disagreement with the theme of the passage?
  - A. One's own beliefs shape one's judgment of the beliefs of others.
  - B. One should strive to rid oneself of all self-deception.
  - C. One is always aware at least to some degree of one's self-delusions.
  - D. One can never conclusively show that another person is deceiving himself.
  - E. One should never interfere in other people's affairs
  
2. Suppose one knows that a friend is not nearly as physically fit as the friend believes himself to be. According to the passage, one should:
  - A. attempt to persuade the friend that he is deceiving himself.
  - B. prevent the friend from engaging in strenuous physical activity.
  - C. disabuse the friend of his belief if his lack of fitness endangers him.
  - D. realize that one may be wrong about the friend's level of physical fitness.
  - E. tell the friend frankly on his face that he is wrong in his belief
  
3. Based on the information in the passage, the author believes that someone with very unorthodox views of the human psyche is:
  - A. probably suffering from harmless self-deception.
  - B. acting as irrationally as an alcoholic or an anorexic.
  - C. likely to perceive differing views as self-delusional.
  - D. unable to establish the presence of self-delusion in others.
  - E. in need of psychiatric help

### **Passage – 81**

In Manhattan, the beauty of the night sky is only a faded metaphor, the shopworn verse of an outdated love song. The stars shine no brighter at midnight in midtown than the ones depicted on the time-dimmed ceiling of the waiting room at Grand Central Terminal. The eternal orange glow  
 5 of the city lights leaves only the faintest hints of the blackness beyond. And when the sky is truly clear and the clouds do not reflect this amber aura, the brightness of the city environs constrict the pupils so much that only the moon can be seen on most evenings. But over the last few weeks it has been possible, even in Manhattan, to watch the evening  
 10 star—Venus—descending in the west, presenting her orbit, edgewise, to viewers on Earth.

Venus is the luminous body hanging over New Jersey to the west in the early evening. In spite of the fact that it emanates no light of its own—only reflecting light from its neighbour and provider, the sun—it is  
 15 brighter than any heavenly object visible from Earth except the sun and the moon. For the moment, Venus becomes apparent at twilight, about a third of the way up the western sky, and it sets around 11. Every night people go to bed wondering what strangely bright star that is. To those who live in New York City, it may be the only star they see when trapped  
 20 on this tiny little island. Whatever the case, in the morning no one remembers that luminous body any longer.

To say, as one must, that Venus is not a star but a planet seems ungrateful, almost pedantic. Astronomers might have us know that this distinction is not a mere splitting of hairs, but the most basic of divisions,  
 25 not unlike that of plants and animals. Be that as it may, it is the kind of technicality the English essayist Charles Lamb had in mind when defending the generosity of his personal ignorance almost 200 years ago. "I guess at Venus," he wrote, "only by her brightness." Lamb was no Copernican, and neither are most of us. We are little Ptolemies every  
 30 one. The sun rises and sets upon us. When one lies upon a meadow late at night, etherized by the fullness of the sky, it is all one can do to imagine the simplest of celestial motions—the pivoting of constellations around the North Star. To impart to each point of light the motions that are proper to it—to do the unimaginable calculus of all those interfering  
 35 rotations, those intersecting gravities—is simply impossible. It is easier to imagine that one is staring at the ceiling of a celestial waiting room, forever spinning around and around above our heads.

But at the moment, one can almost picture the motion of Venus in its orbit, as if one were looking at a diagram of the solar system. Imagine a  
 40 line between the sun, at sunset, and Venus, glittering high above the horizon. That, roughly speaking, is the path of the Venusian orbit. When Venus moves toward Earth, as it is doing now, it is the evening star, and when it moves away from Earth, it is the morning star. Even this, to some, might seem like a stretch of the abilities of conceptualization, but  
 45 it is worth the challenge. For if one can muddle through this mental errand for a moment, it will become clear that a change is about to take place. The moment of transition will occur on June 10, when Venus passes between the sun and Earth. As May wears on, Venus will appear

- 50 nearer and nearer the sun, until the planet is engulfed by twilight. Venus will come back into view, at dawn, sometime in late July.

For now, the evening star—Hesperus, as it was anciently known—is a steadily waning crescent, no matter how star-like or globular its light appears. It will not return to its present position until sometime in December 1997. And who knows where we will be by then? Surely  
55 someone, but not me, not one of the little Ptolemies, that stares up into the night sky and sees a most beautiful display, arranged every night for his personal enjoyment.

1. Which of the following would support the author's phrase, "We are little Ptolemies" (line 29)?
  - A. Most people visualize the night sky from a geocentric point of view and in this way are unable to understand the complex paths of the numerous celestial motions in space.
  - B. Most people are not as knowledgeable about space as Copernicus or Ptolemy and for them, it is impossible to understand the complexities of numerous celestial motions in space.
  - C. Those who have studied astronomy are the ones most likely to understand the complexities of numerous celestial motions in space.
  - D. Those who are aware that Venus is a planet and not a star are still likely to refer to Venus as a star because of its beauty and resemblance to a star in the night sky.
  - E. Those who are confused as to whether Venus is a planet or a star would do well to read the works of Ptolemy
  
2. Taking into account all the points made within the context of the passage, the author would most likely support which of the following statements?
  - A. Venus can be observed in the sky only once every several years and only between May and late July.
  - B. Venus may be observed first in the western sky and then in the eastern sky between May and late July.
  - C. Without the astronomical skills of Copernicus, those on Earth are unable to comprehend Venus' orbit even though they may identify it by its brightness.
  - D. Environmental and clean-up efforts should be made in Manhattan so that Venus and the other wonders of the night sky are again visible to those that reside there.
  - E. Those who think Venus is a star should be educated as to why it is not so.
  
3. According to information given within the context of the passage, Hesperus is known as the evening star for all of the following reasons EXCEPT:
  - A. as Hesperus passes between the sun and Earth, it is globular in form and appears star-like.
  - B. until June 10, Hesperus can only be seen at twilight until about eleven o'clock at night.

- C. Hesperus' path toward Earth can be observed only in the evening as it descends in the western sky.
- D. except for the sun and the moon, Hesperus is sometimes the brightest object visible from Earth during the early evening.
- E. Hesperus is the brightest of all the nine planets and almost as bright as a star.

## Passage – 82

I eschew the notion of racial kinship. I do so in order to be free to claim what the distinguished political theorist Michael Sandel labels “the unencumbered self.” The unencumbered self is free and independent, “unencumbered by aims and attachments it does not choose for itself,”

5 Sandel writes. “Freed from the sanctions of custom and tradition and inherited status, unbound by moral ties antecedent to choice, the self is installed as sovereign, cast as the author of the only obligations that constrain.” Sandel believes that the unencumbered self is an illusion and that the yearning for it is a manifestation of a shallow liberalism that

10 “cannot account for certain moral and political obligations that we commonly recognize, even prize”—“obligations of solidarity, religious duties, and other moral ties that may claim us for reasons unrelated to a choice,” which are “indispensable aspects of our moral and political experience.”

15 Sandel’s objection to those who, like me, seek the unencumbered self is that they fail to appreciate loyalties that should be accorded moral force partly because they influence our identity, such that living by these attachments “is inseparable from understanding ourselves as the particular persons we are—as members of this family or city or nation or

20 people, as bearers of that history, as citizens of this republic.” There is an important virtue in this assertion of the value of black life. It combats something still eminently in need of challenge: the assumption that because of their race black people are stupid, ugly, and low, and that because of their race white people are smart, beautiful, and righteous.

25 But within some of the forms that this assertiveness has taken are important vices—including the belief that because of racial kinship blacks ought to value blacks more highly than others.

I shun racial pride because of my conception of what should properly be the object of pride for an individual: something that he or she has accomplished. I cannot feel pride in some state of affairs that is

30 independent of my contribution to it. The colour of my skin, the width of my nose, the texture of my hair, and the various other signs that prompt people to label me black constitute such a state of affairs. I did not achieve my racial designation. It was something I inherited—like my

35 creed and socio-economic starting place and sex—and therefore something I should not be credited with.

In taking this position I follow Frederick Douglass, the great nineteenth-century reformer, who declared that “the only excuse for pride in individuals is in the fact of their own achievements.” I admire

40 Sandel’s work and have learned much from it. But a major weakness in it is a conflation of “is” and “ought.” Sandel privileges what exists and has existed so much that his deference to tradition lapses into historical determinism. He faults the model of the unencumbered self because, he says, it cannot account for feelings of solidarity and loyalty that most

45 people have not chosen to impose upon themselves but that they cherish nonetheless. This represents a fault, however, only if we believe that the unchosen attachments Sandel celebrates should be accorded moral weight. I am not prepared to do that simply on the basis that such attachments exist, have long existed, and are passionately felt. Feelings

50 of primordial attachment often represent mere prejudice or superstition, a hangover of the childhood socialization from which many people never recover.

1. With an eye towards the passage as a whole, which of the following represents the author's primary focus?
  - A. Identity formation as self-definition according to family, history, and culture, or as self-definition according to independent accomplishment
  - B. The individual, unencumbered self and the validity of Michael Sandel's position on this type of identity
  - C. Racial kinship and how its rejection results in accomplishment
  - D. Individual versus group consciousness
  - E. A critique of the encumbered and the unencumbered self
2. Through his discussion of the works and beliefs of Michael Sandel, the author suggests all of the following characteristics of the encumbered self EXCEPT:
  - A. it maintains many of the interpersonal connections established in childhood.
  - B. it is influenced by history.
  - C. it is the product of independent accomplishment.
  - D. it is manifested in those who embrace racial kinship.
  - E. it is neither free nor independent
3. Which of the following might the author find antithetical to his stance on identity, racial kinship, and racial pride?
  - A. The right of every student to equal treatment by professors and teachers
  - B. The Million Man March, in which 500,000 African-American men gathered for a demonstration of racial solidarity in Washington, DC in 1995
  - C. The stance of public municipal hospital emergency rooms to provide all citizens with healthcare regardless of whether or not they are indigent
  - D. The recognition of Elijah Lovejoy, a white man murdered in the early nineteenth century for supporting the abolition of slavery
  - E. Employees of a company protesting against the retrenchment of a large number of workers by the company.

### **Passage – 83**

Later Maya occupations of the Yucatan Peninsula site called Colha have undergone excavation since 1979. In 1993, researchers made the first systematic effort to document a pre-ceramic presence at the tropical, forested location. Early Colha farmers inhabited the area in two phases.

- 5 There are stone tools in deeper soil layers dating from 2500 B.C. to 1700 B.C., based on radiocarbon age estimates of accompanying charcoal bits. Comparable dates come from an adjacent swamp, where pollen analysis documents forest clearance by 2500 B.C.

- 10 The pollen provides evidence for the existence of several cultivated crops soon thereafter, mainly corn and manioc, a starchy plant. From about 1400 B.C. to 1000 B.C., Colha residents made foot-shaped stone tools that were chipped and sharpened on one side. Preliminary scanning electron microscope analysis of polish on these tools suggests that inhabitants used them to cut away vegetation after controlled burning of trees, and, perhaps, also to dig.

- 20 An example of the same tool, known as a constricted uniface, also emerged last year at Pulltrouser Swamp, a Maya site 20 miles northwest of Colha with a preliminary radiocarbon date of 1300 B.C. to 1000 B.C. for the artefact. Its unusual design led researchers to suspect that Colha might have harboured an extremely early Maya population. Another sharpened stone point retrieved at Pulltrouser Swamp dates to between 2500 B.C. and 2000 B.C. Several other sites in Belize have yielded constricted unifaces, but archaeologists have been unsure of their ages and origins.

- 25 Techniques used to manufacture constricted unifaces show gradual refinement and modification in stone tools of Colha residents living after 1000 B.C. Continuity in stone tool design and manufacture suggests that pre-ceramic Maya inhabited Colha, rather than non-Maya peoples who migrated to the area and later left or were incorporated into Maya villages. "None of us had any reason to suppose that Colha would produce a pre-ceramic Maya occupation," remarks the director of excavations at Cuello, a Maya site that dates to about 1000 B.C. "This is a bit of archaeological serendipity." This is evidence of the earliest known Maya, who cleared and farmed land bordering swamps by 2,500 B.C. The earliest Central American farmers probably settled at the edges of swamp-land that they had cleared and cultivated. Excavations of pre-ceramic Colha so far have focused on quarry and field areas. However, some pottery may still show up in early residential structures.



1. The recent findings presented by the author in the passage provide new insight into Mayan civilization because:
  - A. Mayans may have settled extensively throughout the Yucatan peninsula.
  - B. ceramic pottery may have been used by the Mayans.
  - C. Mayans may have settled in regions much earlier than previously thought.
  - D. stone tools were never used by the Mayans.
  - E. Mayans may actually be linked to Red Indians
  
2. In the context of the passage, the author quotes the use of the term "archaeological serendipity" (line 33) to refer to:
  - A. the discovery of stone tools.
  - B. the unexpected findings that gave researchers a new understanding of ancient settlements.
  - C. the method used by archaeologists to excavate ancient civilizations.
  - D. the Mayan's ability to work with their environment.
  - E. the possibility that Mayans may actually have used tools made of ceramics
  
3. According to the information presented by the author in the passage, analysis of the stone tools retrieved from Colha led researchers to believe all of the following EXCEPT:
  - A. a population of pre-ceramic Mayans existed who used and designed stone tools.
  - B. Mayans had settlements prior to 1000 B.C.
  - C. non-Maya peoples inhabited the area before the Mayans migrated and took over.
  - D. the tools underwent various stages of development.
  - E. tools used by the Mayans were not only restricted to ceramic material

### Passage – 84

Those amused by all the evidence of gullibility should remember the Cardiff Giant. In 1868, in upstate New York, what seemed to be the remnants of a gigantic human being were unearthed. Thousands came to see it at a dollar a view. The director of the New York State Museum  
 5 called it "the most remarkable object yet brought to light in this country." The first human had been found and was American. The Giant was in fact a badly made gypsum statue, aged with ink, sand, and acid.

Britain has just completed a Research Assessment Exercise in which ten thousand scientists were graded by their supposed peers. A low score  
 10 means no more money, a high one an extra slice of cake. Its results were predictable. Those who have got more; those who have not get nothing. Expect a wave of fraud inquiries the next time the government inspectors come round. The deceits will be less fun to unravel than was Piltdown since those who commit them are making pathetic efforts to save a  
 15 career rather than grandiose attempts at fame. There is, certainly, *some* dishonesty. Perhaps there is more than there was. It can be blamed on the intrusion into the laboratory of the moral of the marketplace.

What to accept about the past is, too often, a matter of the spirit of the time. The first human fossil, Neanderthal Man, was, in 1856,  
 20 dismissed as the remains of a soldier who had crept into a cave and died during Napoleon's retreat from Moscow. A society later entranced by evolution was not yet ready to believe even genuine evidence. As soon as it was, though, the bones brought a political message.

The delighted Germans upon whose territory Neanderthal Man was  
 25 found ascribed his prominent brow ridges to a habit of frowning while deep in Teutonic thought. Science is the easiest place for a villain to make a living. It is not at all like working in a bank: far from the meticulous process of cross-checking that is its public image, science is a profession that depends uniquely on faith. Nearly all results are accepted  
 30 and the question of audit scarcely arises. Usually a fraud is safe enough. More than half of all scientific papers are never referred to again, even by their authors.

No doubt there lurk in that academic undergrowth great monsters of deceit. Most, though, have done no harm apart from unmerited tenure for  
 35 their begetters. Why bother to transplant skin from a black to a white mouse when you can get the same effect with a felt-tip pen? Why not claim that intestinal worms cause cancer (a Nobel Prize was won for that) or that water retains a memory of the substances once dissolved in it even when diluted a billion times? Checking the scientific books is a task  
 40 as joyless as accountancy. Nowadays, though, the clerks have taken over. There is a new demand for double-entry bookkeeping.

Some years ago the U.S. Congress set up the Office of Research Integrity to check a supposed crisis of scientific cheating. Its credentials were dubious, but the inquisitors entangled many scientists in a web of  
 45 innuendo. More than a hundred fell into its clutches. Nearly all were found innocent but many had their careers damaged. Scientific fraud is quite extraordinarily rare. The reason is simple. Science is a card game

- 50 against Nature, the ultimate opponent. The hope is to deduce the hand she holds from the few clues she is willing to disclose. It is possible to win every time by faking one's own cards, but that removes the whole point of playing the game.

1. Through his repeated references to banking and accountancy, the author of this passage demonstrates his belief that:
  - A. scientists are becoming more like accountants.
  - B. scientists are too eager for government grants.
  - C. science thrives where there is mutual trust.
  - D. science thrives with constant external scrutiny.
  - E. banking and accountancy are the only noble professions
2. Several years ago two professors from Utah claimed to have fused atomic nuclei in a test-tube. They received worldwide attention for a few weeks. According to the author, all of the following may have motivated their "cold fusion" lie EXCEPT:
  - A. their need for grant money
  - B. their contempt for oversight bureaucracies
  - C. their desire for international recognition
  - D. their attempt to protect their job security
  - E. their lack of finances
3. Which of the following statements is best inferred from the author's observation that one should "expect a wave of fraud inquiries the next time the government inspectors come round" ?
  - A. Government inspectors tend to be like inquisitors and entangle scientists in a web of suspicion.
  - B. A new oversight policy is likely to reduce the amount of scientific fraud in Britain.
  - C. Scientists who receive low scores in the Research Assessment Exercise are no less competent than those who receive high scores.
  - D. Scientists who receive low scores in the Research Assessment Exercise are under pressure to produce interesting research.
  - E. Government inspectors are corrupt and can be handled by offering a bribe

### Passage – 85

Boccaccio's *donnée* is of an upper-class milieu where girls and young men can meet socially at ease and move—thanks to wealth—out of plague-stricken Florence. In fact, it daringly reverses the standard form of morality, well summed up nearly contemporaneously by Traini's famous  
 5 *Triumph of Death* fresco in the Campo Santo at Pisa. There, an upper-class, amorous, hedonistic group of young people is depicted as doomed to die. Boccaccio's group consists very much of stylish survivors.

The code of behaviour they assume and also promulgate is impressively liberal, civilized and un-prudish. Seven girls who have met  
 10 by chance at Mass at Santa Maria Novella plan their adventure and then co-opt three young men who happen to enter the church. The three are already known to them, but it is the girls who take the initiative, in a tactful, well-bred way, making it clear from the start that this is no invitation to rape. One has only to try to imagine Victorian girls—in fiction  
 15 or in fact—behaving with such a degree of sophistication to see that society by no means advances century by century. Boccaccio is a highly complex personality who, like many another writer, may have felt that his most famous work was not his best. But the *Decameron* became famous early on, and was avidly read and frequently translated throughout  
 20 Europe.

The *Decameron* is a thoroughly Florentine book and a thoroughly social one, down to its structure. After the poetry of the *Divine Comedy*, it is very much prose, in every way. It glories in being undidactic, entertaining and openly—though by no means totally—scabrous.  
 25 Eventually it shocked and frightened its creator, who thus unwittingly or not recognized the force of its literary power. He repented and turned moralist and academic, leaving Florence for the small Tuscan town of Certaldo where he had probably been born and where in 1375 he died.

Part of his religious repentance was perhaps expressed by  
 30 commissioning two altarpieces (sadly, not extant) for a local church. Whatever the medievalism enshrined in the *Divine Comedy*, the *Decameron* speaks for a robustly changed, relaxed vision, one set firmly upon earth. It is the opposite of lonely and ecstatic. It is a vision closer to that of *Canterbury Tales* than to the spiritual one of *Piers Plowman*.

It has female protagonists who seem mundane if not precisely  
 35 modern compared with the real women mystics and saints of central Italy of a few generations before, women whose fierce, intense, sometimes horrifyingly palpable and semi-erotic visions read like real-life cantos from Dante's poem. No doubt Boccaccio has idealized a little, but he puts  
 40 forward a calm, sane case for freedom and humour and good manners between the sexes which, however palely, foreshadows the Shakespearean world of Beatrice and Benedick.

The theme of the stories his group exchange is human behaviour—often as it is manifested under the pressure of lust or love. But the group is  
 45 also shown indulging in chess and music and dancing (even bathing though separated by sex). The ladies frequently laugh and occasionally

blush, while never losing their self-possession and their implicit command of the situation.

- 50 That the diversions of the *Decameron* are set brightly against the gruesome darkness of the Black Death is effective and also realistic. The plague is seen working psychologically as well as physically, horribly corrupting manners and morals, in addition to destroying life. Diversion and escape seem not frivolous but prudent, especially when provided by a pleasantly sited, well-stocked villa outside Florence, with amenities that
- 55 extend to agreeable pictures in its rooms.

1. Which of the following statements best summarizes the author's opinion in the passage regarding Boccaccio's view of his own work?
  - A. Boccaccio held more regard for the *Decameron* than for his later works.
  - B. Boccaccio was later dismayed but nonetheless convinced by the literary power of the *Decameron*.
  - C. Boccaccio felt that Dante was a literary figure worthy of high regard.
  - D. Boccaccio was heartened that the *Decameron* was avidly read and translated.
  - E. Boccaccio was overly critical of his own work
  
2. According to the author, the *Decameron* differs markedly from its Italian predecessor *The Divine Comedy*. From the information presented in the passage, which of the following statements can the reader NOT assume about *The Divine Comedy*?
  - A. It is written in poetic verse.
  - B. It is set in Florence.
  - C. It is written in a didactic style.
  - D. It has a tendency to be tedious.
  - E. It was actually not humorous in content
  
3. The contrast of Boccaccio's heroines to Victorian girls is noted in paragraph 2 to support all of the following conclusions EXCEPT:
  - A. an age of liberalism of thought and action went into decline with the Victorian era.
  - B. society advances in a logical progression from century to century.
  - C. Boccaccio's heroines display a seemingly anachronistic amount of courage and practicality.
  - D. the *Decameron's* sophisticated interaction between the sexes foreshadowed that of Shakespeare's plays.
  - E. advances in society can happen in a random manner

### **Passage – 86**

The term "editor" covers a number of functions ranging from one who makes acceptance decisions or is responsible for commissioning and organizing a publishing program; to someone internal who deals with the production process (production editor) or is responsible for copy-editing typescript and/or electronic manuscripts. Most copy-editors of literature consider it their main duty to present the text as the writer intended. As Thomas McCormack says, "the primary rule of editing is, first do no harm." This sounds simple, but aside from the question of whether the author's intentions can ever be known, it is not necessarily clear what is actually intended. The actual cases are so diverse that any singular maxim probably does more harm than good.

Circumstances abound in which pressure has been applied to authors by their editors to alter their work. The publisher of the first edition of *The Red Badge of Courage* moderated Stephen Crane's uncompromising depiction of the horrors of war. The publisher of the first edition of *Women in Love* toned down much of the explicit nature of D.H. Lawrence's sexual passages. In both cases, the changes were "authorized" insofar as the authors accepted them. But then, on the other hand, what other option did they face except not seeing their work published at all. Can this situation be construed as the authors' "free" acceptance of the editorial alterations, and do the author's intentions endure?

More recently, there has arisen a trend in editing that is well illustrated by the declaration adopted in 1992 by the Board of Directors of the Association of American University Presses: "Books...should also be at the forefront in recognizing how language encodes prejudice. They should also be agents for change and the redress of past mistakes." This "politically correct" movement seeks to eliminate un-intended perpetuation of prejudices in literature, but with obvious, inherent dangers and difficulties.

Not all difficult problems for editors are caused by moral, political, ethical or even marketing issues. Punctuation, mainly thought of as part of an author's individual style, is not usually considered controversial. In spite—and partly because—of this, punctuation is what publishers traditionally feel most free to alter as mere, neutral "correction" (a gross example is the unskilled and unnecessary editing of Emily Dickinson's eccentric, but eloquent, punctuation in early editions of her works).

First editions in particular tend to present the publisher's "house style" rather than the author's own punctuation. The obvious course for an editor might be to return to the author's manuscript wherever possible. But publishing-house re-punctuation is so routine that many authors have actually counted on it for the correct punctuation of their work; in such cases, the manuscript would contain punctuation (or a lack thereof) that the author never expected to see reproduced in print. *Jane Eyre* provides an interesting quandary for an editor. We have Charlotte Brontë's original manuscript. We also have a letter from Brontë to her publisher, thanking him for correcting her punctuation. Which punctuation is more

authentically “Brontëan”: Brontë’s own, or that which Brontë explicitly preferred to her own?

- 50 The thorniest situation of all, perhaps, involves *authorial* revisions made long after publication. W.H. Auden, in subsequent editions of his work, altered his own earlier poems to accord with his later political and religious opinions. One fancies that the young Auden would have been furious at the old Auden’s liberties. Yet both are Auden—which has the

55 greater authority?

1. Which of the following can be inferred about the text of *Jane Eyre* from the passage?

- A. Following the punctuation of the manuscript would make the book more difficult to read.
- B. The punctuation of the first edition misrepresents the intentions of the author.
- C. Brontë made a mistake by allowing her publisher to correct her punctuation.
- D. Brontë requested that the publisher make corrections to her punctuation.
- E. Brontë was not very good with punctuation

2. Based on information in the passage, which of the following new discoveries would potentially be a legitimate basis for a new edition of a literary work?

- I. An author’s original manuscript
- II. A first edition incorporating the publisher’s revisions
- III. A second edition thoroughly emended by the author

- A. I only
- B. III only
- C. I and II only
- D. I and III only
- E. I, II and III

3. Based on the information given in the passage, which of the following situations would the author probably consider the most difficult decision for an editor?

- A. Pope rewrote *The Dunciad*, directing the satire against a completely different person.
- B. Dickens changed the ending of *Great Expectations* at a friend’s suggestion before its publication in book form.
- C. Whitman printed *Leaves of Grass* himself and continued to produce new, expanded editions for almost 40 years.
- D. James Joyce’s poor eyesight made it difficult for him to proofread his manuscripts.
- E. Shakespeare’s works that had been edited by Thomas Bowdler to make it more acceptable to families

### Passage – 87

Virginia Woolf made an original contribution to the form of the novel, but was also a distinguished essayist, a critic for *The Times Literary Supplement*, and a central figure of the Bloomsbury group. Dialogic in style and continually questioning what may be the reader's opinion (her rejection of an authoritative voice links her to the tradition of Montaigne), her critical essays, when examined carefully, reveal a thematic and technical complexity that rivals her novels.

Some of her most rigorous essays suggest that the personality of the author can be fixed if sufficient evidence can be amassed and if its logical implications are followed. In "The Novels of Turgenev," Woolf pursues the problem of interpretation on the part of the reader by providing a detailed report of her own response to Turgenev. She does this in order to make possible the question that leaps the gap between reader and text. That question—"what principles guided Turgenev?"—focuses on the fictional strategies that must have been in operation in order to have produced Woolf's experience. Thus Woolf accounts for this by reconstructing Turgenev's method. But she pushes farther insofar as she asserts that the method must be a sign of a deeper informing power, the mind of Turgenev itself. This distance can be traversed by interpretation, Woolf argues, because writers like Turgenev achieve a level of personality beneath the surface distinctions among individuals. Her greatest examples of this impersonal power in the English language are Jane Austen and Shakespeare. According to Woolf, these authors write with a "clarity of heart and spirit" that allows their potential for genius to express itself "whole an entire." Unencumbered by impediments that would be erected by such feelings on their part as fear, hatred, or dependency, we are allowed by their art to make contact with what is most deeply personal, and therefore most widely human, in them.

But one of the riches of Woolf's essays is that they critique this very same possibility of closing the gap that exists between author and audience. This is evinced in Woolf's awareness of the contemporary artist's self-consciousness: the enemy of human contact and knowing. There seem to be so many barriers on the road to the deepest level of self that the journey there is impossible, but it is this level of self through which the gap must be closed. In fact, Woolf asserts that the journey is impossible for the modern writer. In "How It Strikes a Contemporary," Woolf contrasts writers of the past—Chaucer is her most powerful example—who believed wholeheartedly in an atemporal order verified by the entire culture, with modern writers who have lost this advantage. Woolf suggests that, if, for writer and reader, no way to a shared, universal level of experience is available, the very ground of the interpretive enterprise is removed.



1. Which of the following would most weaken Woolf's assertion that the distance between reader and writer can be traversed by interpretation?
  - A. Contemporary writers are unable to construct a deep meaning for each reader because they focus primarily on personal distinctions rather than similarities.
  - B. Every reader reacts differently to the same text and yet each constructs for himself/herself a similar idea of the author's personality and presence.
  - C. Past writers were governed by a strong sense of individualism, which made it impossible for them to appeal to human commonalities.
  - D. Authorial intent or perspective remains an abstract idea unless the writer is able to confirm or deny the reader's interpretation.
  - E. Most readers are not learned enough to be able to understand the deeper meaning that is implied by the author
  
2. According to the points elucidated by the author within the passage, all of the following are characteristic of Woolf's essays EXCEPT that:
  - A. they focus primarily on examining whether or not a reader's experience of a text can reveal the original authorial presence.
  - B. they are written in a more technically and thematically complex manner than are her fictional works.
  - C. they betray Woolf's skepticism about the very idea she is attempting to demonstrate and justify.
  - D. they frequently utilize examples from other writers in order to illustrate and support her conclusions.
  - E. they are as complex as her other works
  
3. The passage implies that, in her essay "The Novels of Turgenev," Woolf assumes that:
  - A. stable and defining qualities of an author's personality are discernible in his or her fiction.
  - B. interpretation involves a compromise between the reader's perspective and the perspective of the author.
  - C. a reader's experience of a novel's text is determined by a standard set of fictional principles.
  - D. making contact with an author's mind requires the use of critical reasoning more than intuition.
  - E. an author's literary work must reflect the various facets of the author's personality

### **Passage – 88**

Lee Bollinger, rejecting traditional models of the defense of free speech as inadequate, defends it with a model designed to take into account changes in the function of speech attributable to the emergence of a society marked by stability and widespread consensus on essential values.

5 This new, "self-restraint model" justifies free speech from a different perspective. Although staunchly supporting free speech, the self-restraint model inverts the relationship between speech and tolerance. Under traditional models, the value of tolerance is subordinated to the value of speech. The self-restraint model, however, often subordinates the value

10 of speech to that of tolerance. Traditional justifications of the free speech principle originated in the belief that speech is entitled to greater tolerance than other kinds of activity.

A review of the traditional justifications reveals two distinct models of explanation. Although both these models link the need to protect speech to its inherent value, they agree on little else. According to the classical

15 model, freedom of speech serves an indispensable function in democratic self-government. Meiklejohn uses the traditional New England town meeting as a paradigm for a self-governing society.

From this perspective, the free speech principle need only protect

20 political speech—the facts, theories, and opinions relating to any issue on which the citizens must vote. Meiklejohn insists that even extremist views cannot be withheld from voting citizens, if these views bear on any public issue. Protection of free speech, including extremist political speech, serves the collective interests of a self-governing society, made up of all

25 rational, equal, and fully participating citizens. Predicated on the belief that speech itself is valuable, this theory ascribes positive value to a very broad range of speech, including any that may be offensive to many people.

In contrast to the serene and optimistic, the fortress model is built on a

30 foundation of pessimism, individualism, relativism, and self-doubt. According to Holmes, speech represents not so much a free marketplace of ideas as a kind of "counsel of despair." Freedom of speech is necessary to the discovery of truth; but, although any belief held by an individual is ultimately likely to prove false, individuals tend to feel certain about their

35 beliefs and consequently justified in requiring others to conform. From Holmes' perspective, the government and any majority of the people pose a great danger of intolerance. In order to protect speech from the natural tendency to censor nonconforming views, the fortress model prescribes overprotection of speech. This strategy establishes a broad "buffer zone"

40 that encompasses extremist speech because its protection substantially diminishes the probability that inherently valuable speech will be suppressed. Even if speech is so extreme that it cannot seriously be considered to contribute to the discovery of truth—like the most extreme views propounded by the Nazis—it still ought not to be censored, for once

45 unleashed censorship cannot be reasonably expected to remain confined to worthless views.

1. It can be inferred from the passage that speech is viewed as a fundamental value in the:
  - I. classical model.
  - II. fortress model.
  - III. self-restraint model.
  - A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II and III
  - E. I and III only
2. Turning an eye to the greater structure of the passage, which of the following best describes the function of the last three paragraphs of the passage?
  - A. The author describes two theories and links each to the historical situation in which it was proposed.
  - B. The author refers to a traditional way of viewing a question and examines two contrasting approaches that spring from that view.
  - C. The author establishes contrasts between two approaches to a question and then explores their points of agreement.
  - D. The author discusses two theories and the opposed conclusions that follow from them.
  - E. The author reconciles two competing theories for a particular phenomenon
3. The author indicates that Meiklejohn's and Holmes' understanding of free speech is similar in that both:
  - A. believe that free speech ultimately leads to the discovery of truth.
  - B. favour extending the right of speech to those who express extremist doctrines.
  - C. consider that censorship involves the suppression of valuable speech.
  - D. justify free speech by referring to the citizen's right to be informed of all views relevant to public issues.
  - E. are against blindly supporting free speech

### **Passage – 89**

Because it impinges upon so much—from bilingual education, political correctness, and Afro-centred curricula, to affirmative action and feminism—the current discussion on multiculturalism is essential to understanding Western academic culture today. Charles Taylor’s account  
 5 of the development of multiculturalism out of classical liberalism traces it through changing conceptions of what he terms “the politics of recognition.”

Deft as his historical account may be, any analysis of the motivations for multiculturalism solely in terms of “recognition” must remain  
 10 fundamentally incomplete. In his analysis are two central demands for recognition underlying classical liberal thought: the demand for the equal recognition of human dignity, and for recognition and respect of all human beings as independent, self-defining individuals. Multiculturalism, according to Taylor, rejects both of these ideals and their political  
 15 application in an official “difference-blind” law (which focuses on what is the same in us all). Instead, it embraces laws and public institutions that recognize and even foster particularity—that cater to the well-being of specific groups. These two modes of politics, then, both having come to be based on the notion of equal respect, come into conflict.

Taylor acknowledges that it can be viewed as a betrayal of the liberal ideal of equality when the multiculturalist calls for a recognition of difference rather than similarity, and seeks special treatment for certain groups—such as aboriginal hunting privileges or the “distinct society” of Quebec. However, he plausibly argues that to recognize only sameness is  
 20 to fail to recognize much that is necessary for real “recognition”, since we are all cultured individuals with personal histories and community ties. Still, Taylor does not stray far from classical liberalism, insisting that multiculturalism be able to “offer adequate safeguards for fundamental rights.”

The more extreme forms of multiculturalism, which Taylor disavows, commit the crucial error of reducing all ethical and normative standards to mere instruments of power, because in doing so any distinctly moral arguments for these positions become absurd. Though Taylor seems correct to reject this diminution, he’s wrong to think that the “recognition”  
 30 model alone can sufficiently account for the demands made by various minority groups for both the promotion of discrete cultural identities and the transformation of the dominant culture. For what many in these groups desire is much more than mere recognition or approval: it is the power to more effectively and independently control their own destinies.

It’s even become common to disdain the respect or solidarity professed by those in the dominant group in an attempt to consolidate separate cultural identities. How Taylor misses this fact is not clear, since even his favourite example of Quebec’s distinct society presents a case in which the primary function of the demand for recognition is to acquire the power  
 40 necessary for those within to maintain, promote and even enforce their way of life. Taylor understands that the Québécois want more than to merely preserve their culture, or to have others appreciate it. They also want to create a dynamic, autonomous society in which future generations will participate as part of a common project. Unfortunately,

- 50 he does not consider how this fact undercuts the notion of "recognition" as an adequate lens through which to view their project.

1. The author's primary purpose in the passage is to:
  - A. criticize Taylor's definition of liberalism.
  - B. define the concept of multiculturalism.
  - C. defend an account of the historical development of multiculturalism.
  - D. assess the adequacy of a thesis about the nature of multiculturalism.
  - E. praise Taylor's definition of multiculturalism
  
2. The author's two references to the "distinct society" of Quebec are primarily intended to:
  - I. give an example of a multiculturalist demand.
  - II. give an example for which Taylor's analysis is inadequate.
  - III. give an example of a group for which special treatment is sought.
  - A. I only
  - B. III only
  - C. I and II only
  - D. I, II, and III
  - E. None of the above
  
3. Which of the following can most reasonably be inferred from the passage about the author's attitude toward the two classical liberal ideals of equality mentioned in the passage?
  - A. They are adequate for most contexts in which recognition is demanded.
  - B. They do not safeguard fundamental rights for individuals in aboriginal groups.
  - C. They reflect a disguised attempt by a privileged group to maintain its power over other groups.
  - D. They reflect an impoverished conception of the individual person.
  - E. They are vital for the survival of democracy in a country
  
4. In the context of the passage as whole, the statements made in paragraph 3 can best be characterized as which of the following?
  - A. A criticism of an argument is raised, and then shown to be superficial.
  - B. A weakness in an argument is revealed, and then developed.
  - C. An opinion is related, and then a subsequent position is stated.
  - D. A cultural trend is outlined, and then a defense of that trend is given.
  - E. A cultural trend is defined and then criticised severely

### **Passage – 90**

The recognition of exclusive chattels and estate has really harmed and obscured Individualism. It has led Individualism entirely astray. It has made gain, not growth, its aim, so that man has thought that the important thing is to have, and has not come to know that the important thing is to be. The  
 5 true perfection of man lies, not in what man has, but in what man is.

This state has crushed true Individualism, and set up an Individualism that is false. It has debarred one part of the community from being individual by starving them. It has debarred the other part of the community from being individual by putting them on the wrong road and encumbering them.  
 10 Indeed, so completely has man's personality been absorbed by his trinkets and entanglements that the law has always treated offenses against a man's property with far more severity than offenses against his person.

It is clear that no authoritarian socialism will do. For while under the present system a very large number of people can lead lives of a certain  
 15 amount of freedom and expression and happiness, under an industrial barrack system, or a system of economic tyranny, nobody would be able to have any such freedom at all. It is to be regretted that a portion of our community should be practically in slavery, but to propose to solve the problem by enslaving the entire community is childish. Every man must be  
 20 left quite free to choose his own work.

No form of compulsion must be exercised over him. If there is, his work will not be good for him, will not be good in itself, and will not be good for others. I hardly think that any socialist, nowadays, would seriously propose that an inspector should call every morning at each house to see that each  
 25 citizen rose up and did manual labour for eight hours. Humanity has got beyond that stage, and reserves such a form of life for the people whom, in a very arbitrary manner, it chooses to call criminals.

Many of the socialistic views that I have come across seem to me to be tainted with ideas of authority, if not of actual compulsion. Of course,  
 30 authority and compulsion are out of the question. All association must be quite voluntary. It is only in voluntary associations that man is fine. It may be asked how Individualism, which is now more or less dependent on the existence of private property for its development, will benefit by the abolition of such private property. The answer is very simple. It is true that, under  
 35 existing conditions, a few men who have had private means of their own, such as Byron, Shelley, Browning, Victor Hugo, Baudelaire, and others, have been able to realize their personality, more or less completely.

Not one of these men ever did a single day's work for hire. They were relieved from poverty. They had an immense advantage. The question is  
 40 whether it would be for the good of Individualism that such an advantage be taken away. Let us suppose that it is taken away. What happens then to Individualism? How will it benefit? Under the new conditions Individualism will be far freer, far finer, and far more intensified than it is now. I am not talking of the great imaginatively realized Individualism of such poets as I  
 45 have mentioned, but of the great actual Individualism latent and potential in mankind generally.

1. The author of the passage most likely mentions Byron, Shelly, Browning, Hugo, and Baudelaire in an effort to:
  - A. give examples of the harmful effect of money on Individualism and art.
  - B. call attention to the rarity of artistic genius.
  - C. define what is meant by the phrase "realize their personality".
  - D. stress the importance of financial independence
  - E. add credibility to his claims
  
2. Which of the following would the author be most likely to consider an example of "enslaving the entire community"?
  - I. South Africa under apartheid, where rights of citizenship were denied to the Black majority, and granted in full only to the White minority
  - II. Cambodia under the Khmer Rouge, where the urban population was forcibly deported to the countryside to perform agricultural labour
  - III. Sweden under the Social Democrats, where all citizens pay high taxes to support extensive social programs
  - A. I only
  - B. II only
  - C. I and II
  - D. II and III
  - E. I, II and III
  
3. Suppose for a moment that Baudelaire was actually not wealthy, and often had to work to earn money. What relevance would this information have to the arguments posed by the author within the passage?
  - A. It would refute the author's claim that artists require independent wealth to create.
  - B. It would refute the author's claim that poets are people who can realize their own personality.
  - C. It would strengthen the author's claim that the acquisition of wealth leads Individualism astray.
  - D. The central thesis of the passage would remain equally valid.
  - E. It would strongly weaken the main argument made by the author in the passage

### **Passage – 91**

Until the 1970s it was assumed that, despite the very large number of species that appeared during the Cambrian explosion, nearly all fit into the same rather small number of phyla that exist today. Each phylum—a group of organisms with the same basic pattern of organization, such as the radial symmetry of jellyfish and other coelenterates or the segmented structure of worms and other annelids—was seen as evolutionarily stable.

Innumerable individual species have arisen and died out, but development and extinction were assumed to take place within existing phyla; the elimination of entire phyla was thought to be extremely rare. A diverse group of marine fossils, known collectively as the Problematica, present difficulties for this interpretation. They show patterns of organization so bizarre that it is hard to fit any of them into present-day phyla. They include the banana-shaped Tullimonstrum and the spiked, spiny Hallucigenia, creatures whose very names reflect the classifier's discomfort.

The "Ediacaran fauna," which respired, absorbed nutrients, and eliminated wastes directly through their external surfaces, are also included among the Problematica. There was an approach taken by only a few modern multicelled creatures (such as tapeworms) that are otherwise totally unlike them. Several theorists have argued that the Problematica are not just hard to classify—they are evidence that the conventional view of the Cambrian explosion is wrong. They contend that the Cambrian explosion represented the simultaneous appearance of a much larger number of animal phyla than exists today. Each was a separate "experiment" in basic body design, and the Cambrian seas teemed with many different phyla, or basic body plans, each represented by only a few species.

Today, the number of phyla has fallen drastically, but each surviving phylum contains a much larger number of species. The Problematica, then, were not unsuccessful variants within present-day phyla; each represented a distinct phylum in its own right. Revisionists contend that the selection process eliminated not only particular unfavourable traits, but entire body plans and approaches to survival. The Ediacaran fauna, for example, represented a particular structural solution to the basic problems of gas and fluid exchange with the environment.

This approach to body engineering was discarded at the same time as the Ediacaran fauna themselves were wiped out; given the improbability of duplicating an entire body plan through chance mutation, it was unlikely that this particular approach would ever be tried again.

Revisionists and conventional theorists agree that modern marine species are products of natural selection. Up until 30 years ago, the pattern of early marine animal evolution seemed to be well established. Most present-day marine animal phyla had appeared during the "Cambrian explosion," an extraordinary burgeoning of multicellular life in the warm seas of the Cambrian period, between 570 and 500 million years ago.



1. The description by the author in the third paragraph of how the Ediacaran fauna carried out respiration, absorption, and excretion tends to support the view that the Ediacaran fauna:
  - A. were probably not members of any present-day phylum.
  - B. had physiological processes different from those of any other known organisms.
  - C. could not absorb or excrete fluids.
  - D. were members of the same phylum as Tullimonstrum.
  - E. were not much dissimilar from other existing fauna
  
2. The passage implies that conventional and revisionist theorists disagree about all of the following EXCEPT:
  - A. the accuracy of the conventional view of early marine evolution.
  - B. the probable number of marine animal phyla during the Cambrian period.
  - C. the likelihood of entire phyla becoming extinct.
  - D. the applicability of the theory of natural selection to the Cambrian period.
  - E. the number of species within individual phyla
  
3. According to the passage, the Problematica are difficult to classify because:
  - I. some had unusual shapes.
  - II. some of them functioned physiologically differently from modern organisms.
  - III. they became extinct at the end of the Cambrian period.
  - A. I only
  - B. II only
  - C. I and II only
  - D. I and III only
  - E. I, II and III

## Passage – 92

In general, the impossible must be justified by reference to artistic requirements, or to the higher reality, or to received opinion. With respect to the requirements of art, a probable impossibility is to be preferred to a thing improbable and yet possible. And by extrapolation, it goes without  
 5 saying that the improbable impossibility makes for a not too enticing option while the probable possibility will not even be discussed here as it, by its very nature, tends towards the mundane.

The poet being an imitator, like a painter or any other artist, must of necessity imitate one of three objects – things as they were or are, in the  
 10 past – be it ancient or near – and in the present – as he observes those things around him or those things that are observed by others contemporary to him; things as they are said or thought to be, be they products of philosophical discourse, a study in divinity, or the mythos of a people; or things as they ought to be as often expressed in laments for  
 15 the state of affairs in a society. The vehicle of expression is language – either current terms or, it may be, rare words or metaphors. There are also many modifications of language which we concede to the poets. Add to this that the standard of correctness is not the same in poetry and politics, any more than in poetry and any other art.

Within the art of poetry itself there are two kinds of faults – those  
 20 which touch its essence, and those which are of the cause of a lack of advertence. If a poet has chosen to imitate something, but has fallen short through want of capacity, the error is inherent in the poetry. But if the failure is due to a wrong choice – if he has represented a horse as  
 25 throwing out both his off legs at once, or introduces technical inaccuracies in medicine, for example, or in any other art – the error is not essential to the poetry. These are the points of view from which we should consider and answer the objections raised by the critics.

As to matters which concern the poet's own art. If he describes the  
 30 impossible, he is guilty of an error; but the error may be justified, if the end of the art be thereby attained – if, that is, the effect of this or any other part of the poem is thus rendered more striking. If, however, the end might have been as well, or better, attained without violating the special rules of the poetic art, the error is not justified, for every kind of  
 35 error should, if possible, be avoided. Again, does the error touch the essentials of the poetic art, or some accident of it? For example, not to know that a hind has no horns is a less serious matter than to paint it inartistically.

Further, if it be objected that the description is not true to fact, the  
 40 poet may perhaps reply – "But the objects are as they ought to be": just as Sophocles said that he drew men as they ought to be; Euripides, as they are. In this way the objection may be met. If, however, the representation is of neither kind, the poet may answer – "This is how men say the thing is." This applies to tales about the gods. It may well be that  
 45 these stories are not higher than fact nor yet true to fact. But anyhow, "this is what is said." Again, a description may be no better than the fact.

1. Assuming that the poet's artistic goals are achieved, the passage implies that which of the following would NOT be an example of a justifiable error?
  - A. Describing a lioness as a hunter in a metaphor for the behaviour of predatory government officials
  - B. Using awkward language to create an analogy between a ruler's hand as a symbol of authority and a city's capitol as a symbol of power
  - C. Creating anachronistic errors by mentioning inappropriate historical or contemporary events
  - D. Representing human characters as improbably courageous or strong
  - E. Comparing soldiers with ancient Greek warriors who could not be killed
  
2. The author brings up the ancient Greek poets Sophocles and Euripides to make a point within the passage. According to the information cited in the passage, they differ from each other in that:
  - A. Euripides' characters provide ideal models of human behaviour.
  - B. Sophocles portrays people as common public opinion supposed them to be.
  - C. the characters in Sophocles' work are meant to inspire improved human behaviour and actions.
  - D. humans are unfavourably described by Euripides in order to show detrimental behaviour to avoid.
  - E. one of them makes a much greater use of metaphors than the other
  
3. The author's argument that the poet is "an imitator, like a painter or any other artist" suggests that the author would be most likely to agree with which of the following statements?
  - A. Different types of creative or aesthetic talent have different means of representation.
  - B. Creating text and chiselling marble are similar forms of representation.
  - C. The visual arts are superior to the rhetorical arts.
  - D. The forms of imitation found in poetry are inefficient.
  - E. Painting is easier than writing poems

### **Passage – 93**

Some writers have so confounded society with government, as to leave little or no distinction between them, whereas they are not only entirely different, but have different origins. Society is a blessing brought forth naturally by our wants, uniting our affections and promoting our happiness.

- 5 Government is a necessary evil originating from the need to restrain our vices.

Suppose a small number of persons represent the first peopling of any country, or of the world. In this state of natural liberty, a thousand motives will excite them to society: the strength of one is so unequal to his wants,  
10 and his mind so unfitted for perpetual solitude, that he is soon obliged to seek assistance and relief from another, who in turn requires the same. Considering the slavish times in which it developed, the form of government known as "constitutional monarchy" is granted to have been a noble creation. When the world was overrun with tyranny, the least remove  
15 therefrom was a glorious rescue. However, government, if unchecked, evolves over time to a form so complex that a nation may suffer for years without being able to discover in which part the fault lies; and every political physician will advise a different medicine.

Four or five united in a society would be able to raise a dwelling, but  
20 one might labour out the period of life without accomplishing anything. Disease or misfortune could soon reduce an individual to a state in which he could easily perish. As time passes, however, in proportion as they surmount their early difficulties, the people will inevitably relax in their duty and attachment to each other; and this laxity will point out the necessity  
25 for each to surrender a part of his property in order to establish some form of government to protect the rest. Here then is the origin of government: the inability of moral virtue to govern the world; here, too, is the design and end of government: freedom and security.

And it unanswerably follows that whatever form of government which  
30 appears most likely to ensure the protection which constitutes government's essential purpose, with the least expense, is preferable to all others. As the community expands, public concerns will increase and the distance at which the members are separated may render it inconvenient for all to meet on every occasion. Thus the members may consent to leave  
35 the legislative part to be managed by a number of chosen representatives, who are supposed to have the same concerns as those who appointed them, and who will act in the same manner as the whole would, if present.

That the interest of every part of the colony may be attended to, the whole may be divided into convenient parts, each part sending its proper number.  
40 And so that there be assured a common interest with every part of the community, on which the strength of government depends, prudence will point to the need for frequent elections, thereby assuring that the elected return and mix often with the community.

1. As evidenced by the arguments posed by the author in each paragraph, the primary purpose of the passage is to:
  - A. chronicle the development of a particular form of government.
  - B. advocate a simple form of representative government.
  - C. contrast society and government.
  - D. distinguish representative government from constitutional monarchy.
  - E. criticise all forms of government as an unnecessary burden on people
  
2. The author concluded in the passage that the essential purpose of government is protection of property. In doing so the author assumes that:
  - I. there actually existed a time in which the disparity between an individual's needs and wants motivated cooperation, and not transgressions against property.
  - II. the part of property surrendered to establish some form of government is less than that which would be lost if it were left unprotected.
  - III. the moral laxity resulting from reduction in hardship results in acts against property, rather than failure to assist those experiencing disease or misfortune.
  - A. I, II, and III
  - B. II and III only
  - C. I and II only
  - D. I and III only
  - E. II only
  
3. It can be inferred from the passage that its author would most probably respond to the view that the resources of government should be employed to relieve the effects of poverty by stating that:
  - A. since the strength of an individual must be recognized to, at times, be unequal to his needs, it is natural for government, once it has evolved, to perform such functions.
  - B. these activities should be performed by individuals or associations outside of government.
  - C. since poverty is correlated with crime against property, government must perform these functions if non-governmental efforts are not fully effective.
  - D. this should be decided by the representatives elected by the people as a whole.
  - E. relieving poverty would be impossible unless efforts were taken to reduce illiteracy

4. A contemporary of the author wrote: "Government is a contrivance of human wisdom to provide for human wants. Men have a right that these wants should be provided for by this wisdom." Based on this quotation and the passage, it can be inferred that the two authors would probably agree with respect to:
- A. what constitutes the essential purpose of the government.
  - B. whether government is justified because it is necessary or because it is beneficial.
  - C. whether the best form of government is the simplest.
  - D. whether certain rights of an individual should be recognized in relation to the state.
  - E. whether dictatorship is better or democracy

### Passage – 94

Frailty of understanding is in itself no proper target for scorn and mockery. But the unintelligent forfeit their claim to compassion when they begin to indulge in self-complacent airs, and to call themselves sane critics, meaning that they are mechanics. And when, relying upon their numbers,  
 5 they pass from self-complacency to insolence, and reprove their betters for using the brains which God has not denied them, they dry up the fount of pity.

If a hale man walks along the street upon two sound legs, he is not liable to be chased by crowds of cripples vociferating 'Go home and fetch  
 10 your crutch.' If a reasoning man edits a classic rationally, he is. What a critic is, and what advantage he has over those who are not critics, can easily be shown by one example. Cicero's oration *pro rege Deiotaro* was edited between 1830 and 1840 by Klotz, Soldan, and Benecke. The best MS then known was the Erfurtensis, and all three editors pounced on this  
 15 authority and clung to it, believing themselves safe. In 1841, Madvig, maintaining reason against superstition in Cicero's text as I now maintain it in Juvenal's, impugned 17 readings adopted from the Erfurtensis by these editors, and upheld the readings of inferior MSS. We now possess MSS still better than the Erfurtensis, and in 12 of the 17 places they contradict it;  
 20 they confirm the inferior MSS and the superior critic.

But there are editors destitute of this discriminating faculty, so destitute that they cannot even conceive it to exist; and these are entangled in a task for which nature has neglected to equip them. What are they now to do? Set to and try to learn their trade? That is forbidden by sloth. Stand  
 25 back and leave room for their superiors? That is forbidden by vanity. They must have a rule, a machine to do their thinking for them. If the rule is true, so much the better; if false, that cannot be helped: but one thing is necessary, a rule. A hundred years ago it was their rule to count the MSS and trust the majority. But this pillow was snatched from under them by  
 30 the great critics of the 19<sup>th</sup> century, and the truth that MSS must be weighed, not counted, is now too widely known to be ignored.

The sluggard has lost his pillow, but he has kept his nature, and must needs find something else to loll on; so he fabricates, to suit the change of season, his precious precept of following one MS wherever possible.  
 35 Engendered by infirmity and designed for comfort, no wonder if it misses the truth at which it was never aimed. Its aim was purely humanitarian: to rescue incompetent editors alike from the toil of editing and from the shame of acknowledging that they cannot edit.

1. The author's discussion takes the reader to the topic of the Erfurtensis MS in paragraph two. The example of this manuscript is relevant to the claim that:
  - A. the Erfurtensis MS is not very reliable.
  - B. no single MS can be assumed to be always right.
  - C. Madvig was a lazy editor.
  - D. MSS must be weighed, not counted.
  - E. every MS is either right or wrong
  
2. According to the various arguments put forth by the author of the passage, which of the following are true about the editing of classics?
  - I. It has not been undertaken in the case of Cicero.
  - II. It is sometimes undertaken by people who are unable to do it correctly.
  - III. There were important advances in the field during the 19<sup>th</sup> century.
  - A. I and II only
  - B. II and III only
  - C. I and III only
  - D. I, II and III
  - E. None of the above
  
3. Suppose that the author is present at a panel discussion on the topic of this passage where all of the following statements are made by other panellists. According to the arguments he has put forth in the text, the author is LEAST likely to agree with which of the following statements?
  - A. It should not be assumed that the majority of the MSS of a classical text are correct.
  - B. Madvig was a better editor than Klotz, Soldan, or Benecke.
  - C. It is a mistake to think that one MS of a particular text is better than another.
  - D. There is no simple rule for editing that eliminates the need for critical discrimination.
  - E. The Erfurtensis was one of the best known MS in the period 1830-1840
  
4. In spite of what may or may not appear in the first paragraphs of the passage, the bulk of the passage is devoted to showing:
  - A. that incompetent editors have developed methods for avoiding the difficulties of responsible editing.
  - B. that the Erfurtensis MS is no longer considered the best MS of Cicero's *pro rege Deiotaro*.
  - C. that it was discovered in the nineteenth century that MSS must be weighed, not merely counted.
  - D. that Cicero was editing more often during the 1830s than during any other decade.
  - E. that responsible editing has become an extinct concept



### **Passage – 95**

Should the soft spring breath of kindly appreciation warm the current chilly atmosphere, flowers of greater luxuriance and beauty would soon blossom forth, to beautify and enrich our literature. If these anticipations are not realized, it will not be because there is anything in our country that is  
 5 uncongenial to poetry. If we are deprived of many of the advantages of older countries, our youthful country provides ample compensation not only in the ways in which nature unveils her most majestic forms to exalt and inspire, but also in our unshackled freedom of thought and broad spheres of action. Despite the unpropitious circumstances that exist, some true  
 10 poetry has been written in our country, and represents an earnest of better things for the future and basis to hope that it will not always be winter with our native poetry.

Whenever things are discovered that are new, in the records of creation, in the relations of phenomenon, in the mind's operations, or in  
 15 forms of thought and imagery, some record in the finer forms of literature will always be demanded. There is probably no country in the world, making equal pretensions to natural intelligence and progress in education, where the claims of native literature are so little felt, and where every effort in poetry has been met with so much coldness and indifference, as in  
 20 ours.

The common method of accounting for this, by the fact almost everyone is engaged in the pursuit of the necessities of life, and that few possess the wealth and leisure necessary to enable devotion of time or thought to the study of poetry and kindred subjects, is by no means satisfactory. This  
 25 state of things is doubtless unfavourable to the growth of poetry; but there are other causes less palpable, which exert a more subtle but still powerful antagonism. Nothing so seriously militates against the growth of our native poetry as the false conceptions that prevail respecting the nature of poetry.

Stemming either from a natural incapacity for appreciating the truths  
 30 which find their highest embodiment in poetry or from familiarity only with more widely available, but lower forms, such notions conceive of poetry as fanciful, contrived, contrary to reason, or lacking the justification of any claim to practical utility. These attitudes, which admittedly may have some origin in the imperfection that even the most partial must confess to finding  
 35 in our native poetry, nevertheless also can have the effect of discouraging native writers of undoubted genius from the sustained application to their craft that is essential to artistic excellence.

Poetry, like Truth, will unveil her beauty and dispense her honours only to those who love her with a deep and reverential affection. There are  
 40 many who are not gifted with the power of giving expression to the deeper sensibilities who nevertheless experience them throbbing in their hearts. To them poetry appeals. But where this tongue-less poetry of the heart has no existence, or exists in a very feeble degree, the conditions for appreciating poetic excellence are wanting. Let no one, therefore, speak of disregard for  
 45 poetry as if it indicated superiority.

Rather, it is an imperfection to be endured as a misfortune. Despite prevailing misconceptions, there always remain at least a few who

50 appreciate fine literature. Why do these not provide sufficient nourishment for our native artists? Here, we must acknowledge the difficulty that so many of us, as emigrants from the Old Country, cling to memories of the lands we have left, and that this throws a charm around literary efforts originating in our former home, and it is indisputable that the productions of our young country suffer by comparison.

1. In the passage, the author makes various inferences regarding the country being written of. Which of the following inferences about the country is LEAST supported by evidence from the passage?
  - A. It was recently settled by immigrants.
  - B. It possesses unspoiled beauty.
  - C. It lacks a system of higher education.
  - D. It is characterized by a relatively low standard of living.
  - E. Most of the people are from low income groups
  
2. The passage asserts that which of the following are reasons for the indifference toward native poetry that the author finds in his country?
  - I. There has been insufficient edification of most of the population.
  - II. The highest achievements of native poets do not rise to the level achieved by poets of the immigrants' homeland.
  - III. Nostalgic feelings orient readers toward the literature of their former home.
  - A. I and II only
  - B. II and III only
  - C. I and III only
  - D. I, II, and III
  - E. None of the above
  
3. Which of the following statements, made by poets about the creative process, is closest to the opinions expressed in the passage about what constitutes "true" poetry?
  - A. "Like a piece of ice on a hot stove the poem must ride on its own melting. A poem may be worked over once it is in being, but may not be worried into being."
  - B. "My method is simple: not to bother about poetry. It must come of its own accord. Merely whispering its name drives it away."
  - C. "If there's room for poets in this world . . . their sole work is to represent the age, their own age, not Charlemagne's."
  - D. "The only way of expressing emotion in the form of art is by finding an "objective correlative"; in other words, a set of objects, a situation, a chain of events which shall be the formula of that particular emotion; such that when the external facts, which must terminate in sensory experience, are given, the emotion is immediately evoked."
  - E. None of the above

### **Passage – 96**

With equal justice, the council of Pisa deposed the popes of Rome and Avignon; the conclave was unanimous in the choice of Alexander V, and his vacant seat was soon filled by a similar election of John XXIII, the most profligate of mankind. But instead of extinguishing the schism, the  
 5 rashness of the French and Italians had given a third pretender to the chair of St. Peter.

Such new claims of the synod and conclave were disputed: three kings, of Germany, Hungary, and Naples, adhered to the cause of Gregory XII, and Benedict XIII, himself a Spaniard, was acknowledged by the devotion  
 10 and patriotism of that powerful nation. The rash proceedings of Pisa were corrected by the council of Constance; the emperor Sigismond acted a conspicuous part as the advocate or protector of the Catholic church; and the number and weight of civil and ecclesiastical members might seem to constitute the states-general of Europe. Of the three popes, John XXIII was  
 15 the first victim: he fled and was brought back a prisoner: the most scandalous charges were suppressed; the vicar of Christ was only accused of piracy, murder, rape, sodomy, and incest; and after subscribing his own condemnation, he expiated in prison the imprudence of trusting his person to a free city beyond the Alps.

Gregory XII, whose obedience was reduced to the narrow precincts of Rimini, descended with more honour from the throne; and his ambassador convened the session, in which he renounced the title and authority of lawful pope. To vanquish the obstinacy of Benedict XIII and his adherents, the emperor in person undertook a journey from Constance to Perpignan.  
 20 The kings of Castile, Arragon, Navarre, and Scotland, obtained an equal and honourable treaty; with the concurrence of the Spaniards, Benedict was deposed by the council.

The harmless old man was left in a solitary castle to excommunicate twice each day the rebel kingdoms which had deserted his cause and the  
 30 synod of Constance proceeded with slow and cautious steps to elect the sovereign of Rome and the head of the church. On this momentous occasion, the college of twenty-three cardinals was fortified with thirty deputies, six of whom were chosen in each of the five great nations of Christendom, – the Italian, the German, the French, the Spanish, and the  
 35 English: the interference of strangers was softened by their generous preference of an Italian and a Roman, and the hereditary, as well as personal, merit of Otho Colonna recommended him to the conclave. Rome accepted with joy and obedience the noblest of her sons; the ecclesiastical state was defended by his powerful family; and the elevation of Martin V is  
 40 the era of the restoration and establishment of the popes in the Vatican.

1. For what purpose does the author distinguish between “the most scandalous charges” against John XXIII, and the charges of which he was actually accused?
  - A. To demonstrate the leniency of the Council of Constance
  - B. To suggest how serious the suppressed charges must have been
  - C. To give an example of John XXIII’s political influence
  - D. To show the importance of electing an Italian to the papacy
  - E. To demonstrate the frivolous nature of the actual charges
  
2. Reflecting on the various points brought up by the author in the passage, how did the Spanish contribute to the resolution of the division within the Catholic Church?
  - A. They encouraged the cardinals to revolt, and they deposed the two reigning popes.
  - B. They opposed the French and Italians, and they supported Benedict XIII.
  - C. They protected the Catholic Church, and they prosecuted John XXIII.
  - D. They agreed to the deposal of Benedict XIII, and they helped to elect Martin V.
  - E. They encouraged the French to attack Spain
  
3. It can be inferred that the author would agree with which of the following statements about Benedict XIII, Gregory XII, and John XXIII?
  - A. Benedict XIII was the best of the three.
  - B. Gregory XII was the best of the three.
  - C. None of the three deserved to be pope.
  - D. John XXIII had the best claim to having been legitimately elected.
  - E. At least one of these was a deserving candidate for papacy

### Passage – 97

The best-known platonic depiction of tyranny appears in *Republic*, where the tyrant is beastly, subject to base and unnecessary appetites: power, vainglory, luxury, lust, and gluttony. To the extent that passions control him—a decidedly male figure—the tyrant is a sort of slave, who depends on  
 5 both taxation to support him and his “drink-mates...and...mistresses,” as well as bodyguards to protect him from assassins and other “worthless creatures” who proliferate under tyrannical rule.

An argument recently propounded by the historian of philosophy Matteo Giovannini threatens to unsettle this widely held view of the platonic tyrant  
 10 as a brutish slave. According to Giovannini, the traditional view, while sound as far as it goes, is incomplete in that it ignores insights into the tyrannical character that are offered by Plato in the earlier and more obscure dialogue, *Lysis*.

If the ancient Greeks first inspired the ideological commitment to  
 15 democracy that gripped Western thought especially during and after the Enlightenment, the Greek philosophers contributed to this development less by their embrace of the democratic principle than by their rejection of tyranny. In Aristotle’s schema, tyranny is the most perverse of six types of government; Plato designated five types, with tyranny the least desirable,  
 20 followed by democracy. Yet less clear than Plato’s disregard for the tyrannical character is his sense of its basic constitution.

Giovannini’s account purports to complicate the one-dimensional view of tyranny associated with *Republic*. But this account, while ingenious and provocative, is not beyond question. Most significantly, Giovannini appears  
 25 not to have anticipated an obvious objection to his research design. While *Lysis* first appeared during Plato’s formative period of aporetic dialogues in which the principal interlocutors frequently pose questions but rarely provide lasting answers, *Republic* dates from a later, more mature period in the development of Plato’s thought, when conclusions are more frequent  
 30 and less concealed. If Plato intended the conception of tyranny that appears in *Republic* to be somehow bound up in a paradox with the conception of tyranny in *Lysis*, he would presumably have hinted as much. Absent such indications, the danger is heightened that Giovannini may have invented, rather than discovered, subtle interconnections in Plato’s  
 35 thought.

According to Giovannini, *Lysis* forms a counterpoint to *Republic* by depicting a tyrant whose status derives, not from his slavish dependency, but from his utter self-sufficiency; he is complete, or (to use the language of the ancient philosophers) perfect. For such a figure, friendship—for many  
 40 of the Greek philosophers, the foundation of healthy political community—is ultimately impossible, because “the one who is perfect does not depend on the many who are imperfect, but the many who are imperfect depend on the one who is perfect.” In short, Giovannini argues, the tyranny found in *Lysis* is the wake of a doomed union between the needy masses and the  
 45 singular, complete one. Viewed in the double light of *Republic* and *Lysis*, the platonic tyrant depicted by Giovannini is a paradoxical figure: here a slave; there the epitome of wholeness.

1. The author makes a few different points throughout the passage. In paragraph 4, the author is primarily concerned with:
  - A. providing a richer alternative to the one-dimensional view of tyranny furnished in *Republic*.
  - B. establishing a relationship between the content of platonic dialogues and the order in which they first appeared.
  - C. dismissing Giovannini's findings on the grounds that they are more imagined than real.
  - D. supplying an overall assessment of Giovannini's argument about the platonic conception of tyranny.
  - E. mildly criticising Giovannini's findings but also indirectly supporting them
  
2. According to the information put forth by the author in the passage, what does Giovannini suggest about tyrannical regimes as depicted in *Lysis*?
  - A. They fulfil the brutish desires of the tyrant.
  - B. They are typically incompatible with the political community.
  - C. They result from a severe imbalance in the relationship between the ruler and the ruled.
  - D. They promote strength and self-reliance among the general populace.
  - E. They are an anomaly in the otherwise benevolent regimes of other rulers
  
3. Suppose conclusive evidence emerged that, in order to shield his audience from confusion, Plato on occasion intentionally avoided revealing complex or seemingly contradictory conclusions in his dialogues. What relevance would this information have to the passage?
  - A. It would weaken Giovannini's claim that the platonic tyrant is a paradoxical figure.
  - B. It would verify the author's assertion that *Republic* provides a reasonable but only partial depiction of Plato's conception of the tyrannical character.
  - C. It would weaken the author's major criticism of Giovannini's research.
  - D. It would weaken the author's assessment of Giovannini's work as ingenious and provocative
  - E. It would have no impact on the claims made in the passage

### Passage – 98

It is still an open question precisely how Hobbes conceptualized the state of nature; neither he nor his interpreters have been completely clear. Hobbes offers three scenarios. In *De Cive*, the state of nature is an empirical physical location in which war "is perpetuated in its own nature....They of America are examples hereof." In *Leviathan*, Hobbes appears to conceive of the state of nature as a facet of personality, accessible through introspection or intuition: "*Nosce teipsum*, read thyself...whosoever looketh into himself...shall thereby read and know what are the thoughts and passions of all other men."

10 In *De Corpore*, Hobbes suggests that principles of human nature can be derived by ratiocination from "the first part of philosophy, namely, geometry and physics." Among Hobbes scholars consensus lacks regarding how, and indeed whether, these scenarios reconcile. Conclusions seem to change sometimes within a single tract. Within the space of two lines in  
15 Konstantin's influential *Leviathan Logic*, the state of nature changes from a mere "act of imagination" into a far more ambitious "ideal conception." (What is more, Konstantin's assertion that the state of nature could never be empirically observed contradicts Hobbes's own reference to "they of America.") LaJoie calls the state of nature a creation of logic, not history,  
20 while for Saccente the state of nature is a "thought-experiment" designed not to chronicle the essential condition of humankind, but to illuminate it.

It has long been a commonplace idea that a state of nature is the conceptual starting point of Hobbesian political thought. A war in which "every man is Enemy to every man" chiefly characterizes this state in  
25 which, because of limited resources and the absence of any *summum bonum* to fortify a moral order, anarchy rules and life is never without want and fear. Even scholars who offer otherwise contrasting readings of Hobbes agree that its foundation is the state of nature. For LaJoie, Hobbes's state of nature "sets in motion the dominoes of deduction" from which ultimately  
30 issue the politics proper. Saccente cautions against framing Hobbes's thought within an "architectural analogue according to which the state of nature is the foundation of a structure and civil philosophy is its roof," yet she too maintains that for Hobbes "civil philosophy begins with knowledge of human nature." Hobbes presents no exception to the rule that at the  
35 outset, every social theorist, whatever else he or she argues, of necessity makes fundamental and seminal assumptions concerning human nature.

To the extent that it involves a politics—what Hobbes calls civil philosophy—built on a philosophy of human nature, Hobbes's thought constitutes a system in which the problems of political life in civil society  
40 are intertwined with the basic nature of the human condition. By this view, humankind exists in a universe the entire content of which is no more or less than matter and motion. A strict, raw, nominalist materialism circumscribes reality in this billiard-ball world of efficient causes, which manifest in personality as the passions that drive behaviour.

45 What is usually termed 'will' is unreal, nothing more than the final derivative of appetite or aversion. To understand the operation of these passions in human behaviour, we are invited by Hobbes to explore a setting in which nothing impedes people's acting on appetites and aversions. This

50 setting is, of course, the state of nature. In addition to the absence in this  
 state of any positive law, there is also no natural law in the scholastic sense  
 of providentially-prescribed rational commands of right conduct for  
 everyone. 'Good' is radically individual and utilitarian; it is always and only  
 55 that to which appetite or aversion drives a person. Possessed of a natural  
 liberty to compete for limited resources and to win what security they can  
 by whatever means they choose, actors in the natural state vie, according  
 to the famous phrase, for "Power after power, that ceaseth only on Death."

1. Of all of the following, which is NOT addressed by the author in the passage?

- A. The relationship between physics and human nature
- B. Hobbes's basic conception of the nature of universe
- C. The role of self-reflection in relation to the principles of human nature
- D. The requirements for emergence from the state of nature into civil society
- E. Hobbes's definition of 'will'

2. Which of the following best characterizes the claim that "every social theorist, whatever else he or she argues, of necessity makes fundamental and seminal assumptions concerning human nature?"

- A. It supports a viewpoint regarded by the author as widespread but groundless.
- B. It is at odds with the subsequent claim that Hobbes's conception of the state of nature is an open question.
- C. It broadens the scope of a claim with which the author agrees.
- D. It demonstrates the systemic character of Hobbesian thought.
- E. It narrows the views of the author about a particular claim

3. According to the author, which of the following would be most analogous to conditions in the state of nature?

- A. In a nuclear family, parents allow children to share in decision-making as the children develop a capacity to communicate increasingly thoughtful opinions.
- B. In warfare, belligerents adhere to principles such as proportionality, non-combatant immunity, and other norms of the "just war" principle.
- C. In international politics, sovereign states pursue their individual interests without reference to an overarching authority whose laws are backed by the threat of coercive force.
- D. In a crime-ridden neighbourhood, a paroled criminal burgles homes and businesses despite the emergence of a vigilante group of hostile neighbourhood residents convinced that police are incapable of capturing the criminal.
- E. In a classroom one student is punished severely for not having completed his homework while another is pardoned for the same



### **Passage – 99**

Never accept anything as true that you do not clearly know to be so; that is, carefully avoid jumping to conclusions, and include nothing in judgments, other than what presents itself so clearly and distinctly to the spirit that you would never have any occasion to doubt it. Then, divide each  
 5 of the difficulties being examined into as many parts as can be created and would be required to better resolve them. Order your thoughts, by starting with the simplest ideas, which are the easiest to comprehend, to advance little by little, by degrees, up to the most complex ideas, even believing that an order exists among those which do not naturally follow one  
 10 another. And last, always make deductions so complete, and reviews so general, so as to be assured of omitting nothing.

When I was younger, I had studied a bit—in the field of philosophy, logic, and in the field of math, geometric analysis and algebra—the three arts or sciences that seemed as though they should contribute something  
 15 to my methodological approach.

But while examining these fields, I noticed that, in logic, syllogisms and the bulk of other logical theorems serve only to explain to others the things that one already knows, or even to speak without judgment of things that one doesn't know, rather than to teach others anything; and, although logic  
 20 contains, in effect, many true and just precepts, there are yet among these so many others mixed in, which are superfluous or refutable, that it is almost sickening to separate one from the other.

As for geometric analysis and modern algebra, in addition to the fact that they don't treat anything except abstract ideas, which seem to be of  
 25 no use whatsoever, geometry is always so restricted to the consideration of figures that it can't stretch the intellect without exhausting the imagination; and algebra subjects one to certain rules and numbers, so that it has become a confused and obscure art that troubles the spirit rather than a science that cultivates it.

30 All of this made me think that it was necessary to look for some other methodological approach which, comprising the advantages of these three, was at the same time exempt from their defaults. And, just as the multitude of laws often provides rationalization for vice, such that any State is better ruled if, having but a few vices, it closely monitors them, thus  
 35 likewise, instead of following the great number of precepts which compose logic, I thought that I would have enough with the four preceding, as long as I made a firm and constant resolution never – not even once – to neglect my adherence to them.

1. According to the passage, the author gave up the study of logic. He did so for all of the following reasons EXCEPT:
  - A. he did not gain sufficient knowledge to impart his learning to others.
  - B. he was unable to separate valid logical theories from those which seemed invalid.
  - C. he could not understand the rational methodology upon which logic is based.
  - D. he did not learn anything new from his philosophical and analytical studies.
  - E. he found it very difficult to distinguish between accurate and superfluous precepts
  
2. According to the passage, which of the following statements are true about geometry?
  - I. Geometric analysis is not useful for a logical methodology.
  - II. Geometry focuses too narrowly on shapes and lines.
  - III. Geometry is largely visual, so comprehension requires both intellect and imagination.
  - A. II only
  - B. I and II
  - C. I, II, and III
  - D. III only
  - E. None of the above
  
3. The author would be LEAST likely to agree with which of the following statements?
  - A. Logic is an inappropriate field of research for young scholars.
  - B. A scholar should always treat the subject of his or her study in its entirety.
  - C. Orderly study is based on the principle that a whole is the sum of its parts.
  - D. Teaching is one of the motivations for studying abstract ideas and theories.
  - E. Geometric analysis almost entirely concerns itself with the treatment of abstract ideas

**ANSWERS**  
**&**  
**EXPLANATIONS**

### **PASSAGE 1**

**Topic and Scope** - The author discusses approaches to dealing with the problem of the negative effects of surrounding land on national parks.

**Mapping the Passage:**

¶1 describes a problem facing national parks: negative effects from the land surrounding them.

¶2 describes one approach to dealing with the problem: federal legislation, which failed.

¶3 and 4 describe a second approach: giving power to states to cooperate with adjacent national parks, and describe the problems with it.

¶5 argues that state participation must be tied to federal regulations.

¶6 argues that any solution requires a national response with elements of local participation.

1) If you have mapped the passage correctly you will notice that most of the passage discusses the different approaches that can be taken to solve the problem of degradation of national parks. C matches best with this.

(A): Though this is mentioned in the passage it is too specific a choice for a main purpose question. The passage does much more than just this.

(B): there is no one particular 'plan of action' that is mentioned in the passage but several different ones

**(C): the Correct Answer**

(D): again mentioned in the passage but too specific to be the answer

(E): Since the passage starts with these lines, it might lead some students to think that this is the main idea of the passage. However on reading further through the passage it becomes clear that the scope of the passage is broader as it also discusses approaches to solving this problem.

2) An Inference question, this one requires students to find that one option which can logically follow from the information in the passage without making any extreme assumptions. Only (C) has support in the passage. The claim is originally made in lines 17-20, and ¶s 4 and 5 offer support.

(A): Out of Scope. The Act only gives the right to manage *within* the park, the part about 'not to overrule state government policy' is not mentioned in the passage.

(B): Out of Scope. This claim is never made in the passage.

**(C): The Correct Answer**

(D): Extreme answer. ¶3 suggests that local politicians want a greater say in national parks, but this doesn't mean that they want total control.

(E): The passage states the opposite in Para 4.

- 3) Go back to the lines before and after the phrase to judge its meaning in context. The phrase refers back to the damage mentioned in ¶1, and is expanded on in the lines below. The author believes that the damage outside park boundaries is supported by state governments, as is argued in ¶s3 and 4. (B) summarizes the nature of the "external degradation."

(A): Out of Scope. Not only does (A) not touch on the meaning of the phrase, but it makes no sense: if the House is willing to address environmental issues, why would parks be threatened?

**(B): The Correct Answer**

(C): Out of Scope. The interest of local politicians in park management is mentioned in ¶3. However, there's no sense from this that the politicians are threatening the parks; rather, they would be more interested in preserving them since the local economies depend on them.

(D): Out of Scope. While the author thinks that the Act leaves some gaps that need to be filled, there's no suggestion that it's directly threatening the parks.

(E): Local support comes in the last paragraph and is clearly not what the author implies by 'external degradation'

- 4) The "according to the passage..." start to the question tips you off to look for a detail within the passage. Where is the scenario in the question mentioned? Go to the last paragraph, which discusses a combination of national and local responses. It argues that this cooperation is necessary in order to "protect park wildlife." If this cooperation doesn't occur then, wildlife would presumably be harmed. (D) rewards the careful reading.

(A): Out of Scope. The author never mentions any actual shrinking of national parks, only the danger to the existing land.

(B): Out of Scope. The author argues that the federal government already owns most of the land around national parks, and doesn't suggest anywhere that it will own more without cooperation.

(C): Out of Scope. The author never makes this argument in the passage either.

**(D): The Correct Answer**

(E): Too specific. There is no direct connection between environmental cooperation and timber harvesting activities

## PASSAGE 2

**Topic and Scope** - The author discusses the early years of the railroad and its connection to the American character of the time.

### **Mapping the Passage:**

¶1 describes the opinions of one railroad promoter (Poor), who tied the railroad to the progressive nature of American character.

¶2 describes the American idea of the time that the railroad reflected elements of American character.

¶s3 and 4 discuss the fears associated with the railroad and the metaphors presented to counter them.

¶5 describes the way that Americans were won over to the railroad by these metaphors (Emerson).

1) The question stem gives you a big hint—take the statement "at face value" and "objectively." Don't over think! The passage itself is straightforward, so review the author's main gist: the railroad reflected American character at the time, and despite a few misgivings, Americans were generally on board. While three answer choices don't fit with what the author argues, (E) fits and is supported extensively in the last paragraph.

(A): Opposite. The author argues that the railroad *reflected* progressive tendencies, as described in ¶2.

(B): Distortion. ¶3 mentions that Americans were suspicious that the railroad contradicted Jeffersonian principles, but there's no indication that Poor denounced these principles.

(C): Opposite. This runs counter to the point made in the last paragraph.

(D): Opposite. This runs counter to the point made in the last paragraph.

### **(E): The Correct Answer**

2) The passage broadly describes the early years of the railroad and its impact on the American character at that time. B fits in very nicely with this.

(A): The author never criticises anything

### **(B): The Correct Answer**

(C): 'most important' is extreme language; author never states this.

(D): Opposite. Most Americans were supportive of the railroads

(E): Distortion. Americans were never tricked into believing anything; the 'poets, promoters....' mentioned in the passage were merely trying to ease public apprehensions and not deceive them

3) Where is Emerson mentioned? Review the last paragraph: Emerson thought that the locomotive kept the nation together. Look for an answer choice that ties into this unity: (C) does just that.

(A): Faulty Use of Detail. Jeffersonian principles are mentioned in the previous paragraph, and though Emerson may possibly have approved of these principles, there's nothing to suggest that he thought there should be any sort of strict adherence to them.

(B): Faulty Use of Detail. The telegraph is never mentioned when discussing Emerson.

**(C): The Correct Answer**

(D): Opposite. If Emerson favoured the railroad, it follows that he'd also be more likely to approve of rather than to condemn railroad promoters.

(E): Distortion. This was true of Poor, not Emerson

4) The new situation involves scientific progress much like the railroad; what does the author say about Americans' ideas about this? Go back to ¶2: the author argues that Americans had a special fondness for science and progress. Therefore, they'd endorse something that furthered these goals. (B) fits.

(A): Opposite. As described above, the American public at the time would have supported scientific progress.

**(B): The Correct answer**

(C): Opposite. The author indicates that they'd have a favourable opinion of such a new device.

(D): Out of Scope. This answer choice doesn't deal with the reaction looked for by the question.

(E): The passage does not mention anything about Americans viewing the railroad or new scientific devices with skepticism



### **PASSAGE 3**

**Topic & Scope** - The author discusses the negative effects that media “leaks” have on foreign policy and the media’s credibility.

#### **Mapping the Passage**

¶1 argues that the media’s suspicion of government and lack of knowledge about the world harm government policy.

¶s2 and 3 introduce the concept of the “leak” and explain why it’s bad for foreign policy.

¶4 states that the media was trusted by the public until recently, but are now met with skepticism.

¶5 argues that leaks are usually part of a power grab and that the media is a pawn in the game.

- 1) Review the author’s main arguments before looking for an answer choice that he’s agree with. (A) recalls the author’s point in ¶2: “Leaders often say one thing in public and something quite different in public conversation...” The author explains why this occurs—fear of media leaks—and clearly opposes such leaks. Therefore, the author must agree with (A)’s contention that misinformation is sometimes warranted.

#### **(A): The Correct Answer**

**(B): Opposite.** This is the opposite of (A); for the same reasons that (A) is a valid inference, (B) isn’t.

(C): Opposite. The author argues in ¶3 that policy benefits from a “richness and variety of ideas.”

(D): Opposite. The author’s point in decrying leaks is that privacy is a necessary component of leadership.

(E): Opposite

- 2) This question requires students to find the assumption in the lines mentioned. Review the author’s argument in ¶2 that leaks harm discussions with foreign leaders. What is the author assuming in this argument? The author argues that foreign leaders don’t want their private thoughts to be made public; he must also therefore assume that leaders have some sort of reason for not wanting their views

to be made public. (D) provides a possible reason. If unclear, use the denial test: if leaders didn't have this fear, what would be their motivation for hiding their personal views?

(A): Distortion. The author dislikes leaks, but never argues that they're immoral. This is extreme.

(B): Distortion. There's no evidence that leaks have occurred throughout history.

(C): Out of Scope. The author never suggests that there were no barriers to discussion before the press, only that there are far more barriers now that the press is in the habit of leaking these discussions.

**(D): The Correct Answer**

(E): This is not an assumption but rather the conclusion. The idea is to keep the media in the dark so that the public stays in the dark and hence the assumption has to be that the leaders are afraid that the public would react negatively if their views were to be revealed to it

3) C is the most consistent with our passage summary above.

(A): Extreme. The author never says this in the passage

(B): This is a detail mentioned in the passage but not the purpose of the entire passage

**(C): The correct answer**

(D): the author doesn't really criticise the politicians, rather he blames the media for this state of affairs

(E): the author only says that the media needs to be accountable but he never suggests anything about 'strong and effective' regulation

4) Go back to ¶4 to review what the public thinks of the media. The author argues that the public is equally skeptical of media and government, saying that in the past, the public always assumed the media was right when it challenged the government, but that "this may be changing." Therefore, the public *might* now consider the possibility that the media, rather than the government, is wrong. While the wrong answer choices distort this, (E) rewards careful and methodical thought.

(A): Distortion. The author argued that the public generally thought this in the past, but that it's not necessarily the case anymore.

(B): Extreme. The author suggests that the public might believe that the media is wrong, but never says that the media's *always* considered wrong in a showdown with government.

**(C): The Correct Answer**

(D): Distortion. The author never suggests that both may be wrong; the conflict is presented in either/or terms.

(E): There's nothing in the passage to suggest that the public ignores anything

### PASSAGE 4

**Topic & Scope** - American business lags behind the competition because management has alienated workers, concentrated on high tech products, and neglected long-range planning.

#### **Mapping the Passage**

¶1 outlines the decline of American business

¶s2 and 3 list reasons that analysts have given for the decline and introduce the author's own theory for American business problems: incompetent management.

¶4 lists management's problems with labour.

¶5 explains the problem with America's fixation on high-tech products.

¶6 uses mergers to show that corporations lack long-range planning.

Strategy Points:

*Some passages will consist of a "laundry list" of recommendations, criticisms, or facts, with very little competing opinion. Work efficiently through the passage to identify the main ideas, knowing that much of the time will be spent on the questions.*

- 1) A quick scan of the answer choices shows that you have to compare the workers of the two nations on two criteria: contentedness and efficiency. Search for a part of the passage that touches on this. ¶3 is the only one that cites Japan, and mentions that analysts consider American workers less productive and less content. (C) it is.

(A): Opposite. They're neither.

(B): Opposite. Latter, but not former.

**(C): The Correct answer**

(D): Opposite. Former, but not latter.

(E): The passage doesn't mention these anywhere

- 2) An inference question; make sure that you're clear on the main points of the author's argument. Remember that the author will agree with four, but will disagree with the correct answer. The three wrong answers could be easily eliminated, leading to (B). However, you can also reason that since management has suffered by cutting labour costs, cost-cutting doesn't always result in lowered prices.

(A): Opposite. The author does believe this (¶6).

**(B): The correct answer**

(C): Opposite. The author only briefly mentions that "a few analysts even censured American consumers for their unpatriotic purchases of foreign goods" but then says that the real blame "lies with corporate management" (§3). Therefore the author agrees.

(D): Opposite. This is the focus of ¶s2 and 3

(E): Opposite. This is mentioned in lines 41-42

3) Paraphrase the author's argument about high technology: it's better to start out with low-tech, get experience, and then ramp up to high-tech. Search the answer choices for something that would contradict this. (B) clearly does; if the processes are completely different, why start with low-tech.

(A): Out of Scope. While this is quite possibly true, it wouldn't affect the author's chain of reasoning.

**(B): The Correct Answer**

(C): Out of Scope. Again, though it might be true, it doesn't harm the author's argument.

(D): Opposite. This *strengthens* the idea that starting out low-tech makes the high-tech business easier.

(E): Out of scope

4) We're looking for a business action that would presumably fix one or more of the problems that the author sees in American business. While (C) offers no detailed prescriptions; we know that the author believes foreign models of management to be superior. If American business followed their lead, the author would probably give his support.

(A): Opposite. The author attacks this strategy in ¶6.

(B): Distortion. The author does argue that businesses should stop trying to minimize wages, but says nothing about wage fairness between groups of workers, only wage fairness as a whole. In fact, the author would probably say that more money should be funnelled to lower-skilled workers making low-tech products.

**(C): The correct answer**

(D): Out of Scope. There's nothing to suggest that the author would agree with this strategy, especially given the fact that he considers the American business model rotten at the core. Simple advertising won't cut it.

(E): Out of scope

### **PASSAGE 5**

**Topic and Scope** - Pool coverage of televised live debates violates the first amendment and should be changed.

**Mapping the Passage:**

¶1 and 2 define the pool system.

¶3 argues that the pool system violates the first amendment.

¶4 further defines the pool system and describes the consequences of it. ¶5 proposes a solution to the pool system.

1) The passage is primarily concerned with describing the negative effects of the pool system of media coverage so the best answer choice will be something on these lines. 'D' nicely captures this thought.

(A): The passage never states anything to this effect

(B): The passage is doing more than just 'describing' the pool system

(C): Distortion. The passage actually says that the pool system needs to be amended

**(D): The correct answer.**

(E): The passage is not criticising the American Presidential election system but only the pool system.

2) Remember that the right answer must not only be a claim made by the passage, but also must have supporting evidence in the passage. (C) is the only claim actually made, and is also supported by evidence throughout the passage, especially ¶4.

(A): Distortion. While the author claims that news organizations participate in the pool system reluctantly, there's no indication that they're forced to cooperate.

(B): Out of Scope. The author never discusses this point.

**(C): The Correct Answer**

(D): Opposite. The author recommends that foreign news organizations be given a place at debates, suggesting that they *are* interested in them.

(E): Never stated anywhere by the author

- 3) Make sure you're clear on the author's apparent purpose for writing the passage, as well as any suggestions she offers. Scan the answer choices for something that reflects these key ideas. (A) is exactly what the author is arguing for; take the quick points.

**(A): The correct answer**

(B): Opposite. Precisely what the author is arguing *against*.

(C): Distortion. The author argues that the current system is flawed, but not that debates should be abolished altogether as a result.

(D): Opposite. Again, the author wants *more* news services.

(E): Out of scope

- 4) In the last paragraph the author is trying to come up with a solution to the problem of pool system of media coverage. 'B' best states this.

(A): A very vague answer and this paragraph is not exactly the conclusion of the passage anyway.

**(B): The Correct answer**

(C): 'Specific' is an incorrect word; if anything this paragraph provides a broad guideline

(D): Opposite. The author 'recommends' rather than 'opposes' this action

(E): There is no main conclusion as such in the passage

### PASSAGE 6

**Topic and Scope** - The author argues for an expanded idea of the role of fatherhood.

#### **Mapping the Passage**

- ¶1 introduces society's focus on maternalism (Freud, Gadpaille).
- ¶2 describes the lack of focus on fatherhood (Spock).
- ¶3 describes scientific and societal bias against the role of the father (Mead)
- ¶4 suggests that the motherhood role is learned rather than biological.
- ¶5 argues that fatherhood is a unique and necessary role.

Strategy Points:

*Move quickly through long paragraphs filled with examples. Passages will often include multiple examples to illustrate the same basic point. Remember to note key people (i.e. Freud) mentioned. Questions will often contrast the author's opinions with the opinions of people mentioned within the passage.*

- 1) The author only makes two major points in the passage: fatherhood should get more respect, and fathers should play more of a role in raising their children. The passage states that a father should be more than "the provider and protector." Only B goes beyond those roles.

(A): Opposite. This fits the "provider" role.

**(B): The Correct Answer**

(C): Opposite. This is almost identical to the situation outlined at the end of ¶2, of which the author clearly disapproves.

(D): Opposite. This also fits the "provider" role.

(E): Out of scope

- 2) The passage is mainly concerned with demonstration how men are taking more and more interest in bringing up children. 'D' sums this up very nicely.

(A): Out of scope. The author makes no such comparison.

(B): Opposite. The passage provides information contrary to this.

(C): Opposite. This was the case earlier.

**(D): The correct answer**

(E): Out of scope. 'Decry' means to criticise. The author never criticises motherhood.



- 3) Paraphrase Freud's opinion, as stated in ¶1: mothers have a major role in infant development; father's don't. We're looking for the opposite. With the paraphrase and careful thought beforehand, (B) yields instant points.

(A): Opposite. This would support Dr Freud.

**(B): The Correct Answer**

(C): Out of Scope. The passage doesn't deal with siblings.

(D): Out of Scope.

(E): Does not challenge Freud

- 4) The author is big on fatherhood; look for an answer choice that either disputes this or would challenge a claim made in the passage. Alternatively, you can eliminate the three statements that fit with the author's goals. (D) runs directly counter to the point of the Margaret Mead quote.

(A): Opposite. The passage's main point.

(B): Opposite. Mentioned in ¶1.

(C): Opposite. Also in ¶2.

**(D): The Correct answer**

(E): Opposite. Mentioned in ¶1.

### PASSAGE 7

**Topic and Scope** - The author describes the skeletal structure of *Archaeopteryx lithographica* and how it illustrates the evolutionary leap from reptile to bird.

#### **Mapping the Passage**

¶1 discusses the coincidental connection between Eastern mythical beasts and real animals.

¶2 gives an overview of *Archaeopteryx*, emphasizing its reptilian and bird-like features.

¶s 3 and 4 discuss skeletal features in *Archaeopteryx* that suggest it probably lacked the ability to fly

¶5 discusses skeletal features in *Archaeopteryx* that seem adapted for movement on the ground and argues that *Archaeopteryx* is probably a transitional species between reptiles and birds.

- 1) Where is the Jurassic period mentioned? Go back to the second paragraph. *Archaeopteryx* lived during the latter part of the Jurassic period. If the fossil of a bird living before this were discovered, what would that do to the theory that *Archaeopteryx* was a transitional species between reptiles and birds? It would weaken it, as birds would have already existed. (B) repeats this line of reasoning.

(A): Opposite. If *Archaeopteryx* lived after birds, it could not represent a bridge between reptiles and birds.

**(B): The correct answer**

(C): Opposite. The order of *Archaeopteryx* and birds in the fossil record is crucial to the author's argument.

(D): Out of Scope. The theory about the development of pectoral muscles wouldn't be affected by the new evidence.

(E): There's no connection between this fossil and *Archaeopteryx lithographica* so we can't make any such inference

*Strategy Point:*

*Always pay attention to dates and time periods when mentioned in questions, particularly in natural science passages.*

- 2) Quickly consider the main points of the passage and the structure of your map before checking the answer choices. A good map will immediately lead to (A) as untrue: much of the passage deals with the differences between the skeletons of *Archaeopteryx* and modern birds, so (A) can't possibly be true.

**(A): The correct answer**

(B): Opposite. This is mentioned in ¶5.

(C): Opposite. This is one of the main points of the passage.

(D): Opposite. This is mentioned in ¶5.

(E): Opposite. This is mentioned in ¶2

- 3) Review your map to get a grasp of where to find the details in this question. Be aware of the main similarities and differences between *Archaeopteryx* and birds when tackling the choices. (A) immediately jumps out: since *Archaeopteryx* did have feathers, it certainly doesn't differ from birds by lacking them.

**(A): The correct answer**

(B): Opposite. This is mentioned in ¶3.

(C): Opposite. This is also mentioned in ¶3.

(D): Opposite. This is mentioned in ¶4.

(E): Opposite. This is mentioned in ¶4.

- 4) Although most of the passage is concerned with pointing out the differences between *Archaeopteryx* and modern birds, the main concern of the author is slightly broader in nature which becomes clear at the end of the passage in lines 46-49. Option D summarises this best.

(A): Out of scope. The passage doesn't mention anything about why dinosaurs became extinct

(B): Opposite. The passage is more concerned with pointing out the differences between the two

(C): Out of scope. This might have been mentioned by the author in passing but is definitely not the primary concern of the passage.

**(D): The correct answer**

(E): Faulty use of detail. Even though this is mentioned in the passage this is not the primary concern of the passage.

### **PASSAGE 8**

**Topic and Scope** - The author discusses some unique ecological features of Australia.

#### **Mapping the Passage**

¶1 discusses Australia's geographic movement over time.

¶2 argues that Australia's native species provide unique insights into how the world works.

¶3 discusses Australian rainforests and the prospect of undiscovered plant species.

¶4 discusses the importance of Australian dinosaur fossils to the understanding of dinosaurs in general.

¶5 argues that Australia's harsh conditions led to coadaptation and efficient ecosystems.

*Note: when there are abrupt transitions between paragraphs, take the whole passage in context in order to determine the topic and scope. Here, each paragraph discusses an individual way in which Australia's ecology is important in scientific research.*

- 1) Keeping the author's main points and your own map in mind, look for an answer choice which directly conflicts. (B) is false based on the passage. If researchers have listed 18,000 species and believe that 7,000 remain undiscovered, then the majority of the species *have* been discovered.

(A): Opposite. This is discussed in ¶1.

**(B): The correct answer**

(C): Opposite. Species of "worldwide importance" are mentioned in ¶3.

(D): Opposite. This is also mentioned in ¶3.

(E): Opposite. This is discussed in ¶4.

- 2) Paraphrase the author's main argument about the Australian rainforests: they're unique and worthy of careful study. How would finding a useful medicine affect this claim? It would validate the idea that the rainforests were worth studying. (A) clearly summarizes this.

**(A): The correct answer**

(B): Opposite. The discovery of useful plants would support the author's claims.

(C): Opposite. As above.

(D): Opposite. It supports the author's claim even more strongly if the plant is unique to the Australian rainforests.

(E): Opposite. As above.

- 3) Review the parts of your map that touch on the benefits of studying Australian ecosystems; eliminate answer choices that match up while looking for something that falls outside the scope of the passage. (C) is never mentioned, and it would be difficult to imagine how studying ecosystems could provide insight into hydroelectric or solar power anyway.

(A): Opposite. This is mentioned in ¶2.

(B): Opposite. This is mentioned in ¶5.

**(C): The correct answer**

(D): Opposite. This is mentioned in ¶3.

(E): Opposite. This is mentioned in ¶2.

- 4) This is primarily a descriptive passage and 'C' summarises this really well.

(A): The author makes no such claim

(B): The author is not 'criticising' anyone in the passage

**(C): The correct answer**

(D): Too specific to be the answer. While the author does state this, it is not the main purpose of the passage

(E): Extreme option, plus too specific to be the main purpose

### PASSAGE 9

**Topic and Scope** - The author discusses the threat posed by dioxin and suggests that fears about the toxin may be overblown.

#### **Mapping the Passage**

¶1 provides an example of another case of hysteria over a toxin that outran scientific knowledge.

¶2 states that some claim that dioxin is a threat and that the reaction to dioxin may also be overly emotional.

¶3 rhetorically asks if there can be any meaningful response.

¶4 describes responses to the dioxin threat, expresses skepticism at some environmentalists' proposals, and suggests that common sense and risk analysis should guide decisions about threats.

¶5 quotes an authority to argue that levels of risk should be kept in perspective.

1) Predict by recalling the author's main points: fears about certain toxins are often overblown and should be tempered by common sense and science. (D) simply repeats this.

(A): Out of Scope. There's no evidence from the passage that the government has ignored these problems. The author might also dispute the seriousness of these health problems, as it's argued in ¶4 that asbestos fears are exaggerated.

(B): Opposite. The author argues roughly the opposite: dioxin isn't the threat many make it out to be.

(C): Out of Scope. While this might be true, there's no evidence from the passage that the government modifies extreme environmental stances.

**(D): The correct answer**

(E): Opposite: The author will probably consider this a very extreme step

2) Look for an answer choice that either contradicts something that the author says about reactions or simply isn't included in the passage. (C) fits the latter: the author never mentions the effect of drastic reactions on insurance premiums.

(A): Opposite. This is the point made in the last paragraph: it's more effective to worry about safety methods that have been proven to improve safety.

(B): Opposite. This can be inferred from various statements in the passage: the author believes that drastic reactions generally represent irrational thought that can itself be dangerous if it leads to the neglect of proven safety measures.

**(C): The correct answer**

(D): Opposite. The author makes this point in ¶4.

(E): 'Emotions' are not within the scope of the passage

- 3) Refer back to the passage. Who wants to "whipsaw public opinion?" Both corporate lobbyists and environmental groups, each of represent extreme viewpoints. Each of these groups want to convince the public of their own view. (B) matches this.

(A): Out of Scope. There's no discussion about changing the *needs* of the public, only the opinion.

**(B): The correct answer**

(C): Opposite. Groups with an extreme viewpoint won't present a range of alternatives, as evidenced by the examples in ¶s1 and 4.

(D): Distortion. Though the author might believe that extreme groups are acting irrationally, this isn't related to the attempt to change public opinion.

(E): 'Common sense' is not within the purview of the passage.

- 4) The author is clearly trying to say that the threat posed by toxins has probably been exaggerated. The correct option (B) matches this.

(A): Extreme Option. The author never states this.

(B): Cost-benefit analysis not mentioned by the author

**(C): The correct answer**

(D): Distortion. The author never asserts that the opponents are doing so for their own benefit.

(E): Extreme Option. The author never states this.

### PASSAGE 10

**Topic and Scope** - The author discusses the health crisis caused by the tsetse fly and the environmental problems caused by attempts to eradicate it.

#### **Mapping the Passage**

¶1 introduces general information about the tsetse fly.

¶2 discusses diseases caused by the fly.

¶3 discusses the reasons the immune system responds poorly to a parasite transmitted by the fly.

¶4 summarizes the controversy between African environmentalists and those who want to eliminate the tsetse fly.

¶s5 and 6 outline strategies that have been used to destroy the fly itself, and their potential environmental drawbacks.

- 1) Refer back to your map and the passage to eliminate details that are in the passage, keeping an eye out for one that contradicts a claim made in the passage. (B) suggests a mechanism for illness completely different from the parasitic transmission the passage discusses.

(A): Opposite. This is mentioned in ¶2.

#### **(B): The correct answer**

(C): Opposite. This can be deduced from information in ¶s 1 and 2 about each of the two organisms.

(D): Opposite. As above, this can be deduced from information about the fly and the parasite in ¶s 1 and 2, respectively.

(E): Opposite. This is mentioned in ¶2.

- 2) As in the last question, keep an eye on the passage and the map while looking for a choice that doesn't fit the passage's evidence and explanation. (C) attributes a characteristic of the *trypanosome* parasite (described in ¶3) to the fly itself.

(A): Opposite. This is mentioned in ¶1.

(B): Opposite. This is the topic of ¶2.

#### **(C): The correct answer**

(D): Opposite. A little removed from the other choices, but this can be inferred from the environmentalists' concerns in ¶4.

(E): Opposite. This is mentioned in ¶6.



3) Summarize the point made by the environmentalists in ¶4: the fly keeps herd animal populations in check and thereby prevents them from destroying the African grasslands. (C) restates this point.

(A): Opposite. The environmentalists argue that the grasslands will disappear if the tsetse fly is *eliminated*.

(B): Opposite. As above, they believe that the tsetse prevents this situation from happening.

**(C): The correct answer**

(D): Opposite. The environmentalists believe that destruction of the fly will lead to destruction of the grasslands.

(E): Incorrect. The tse tse fly does not have an indirect effect on the grasslands by restricting the population of cattle

*Strategy Point:*

*You've now researched this information in ¶4 three times. On test day, make sure to use previous research to answer questions quickly and score easy points.*

4) The first three paragraphs of the passage describe the negative impact of tse tse flies but this paragraph provides an indirect benefit of the flies – protection of grasslands. 'C' captures this perfectly.

(A): Opposite. This paragraph actually describes a benefit of the tse tse fly

(B): Opposite. It is actually the eradication of tse tse flies that can lead to deforestation of African grasslands

**(C): The correct answer**

(D): Distortion. This is actually stated in the fifth paragraph

(E): Too specific to be the correct answer

### **PASSAGE 11**

**Topic and Scope** - The author describes two theories of cloud electrification and their possible impact on controlling lightning formation.

#### **Mapping the Passage**

¶1 describes the mechanism of lightning formation and notes that scientists hope to someday control it.

¶2 introduces two competing theories of cloud electrification, convection and precipitation, and describes the older theory of precipitation.

¶3 describes the convection model of cloud electrification.

1) What is the author's main purpose? To describe the competing theories on cloud charge and to describe how they might help to control lightning. (D) fits well

(A): Out of Scope. The author doesn't discuss recent breakthroughs, and only one of the theories presented has evidence described.

(B): Faulty Use of Detail. Though this is mentioned in the passage, it's not the main idea of the passage.

(C): Distortion. The author presents two competing theories, but doesn't endorse one or the other or argue that they're inaccurate.

**(D): The correct answer**

(E): Out of scope. The author never states his preference for any theory.

2) Go back to the referenced line numbers to read about breakdown potential. The passage says that lightning occurs after the "breakdown potential" is reached. Only A catches this cause-and-effect relationship.

**(A): The correct answer**

(B): Opposite. The breakdown potential is required for lightning to occur, but it's not a characteristic of the lightning itself.

(C): Out of Scope. The author doesn't mention the distance between the earth and cloud.

(D): Opposite. As with (B), this is a quality of the lightning rather than a precondition for it.

(E): Takes the meaning of 'breakdown' too literally

- 3) Though scientists differ on the causes of cloud electrification, you can deduce from this fact alone that they believe that cloud electrification exists. By definition, then, even the scientists who differ on the causes must both agree with (C), that there's a charge difference between cloud and ground.

(A): Faulty Use of Detail. While scientists who argue for the convection model in ¶3 believe this, not all scientists do.

(B): Faulty Use of Detail. This is a part of the precipitation argument in ¶2.

**(C): The correct answer**

(D): Opposite. This is a potential way to *stop* lightning from forming and also a test of the precipitation hypothesis as described in ¶2.

(E): The passage doesn't really connect moisture content with lightning.

*Strategy Point:*

*When a Natural Science passage presents competing theories, be on the lookout for areas of agreement as well as points of difference.*

- 4) Review ¶3 to review the convection theory. The main tenet of the convection model is that water droplets capture ionized gas molecules which are transported in updrafts and downdrafts. With an eye to the paragraph, look for a choice that conflicts with or is not part of the theory. (D) is part of the precipitation theory described in ¶2 and doesn't factor into the convection theory.

(A): Opposite. This is mentioned in line 39.

(B): Opposite. This is mentioned in ¶1 and is the basis for both theories.

(C): Opposite. As described in ¶3, this must be true in order for the ionized gas particles to be transported.

**(D): The correct answer**

(E): Opposite. This is mentioned in ¶3

*Strategy Point:*

*Proper names, italicized text, and titles can all be a useful way to quickly zero in on relevant concepts and text.*

### PASSAGE 12

**Topic and Scope** - The author discusses the gradual development and acceptance of the theory of plate tectonics.

#### **Mapping the Passage**

¶1 states that the theory of plate tectonics evolved gradually and gives the earliest version of the theory of continental drift.

¶2 discusses Wegener's theory of "Pangea" and Holmes' idea that magma is responsible for continental flow. Ocean floor evidence supports this.

¶3 discusses new ocean floor evidence suggesting that the sea floor is younger than the continents.

- 1) Use your map to assist in predicting. Ortelius is mentioned in ¶1, which discusses early versions of continental drift theories. (A) is immediately attractive.

**(A): The correct answer**

(B): Out of Scope. The author isn't concerned with cartography; this choice is off the passage's scope.

(C): Opposite. The author wants to show a *continuum* between the older theories and the newer theories; saying that there's a contrast does just the opposite.

(D): Out of Scope. As with (B), the author isn't concerned with cartography.

(E): The idea is exactly the opposite as described in 1 above

- 2) As with the last question, find the general area in the passage this is mentioned. Molten uprisings are mentioned in ¶3 in order to suggest a way that continents could move, which even scientists who already believed continental drift was occurring had been at a loss to do. (A) summarizes this.

**(A): The correct answer**

(B): Faulty Use of Detail. Though this is true, it's not the primary significance of the finding.

(C): Faulty Use of Detail. As above, while this is true, the author's more concerned with describing a mechanism for continental drift.

(D): Out of Scope. The author doesn't suggest that this has perplexed scientists for decades or that the new evidence would clear up the confusion.

(E): No real connection between molten uprisings and volcanic eruptions.

- 3) The entire passage broadly describes the theory of plate tectonics and this theory came to be accepted by scientists. 'B' summarise this very well.

(A): Too specific to be the primary concern of the passage.

**(B): The correct answer**

(C): The author never criticises Pangaea

(D): The author states that this might have once been the case but he never states that this would again happen one day

(E): Too specific to be the primary concern of the passage

- 4) Keep an eye out for an answer choice that contradicts the author's main points about continental drift. (C) distorts the point made in the passage. The author mentions that this is *one* place that similar fossils can be found, but also lists other locations as well.

(A): Opposite. This is true because the linear zones in ¶1 were recognized very early on, long before fossil dating was possible.

(B): Opposite. This is the point of ¶3.

**(C): The correct answer**

(D): Opposite. This can also be found in the passage.

(E): Opposite. This is mentioned in ¶3. .

*Strategy Point:*

*Watch out for extreme wording; words like "only," "always," and "never" will always be backed up by the passage if they're true.*

### **PASSAGE 13**

**Topic and Scope** - discusses the evolution and unique adaptations of wind pollination.

#### **Mapping the Passage**

¶s1 and 2 describe adaptations specific to pollen grain size.

¶s2 and 3 elaborate on the traditional view of wind pollination as primitive and suggest that wind pollination has independently evolved several times.

¶4 describes wind pollination and the traditional view of it.

¶5 describes recent evidence and introduces two sophisticated features of wind pollination: pollen grain size and ovulate organ morphology.

¶6 describes adaptations specific to ovulate organ morphology.

- 1) Where does the author discuss pollen grains? Go back to ¶s1 and 2. Since the Roman Numeral choices are fairly short, it's probably fastest in this case not to worry about searching for the one that appears most frequently; start in order. The author discusses in ¶s1 and 2 that small, low-density grains are preferable, which validates RNs I and III. Dryness can be inferred from the author's point that many pollen grains "quickly dehydrate after release." Therefore, all RNs are valid and the answer choice must be (D).

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

- 2) The passage is primarily describing wind pollination and related concepts. 'B' captures this very well

(A): The author is not criticising anything in the passage

**(B): The correct answer**

(C): The author is not praising anything in the passage

(D): There is no humour in the passage

(E): The passage does not 'condescend' or look down upon anything

- 3) A scattered detail question. You're looking for an answer choice that *doesn't* function to prevent pollen loss. While three of the choices can be eliminated based on the text of the passage, (D) is an adaptation with an entirely different function. Preventing self-pollination is never discussed in the context of pollen loss; it's useful only to prevent inbreeding.

(A): Opposite. This is mentioned in ¶4.

(B): Opposite. This paraphrases the author's point in ¶3 that "the wind vector is only useful in large, near-monoculture populations."

(C): Opposite. This is the topic of ¶6, which is focused with adaptations necessary for pollen capture.

**(D): The correct answer**

(E): Opposite. This is mentioned in ¶4.

- 4) Predict: where would wind pollinated plants not do well? Probably in a place without much wind and with lots of moisture. (A) looks good: tropical rain forests certainly match both these criteria.

**(A): The correct answer**

(B): Opposite. This is a dry, windy biome. Perfect for wind pollination. Conifers are specifically mentioned in the passage as wind pollinators.

(C): Opposite. The author mentions certain plants in central California valleys in ¶2 as having recently adapted to wind pollination.

(D): Opposite. Since the plants are right by a riverbank, they might be less likely to wind pollinate, but they would still be far more likely to use wind pollination by a river (which doesn't guarantee humidity) than in a tropical rain forest (which does).

(E): Opposite. Windy places are ideal for wind pollination

### **PASSAGE 14**

**Topic and Scope** - discusses the question of whether women should be represented as their own political group.

#### **Mapping the Passage**

¶s 1-3 provide the author's definition of a legitimate political interest group.

¶4 cites research supporting the idea that women as a group fit this definition. The author provides evidence on the amount of housework and childcare.

¶5 argues that despite these differences, women may not be generally conscious of them and then goes on to cite further evidence in support of the idea that they fit the definition of a political interest group.

1) Where does the author mention the year 1900? Though it's not specifically stated, the author mentions the turn of the century in ¶4. Review the context: evidence shows that women spend about the same amount of time working around the house as they did around 1900. (B) matches up.

(A): Distortion. This distorts the point made in the first sentence. There's no point of comparison on this point with the turn of the century.

**(B): The correct answer**

(C): Out of Scope. This is never mentioned in the context of the turn of the century.

(D): Out of Scope. Another choice that has no relation to the turn of the century.

(E): Out of Scope. The passage never states this.

2) Predict by reviewing the author's purpose in writing the passage. The author wants to discuss whether women constitute a politically representative group; (D) summarizes this.

(A): Out of Scope. The author only discusses history in passing, and only to support arguments in favour of the main focus: political representation for women.

(B): Distortion. Though the author alludes to the changing status of women in ¶5, it's again less a concern than the appropriateness of political representation.

(C): Out of Scope. The author never mentions opposing views.

**(D): The correct answer**

(E): Out of Scope. The author isn't really concerned with uplifting the status of women in modern society.



- 3) Most of the support that the author provides is in the form of evidence listed in ¶s 3-5; keep this in mind when evaluating the answer choices. Socioeconomic position is discussed in ¶5. The author suggests that the socioeconomic status of women and men is different, and provides a list of evidence supporting this at the beginning of the paragraph.

**(A): The correct answer**

- (B): Opposite. This contradicts the author's suggestion in ¶5 that women and men have few differences in their degree of feminism.
- (C): Opposite. The author argues in ¶3 that it's not necessary that the members of an interest group be "consciously allied."
- (D): Out of Scope. The author never suggests that a lack of education is getting in the way of voicing concerns.
- (E): Out of Scope. While this could actually be true, the author never really mentions this in the passage.
- 4) These three paragraphs are primarily concerned with describing the characteristics of a political interest group. 'B' captures this very well.

(A): Incorrect as described above.

**(B): The correct answer.**

- (C): This doesn't happen in the first three paragraphs
- (D): 'Debate' is the wrong word as the author never debates anything
- (E): Incorrect as described above.

### PASSAGE 15

**Topic and Scope** - The origin of Aurore Dupin's pen name, George Sand

#### **Mapping the Passage**

¶1 introduces the topic of pseudonyms and brings up the example of Washington Irving.

¶2 expands on the Irving example.

¶s3 and 4 introduce Aurore Dupin's pen name, George Sand.

¶s5 and 6 discuss one possible origin of the name: a take-off on the name of her first lover.

¶7 discusses possible reasons for Dupin's choice of a specifically male pen name.

¶8 discusses a second possible origin: each letter refers to part of Aurore Dupin's life.

1) In questions that ask you for the author's tone, a vertical scan can be helpful. The choices start out with "skeptical, critical, appreciative, intrigued." Which of these would best fit the author's purpose of discussing the origin of Dupin's pen name? Intrigued fits most closely with the author's descriptive function and doesn't carry the charges of the other three. Looking at the whole answer choice validates the hunch: the author spends most of the passage theorizing about how the male pen name might have come about.

(A): Opposite. The author never suggests in the passage that the pen name wasn't useful. In fact, it's suggested in the last paragraph that it gave Dupin *more* freedom.

(B): Out of Scope. The author doesn't express any sort of negative opinion regarding Dupin's choice of names, but is rather interested in why she chose it.

(C): Distortion. Though the author suggests that the male pen name gave Dupin more freedom, there's no suggestion that female authors in *general* should do whatever it takes to be published, including taking a male name.

#### **(D): The correct answer**

(E): The author is not 'disillusioned' with anything in the passage

*Strategy Point:*

*Keeping the author's tone, positive, negative, or neutral, in mind can help you easily eliminate answer choices with positive or negative charges.*

2) A scattered detail question; look for a choice that isn't mentioned specifically in the passage or eliminate the three that are. While three of the answer choices reflect

the topics of paragraphs in the passage, (C) is outside the author's scope: no attempts to publish under her given name are discussed.

(A): Opposite. This is the theory discussed in ¶5.

(B): Opposite. This is the second theory, described in ¶8.

**(C): The correct answer**

(D): Opposite. ¶7 mentions this advantage of a male pen name.

(E): Opposite. This is mentioned in the last paragraph

- 3) The passage more of a descriptive one and the author never really provides a very strong personal opinion either in favour or against the topic being discussed. This makes 'B' the best choice.

(A): The author never criticises anyone

**(B): The correct answer**

(C): Extreme. The author never applauds anything

(D): The author is not encouraging anyone to do anything

(E): The author makes no such suggestion

- 4) A broad deduction question that will probably touch on the author's main points. Predict: The pen name George Sand has a variety of possible origins, and was useful for writing without the limitations of her actual place in society (a "wife, mother and lover," ¶7). (B) fits in with this latter point, most extensively described in ¶7.

(A): Opposite. The author argues in ¶7 that "there was no reason to change" her pen name.

**(B): The correct answer**

(C): Distortion. While the author mentions in ¶5 that Dupin's early work was in collaboration with Sandeau, there's no evidence that she owed her early success to him.

(D): Distortion. The author argues that George Sand took on certain masculine elements, which gave her *more* freedom.

(E): The author never makes any statement in the passage to this effect.

### PASSAGE 16

**Topic and Scope** - Rapid growth and infrastructure problems in 60s and 70s western boomtowns

#### **Mapping the Passage**

¶1 notes that the population drop after a project is completed makes problems worse.

¶2 describes the reasons that money is scarce for infrastructure.

¶s3 and 4 describe the causes of modern boomtowns and introduce problems caused by the growth.

¶5 describes social problems and their negative impact on the project that caused the problems in the first place.

- 1) Where are consequences of poor planning mentioned? While the author discusses them throughout the passage, there's a particular focus in ¶s3-5. RN I is mentioned explicitly in line 33 and expanded on in ¶5. RN II is mentioned in line 41. Note that at this point, all the answer choices except for (D) are eliminated, so you can save time by not evaluating the last statement! RN III is discussed in the context of the "us against them" mentality described in the second half of ¶5.

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

- 2) An "All...EXCEPT" question, so either eliminate or look for an off-scope answer choice. (B) is the only statement not suggested in the passage as a cause for lack of services. Although resentment among "old timers versus persons brought to the community by the boom" (¶5) can occur, there's no reason why the lack of support from long-time residents would lead to a shortage of schools, housing, etc.

(A): Opposite. This is the topic of ¶1.

**(B): The correct answer**

(C): Opposite. An energy project is one of the types of projects the author mentions at the beginning of the passage as causing all the problems listed in the passage.

(D): Opposite. This is discussed throughout ¶2.

(E): Opposite. This is discussed throughout ¶2.

3) What does the author think about the traditional systems of taxation as described in ¶2? Predict: The author thinks that it leads to a "critical problem." (B) is the only choice that reflects that worry about the effects of too few taxes.

(A): Distortion. Though the author thinks that the inefficient taxation is a problem, there's no hint of outrage, which is far too extreme.

**(B): The correct answer**

(C): Out of Scope. There's nothing to suggest that the author is at all astonished by the taxation programs.

(D): Opposite. The author thinks that the problem is "critical," which suggests that the tone is anything but complacent.

(E): The author does not mock anything in the passage

### **PASSAGE 17**

**Topic and Scope** - Experiments supporting the theory of analog mental imaging

#### **Mapping the Passage**

¶1 introduces the analog hypothesis of mental imaging and states that four types of experiments support the idea that mental images have regular properties.

¶2 describes the 1st experiment highlighting the mind's reaction to relative sizes of mental images.

¶3 describes the 2nd experiment demonstrating perceptions of distance in mental images.

¶4 describes the 3rd experiment suggesting that problems can be solved mentally by manipulating mental images.

¶5 describes the 4th experiment suggesting that the time needed to mentally compare figures depends on how similar those figures initially appear.

- 1) This question simply asks you to summarize the hypothesis described in ¶3. The fastest way to predict here is to read the text. The analog position is "the idea that mental processing requires one to go sequentially through all intervening steps to solve a problem." (A) repeats this almost word-for-word.

**(A): The correct answer**

(B): Opposite. This contradicts the argument that mental processing has to proceed step-by-step.

(C): Faulty Use of Detail. Don't get side-tracked by the information in ¶1. This follows from the analog position, as supported by the experiments in the passage, but it's not the analog position itself.

(D): Out of Scope. There's no support for this statement in the passage.

(E): If anything the theory states the Opposite to be the case

- 2) What reason would the analog position give for the fact that it takes longer to scan long distances in a mental image? Review the relevant parts of the passage, ¶2 in particular. The experiment suggests that people are building a mental map since the map is "fictional". Because the analog position suggests that one has to go through steps to solve a problem, it would be reasonable to infer that it takes longer to scan long distances because those doing the scanning are "looking" at all the intervening space in between the two given objects. (C) summarizes this.

(A): Out of Scope. There's nothing to suggest that those in the experiment don't believe that this relationship exists. The experiment is concerned with their mental images rather than their opinions.

(B): Out of Scope. There's no evidence for this in the passage.

**(C): The correct answer**

(D): Out of Scope. As above, there's simply no support for this in the passage.

(E): No such fact is mentioned in the passage

3) Where is Kosslyn mentioned? In ¶s2 and 3. Since the question mentions big and small objects, focus on the experiment described in ¶2. Review the text to determine why Kosslyn believes it takes longer to identify small objects next to large ones: Kosslyn believes "subjects had to zoom in on the image to detect the particular feature." (D) says the same.

(A): Out of Scope. This isn't suggested in the passage.

(B): Out of Scope. Kosslyn's experiment says nothing about this either.

(C): Out of Scope. This is also unsupported by the passage.

**(D): The correct answer**

(E): 'Imposing' has got nothing to do with this

### **PASSAGE 18**

**Topic and Scope** - The passage describes some of the technical aspects of movie making

#### **Mapping the Passage**

¶1 stresses on the importance of 'cinematics' or technical features in creating a movie's atmosphere

¶2 describes the various types of 'shots' that a director can make use of.

¶3 discusses the various camera 'angles' that a director can make use of

1) The second paragraph clearly tells us that it is the director who decides what shot to take or what angle to use. This makes hiring a good 'director' the most important aspect of filmmaking. 'C' sums it up very well.

(A): Incorrect as described above.

(B): Incorrect as described above.

**(C): The correct answer**

(D): Incorrect as described above.

(E): Incorrect as described above.

2) The idea is to show the monster as huge so a high angle sot would work best. Also it needs to be in long shot so as to be able to capture both the lovers as well as the monster. 'B' captures this really well.

(A): 'Eye level' does not make the monster look threatening; also 'close up' eliminates the monster from the shot altogether

**(B): The correct answer**

(C): 'Low angle' does not make the monster look threatening or imposing

(D): 'Child's eye level' makes no sense; also 'close up' eliminates the monster from the shot altogether

(E): 'Eye level' does not make the monster look threatening



- 3) Since the father is secretly listening 'over the shoulder' angle is probably the best which brings us to options A and C. Ideally the mother should be shot in the 'high angle' to make her look more threatening. Thus 'A' is the best answer.

**(A): The correct answer.**

(B): Incorrect as described above.

(C): Incorrect as described above.

(D): Incorrect as described above.

(E): Incorrect as described above.

### **PASSAGE 19**

**Topic and Scope** - The iridium layer's impact on theories of dinosaur extinction

#### **Mapping the Passage**

¶s 1 and 2 describe the Berkeley group's discovery of the iridium layer and its significance to dinosaur extinction.

¶3 discusses conflicting theories for the cause of iridium deposition.

¶s4 and 5 elaborate on various theories that an asteroid or comet was responsible for the iridium layer.

¶6 presents Alvarez's mechanism for extinction: debris from impact blocked sunlight, impeded photosynthesis, and harmed the dinosaurs' food chain.

1) Read the phrase in context. The author argues that the discovery of the iridium layer revolutionized theories about dinosaur extinction. What is true about these theories? Immediately afterwards the author says that they "had centred on the assumed gradual climatic change." The implication is that the iridium layer suggests a fast climatic change. (D) is therefore correct: it's likely that the discovery will change the time frame that scientists had used.

(A): Out of Scope. The author doesn't discuss any geographic angles of the theories.

(B): Distortion. Though theories about the length of time over which the extinction occurred may have changed, the author notes that the iridium layer was found in "a period roughly contemporaneous with the disappearance of the dinosaur," which suggests that the date of extinction was already well-established.

(C): Out of Scope. The author doesn't suggest that this is an assumption of traditional theories, and if it was, it wouldn't change: the impact theory, at least as described by Alvarez, says the same thing.

**(D): The correct answer**

(E): Ice age is not within the scope of the passage.

2) A detail question. Review the Berkeley groups' hypothesis: lots of material was deposited in a very short span of time, suggesting a quick extinction. Any support that they have must be in the form of the iridium evidence listed in the first two paragraphs. RN I doesn't pass the test: fossils are mentioned in ¶1, but not in the context of marine strata. RN II, however, repeats the fact that the group compared the iridium strata with the nearby strata from the late Cretaceous and early Cenozoic. Only (D) remains as an answer choice, and there's no need to look at RN III. RN III has to be true from the information in the passage: the Berkeley group compared their findings with marine rocks from various other locations.

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

3) Review ¶3: Why are isotopes important? Predict: They rule out the possibility that the iridium deposits were caused by a supernova. (D) says the same in slightly vaguer terms.

(A): Out of Scope. The passage doesn't discuss any such attempt to estimate the age of the iridium layer.

(B): Out of Scope. The isotopic information is useful only to determine that the iridium wasn't extrasolar, not to determine what type of object from within the solar system hit or how extensive the damage was.

(C): Faulty Use of Detail. Alvarez has a hypothesis that does this, but it doesn't rely at all on the isotopic data.

**(D): The correct answer**

(E): 'Allergy' is outside the scope of the passage

### PASSAGE 20

**Topic and Scope** - Popular perception of the myth of the Great American Desert in the mid-1800s

#### **Mapping the Passage**

¶1 puts into context the notion of the “Wild West.”

¶2 lists the geographical differences in acceptance of the myth of the Great American Desert.

¶3 describes the myth and the traditional view that it was widely-held in the mid-1800s. The author argues that it oversimplifies the case, though.

¶s4 and 5 argue that the Plains were overlooked partially out of a desire to get to Oregon, not out of a belief that the Plains were a desert, and cite more evidence supporting the contention that many Americans did not regard the Plains as desert.

*Strategy Point:*

*Very often, when a traditional view is presented, a new view will be offered that argues that the traditional view is too simplistic or too black-and-white*

1) The mid-1840s are mentioned in ¶s3 and 4. Review the author’s basic points: Not everyone thought the plains were the desert, and many settlers simply passed the Plains up because they were on their way to Oregon. (C) reflects the latter point.

(A): Opposite. The author states in the same lines that “those who encouraged migration to Oregon did not deny the agricultural potential of the Plains.” For the purpose of settling, agricultural potential in the Plains was presumably equivalent to economic potential.

(B): Distortion. Though the author argues that settlers generally didn’t have an overly *pessimistic* view of the Plains as a desert, there’s no indication that their view skewed too far in the opposite direction.

#### **(C): The correct answer**

(D): Opposite. Newspapers are cited in ¶2 as a data source for investigating the myth of the Great American Desert; the author argues that those who did accept the desert images were mainly the elite, who presumably weren’t the main migratory population.

(E): Bandits are not within the scope of the passage

2) An unusual question in an “All...EXCEPT” format that asks you to evaluate the author’s argument. A quick scan of the answer choices show that they focus on structure rather than particular details. Look for something that the author doesn’t

do: (B) fits the bill. The author never mentions oral accounts, and so there can be no comparison of them with something else.

(A): Opposite. This is the subject of ¶2.

**(B): The correct answer**

(C): Opposite. The author describes the type of person most likely to believe the desert myth at the end of ¶2.

(D): Opposite. The author mentions in ¶4 that the year 1845 marked the beginning of broad migration.

(E): Opposite. This is mentioned in the ¶3.

- 3) What is the author's opinion of the traditional view? Review ¶3: the author doesn't say that the traditional view is completely wrong, and in fact takes pains to say that it's *not* "completely invalid nor necessarily incorrect." The author believes that it's "too simplistic" and ignores "a considerable array of data to the contrary." (A) summarizes this neatly.

**(A): The correct answer**

(B): Opposite. This choice is far too negative in tone, and since the author says that the traditional view is not completely invalid, it must have some historical relevance.

(C): Opposite. The author argues that it's too simplistic, which means that it can't be "substantially correct."

(D): Opposite. The author argues that the traditional view has been overhyped if anything and that a more nuanced historical analysis should take its place.

(E): 'Absurd' is extreme language

### PASSAGE 21

**Topic and Scope** - Pesticides and the decline of California amphibian populations

#### **Mapping the Passage**

¶1 describes the mechanism of pesticide toxicity for the enzyme cholinesterase.

¶s2 and 3 describe experimental evidence suggesting that pesticides negatively affect amphibian species and describe the decline in amphibian populations in various areas of California.

¶4 suggests a mechanism by which pesticides would be transported through wind to contaminate the Sierra Nevada.

*Strategy Point:*

*Be sure to understand cause-and-effect relationships in Natural Science passages. A simple flowchart that diagrams what the passage says can be an effective form of mapping.*

1) Review the lines in context. Why would the author want to make a point about population declines in “seemingly pristine” areas especially? Predict: Even though the areas *seem* pristine, they might not in fact be so if amphibian populations are declining; they might be contaminated by pesticides that simply aren’t obvious. (C) says the same.

(A): Out of Scope. The author only discusses contamination; anything about repair is outside the author’s topic, and wouldn’t have anything to do with the specific mention of “seemingly pristine” areas anyway.

(B): Out of Scope. As above, the author never discusses whether or how to fix the damage caused by pesticides.

**(C): The correct answer**

(D): Distortion. Casual observers might not realize that there’s *pollution*, but the author never argues that amphibians are abundant

(E): This is not the idea as is clear from the above explanation

2) A detail question. Where are pesticides primarily mentioned? Focus your search on ¶s 1 and 4. (D) follows directly from the author’s point in the first sentence of ¶1: Pesticides are useful in attacking organisms that harm plants.

(A): Distortion. Though the author says that pesticides might be transported “on the prevailing eastward summer winds,” there’s no way to tell whether they’re in fact transported a long distance.

(B): Distortion. The author states in ¶1 that organophosphates are harmful to both insects and vertebrates, but doesn't assert this about pesticides in general, as the question requires.

(C): Out of Scope. While this sounds plausible, the author never discusses potential pesticide *use* in the Sierra Nevada, only contamination from pesticides used elsewhere.

**(D): The correct answer**

(E): Opposite as well as Extreme

3) An evaluation question; refer to your map. What is the author's purpose in writing the third paragraph? Predict: The author wants to describe a mechanism by which some pesticides can harm animal populations. The answer choices are abstract, so compare them to your prediction piece-by-piece. (B) holds up: The mechanism of action is evidence, and it supports the hypothesis in ¶3 that pesticides are in fact hurting the frog population.

(A): Out of Scope. While the author *does* allude to a scientific study in ¶3 by mentioning that amphibian populations are declining (someone had to study that), the author never critiques the study.

**(B): The correct answer**

(C): Out of Scope. The author doesn't discuss any geographic information in ¶1.

(D): Distortion. Though the author does provide examples of harmful effects in ¶1, there are no harmful pesticide effects mentioned in ¶2; there's only the suggestion of a link between pesticide use and amphibian population decline.

(E): Opposite as mentioned in 'B' above

## PASSAGE 22

**Topic and Scope** - The role of information technology in a recent spike in American productivity

### **Mapping the Passage**

¶1 gives background about the dotcom boom and asks what the precursors to the condition were.

¶2 describes a productivity spike and the possible explanation some have given for the spike: information technology.

¶3 defines productivity growth and suggests that heavy investment in information technology should have led to an increase in productivity.

¶4 discusses productivity and technology investment in other countries, and concludes that the data supports the argument that information technology was important to American productivity gains

- 1) A detail question; evaluate it carefully. What is a resurgence? It's a rise to previous levels; if it were just a rise, it would be a surge, but not a *re*-surgence. Only the United States has enough data in the passage to infer a resurgence from: the author says at the end of ¶2 that "the rate of growth in labor productivity returned to the pre-1970 rate of increase." While other nations are mentioned, their previous levels aren't mentioned. Therefore, RN I must fit, while the other ones don't. (A) fits.

**(A): The correct answer**

(B): Opposite. As described above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 2) Review the topic and scope of the passage: the author is concerned with information technology's role in boosting American productivity in the recent past. Look for an answer choice that sticks as closely as possible to topic and scope. (B) does this: It's reasonable to guess that the author would continue the paragraph by talking about the next stage of these trends in the same topic and scope: information technology and its effect on productivity.

(A): Out of Scope. The author discusses the 1970s in ¶3, but only as background to discuss the current productivity spurt. It's more reasonable to think that the author will continue by talking about the future trajectory of the productivity gains.

**(B): The correct answer**



- (C): Out of Scope. The author doesn't mention any other possible causes for the increase in productivity and believes that information technology is the primary cause, and so it's unlikely that there would be a drastic shift that discussed other causes.
- (D): Out of Scope. The author only discusses other countries to shed light on *American* productivity gains. Going into greater depth regarding other countries would veer out of scope.
- (E): Out of Scope. Prediction for the next five years does not follow from the information in the passage
- 3) An evaluation question: Predict by reviewing your map of ¶2. The author's main intent is to define productivity growth, and to suggest that the investment in information technology should have led to a growth in productivity. (D) most closely describes the author's purpose of providing a possible explanation, and suggests that the explanation is given with the intent of following it up with further evidence, which the author does in fact provide in ¶4.
- (A): Faulty Use of Detail. Though (A) might be tempting because the author does define productivity and identify the factors that can affect its growth, this choice neglects the second half of the paragraph, which provides an explanation for a growth in productivity.
- (B): Distortion. The author describes a correlation between investment and productivity, but doesn't describe peaks in either.
- (C): Distortion. As above, while the author proposes a broad correlation between investment and productivity, there's no specific discussion of how much investment is required for a certain amount of productivity.
- (D): The correct answer**
- (E): Opposite as explained above.

### PASSAGE 23

**Topic and Scope** - PCB contamination of the Hudson River and possible clean-up

#### **Mapping the Passage**

¶1 describes PCBs and what industries and products made use of them.

¶2 describes PCB toxicity, the ban on PCBs, and the problem that PCBs remain in the environment.

¶3 describes the historical context of chemical dumping and clean-up.

¶4 describes PCB pollution in the Hudson River.

¶5 notes that the fate of PCBs *after* dredging has received little attention.

¶6 describes competing views over clean-up: the EPA wants to dredge PCBs, while corporations and some citizens argue that this will do more harm than good.

- 1) A Roman Numeral inference question with little information to go on in the question. RN I appears in three out of the four answer choices, so evaluate it first. What in the passage would provide information about the relative weights of PCBs and water? If the solution to removing PCBs from the river is to dredge, then PCBs must be at the bottom of the river, which means that they must be heavier than water. Eliminate (D). There's no suggestion that PCBs are toxic to fish; just the opposite! If "fish consumption remains the most potent route of PCB exposure," that must mean that the fish are relatively healthy (at least until eaten). RN III goes against the main thrust of the passage: if PCBs *were* biodegradable, there would be no need to dredge at all. (A) must be correct.

**(A): The correct answer**

(B): Opposite. As described above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 2) A nastily-worded question. Be sure to take the time to figure out exactly what it's asking. Differences between the EPA and the other two groups are mentioned in ¶6. The question asks how the EPA differs on the basis of its recommendation for clean-up. The EPA bases its recommendation on the belief that dredging will reduce contamination and may revitalize commercial fishing. Predict where the difference *isn't*: it's not on environmental concerns, because the company and the residents also base their argument on environmental benefit. Neither the company nor residents are associated with commercial fishing; this is therefore a valid difference. (A) fits.

**(A): The correct answer**

(B): Opposite. Presumably reduced contamination will further residential interests, which the residents clearly also believe since some oppose dredging on the belief that it will *increase* contamination.

(C): Opposite. Even if the EPA *is* concerned with the environment as a whole, for which there's no basis in the passage, it's arguable that the residents have a similar environmental concern.

(D): Opposite. This is a reason that residents who oppose dredging, not the EPA, cite.

(E): Incorrect as described above

3) Why are individuals prohibited from eating fish from contaminated areas of the Hudson? Review the mechanism described in ¶2: PCBs increase in concentration as they move up the food chain, and so eating fish from contaminated areas would increase the PCB concentration in the person eating the fish. It can be inferred that the fish ban is in place to prevent this from happening; (C) fits.

(A): Distortion. Though not eating the fish may reduce the rate of *increase* in PCB concentration, there's no indication that simply avoiding contaminated fish will reduce PCB concentration overall.

(B): Distortion. As above, though not eating the fish will reduce the rate of increase, this doesn't mean that it will eliminate the increase altogether; there are still other possible sources of contamination.

**(C): The correct answer**

(D): Distortion. Simply reducing the rate of increase won't necessarily eliminate all risk factors for cancer and developmental problems, which could come from any number of sources, non-fish-borne PCBs included.

(E): Health insurance premium outside the scope of the passage

### **PASSAGE 24**

**Topic and Scope** - Specific types of memory loss in old age

#### **Mapping the Passage**

¶1 describes episodic memory, which declines in old age, as well as some possible explanations for the decline.

¶2 gives a traditional view that memory loss and old age are directly correlated, and a new view which suggests that more than one kind of memory exists and that not all of them necessarily deteriorate in old age.

¶3 describes new methodology in studies which has led to the new view.

¶4 describes semantic memory, which the author argues may *improve* with age.

¶s5 and 6 describe implicit memory, which isn't affected by age.

- 1) What type of memory will advanced age affect? Predict: Only episodic memory will be affected. Review what episodic memory is: the "recall of specific events," as well as names and locations. Only RN I is an example of this type of memory, while RN II is an example of semantic memory and RN III is an example of implicit memory. A is therefore correct.

**(A): The correct answer**

(B): Opposite. As described above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 2) What is the author's tone in the passage? First ask yourself why the author thinks the research is relevant. The last paragraph states: "While the findings are encouraging, it must be noted that such studies do not deal with memory problems associated with illness, disease, or injury to the brain." Note the keyword "while": the author is optimistic, but not wildly so. (C) rewards the careful attention to structure with a very close paraphrase of this prediction.

(A): Distortion. The author's optimism is tempered by the keyword "while" and the idea that the new research only has limited applicability.

(B): Opposite. The author doesn't seem skeptical of the new research at all, but rather optimistic that it's better than the old approach.

**(C): The correct answer**

(D): Distortion. While the author is arguably objective, there's a clear bias in favour of the research (hence the optimism).

(E): 'Unreserved' is extreme language.

- 3) A main idea question, tucked unusually in the middle of the question set. Predict, using topic, scope, and purpose to guide your prediction: the author wants to describe new research in the field of memory and aging. (A) paraphrases this closely.

**(A): The correct answer**

(B): Faulty Use of Detail. This is the purpose of ¶3, but not of the whole passage.

(C): Distortion. While the passage does this, its focus is far more specific. This choice is far too broad.

(D): Faulty Use of Detail. The author suggests some explanations for this in ¶1, but it's only one small part of the passage.

(E): the passage does much more than just describe the two memory types

*Strategy Point:*

*When predicting the answer to a main idea question, construct your paraphrase as Topic, Scope, and Purpose. Many correct Main Idea answers will follow this order.*

- 4) What does the author say about illness, disease, and injury? Review the last paragraph: the author argues that the new research has nothing to say about memory loss caused by these factors. (B) fits with this; the author is summarizing scientific research, and so in this paragraph is likely summarizing the researcher's views that the new research has nothing to say about unnatural memory loss.

(A): Opposite. The author seems hopeful that the results *are* practical, since only practical results would be encouraging.

**(B): The correct answer**

(C): Distortion. Though the author suggests that new research would be needed to shed light on these studies, there's no suggestion that there *will* be new research in these areas.

(D): Out of Scope. The author doesn't discuss scientific interest in these disorders at all.

(E): In depth research is out of scope

### **PASSAGE 25**

**Topic and Scope** - The importance of the historical precursors to Darwin's theory of natural selection

#### **Mapping the Passage**

¶1 Discusses Linnaeus and LeClerc (Creationists), who helped pave the way for evolutionary theory with some of their insights.

¶2 argues that understanding old ideas is important to understanding modern theories.

¶3 states that Darwin's theory of natural selection was developed in the context of older ideas.

¶4 notes that many of these older ideas came from scientists who were creationists and discusses LeClerc further.

¶5 describes pre-Darwinian data that challenged the Biblical account of creation.

1) A main idea question. Predict using topic, scope, and purpose. The author argues that Darwin's theory of natural selection didn't exist "in a vacuum," (as unfortunately it is taught in many schools, ¶3) but that the theory experienced "gradual development" that had started before Darwin was born. (C) paraphrases this.

(A): Faulty Use of Detail. Though religious scientists did influence Darwin's theory, the author's main focus is on the fact that there were earlier (and perhaps false) ideas in general that influenced Darwin's theory.

(B): Faulty Use of Detail. This paraphrases the claim in the passage, but it's not the main idea of the passage, which again focuses on the idea that evolution wasn't a completely new idea when Darwin proposed it.

#### **(C): The correct answer**

(D): Faulty Use of Detail. The author makes this claim in ¶2, but it's used as a way of introducing a discussion of the ideas that preceded Darwin's theory. Since the bulk of the passage is devoted to explaining these theories rather than the argument that new ideas shouldn't be dismissed, it's safe to assume that the author is more concerned with the specifics of natural selection's precursors than with the general idea that old ideas shouldn't be dismissed.

(E): Opposite. The author actually lays emphasis on the role of older ideas in explaining newer ones

2) What does the author focus on specifically in regard to evolution? Predict: the theory's scientific precursors. Further, the author specifically complains in ¶3 about high school biology classes that teach Darwin's theory in a vacuum. It's reasonable to infer, then, that the author would spend a lot of time teaching the background to Darwin's theory. (A) paraphrases this.

**(A): The correct answer**

(B): Out of Scope. The author is mainly concerned with the background of the theory. Details are presumably important, but there's no evidence from the passage that the author would focus on the details especially.

(C): Distortion. While the author might focus on this as a way of discussing precursor theories, the focus would be on the theories themselves, and not on Biblical creation.

(D): Distortion. Taxonomy is associated regarding Linnaeus (§1), and so the author would presumably discuss it, but only in the context of how it led up to Darwin's theory. (A) states this more comprehensively.

(E): The future doesn't really follow from the information in the passage

3) What is the main idea of §3? Predict: The author believes that those studying Darwin's theories should study the ideas preceding those theories. (B) paraphrases this and is essentially a summary of §3.

(A): Distortion. Though the author believes that Darwin's ideas have to be understood in context, there's no suggestion that Darwin doesn't deserve credit for his theory.

**(B): The correct answer**

(C): Out of Scope. The author speaks very positively of Darwin and never suggests that his ideas should be devalued at all. The author discusses religion in order to show that ideas essential to evolution coexisted with creationism, not to show that the theory of evolution is false.

(D): Distortion. Though the author does described Darwin's ideas as "relatively simple," there's no suggestion that Darwin required no help in formulating them. If anything, he was helped by the theories that had come before.

(E): Extreme, plus the author never says this

*Strategy Point:*

*Correct answers to inference questions are sometimes nothing more than summaries of the given paragraph or lines. A strong map will help you to get these points quickly.*

4) A detail question. Who specifically argued that mountains take a long time to develop? The author states explicitly in the passage that Lyell did, as well as "uniformitarian geologists" like him. (D) fits the bill.

(A): Out of Scope. Catastrophists aren't mentioned in the passage and so can be eliminated, but you can guess that they believed the opposite of the uniformitarians: that mountains and other large structures formed due to catastrophic events.

- (B): Out of Scope. While Darwinists presumably believe this too, the author only mentions uniformitarians as specifically championing this view.
- (C): Opposite. Creationists, unless they were in the vein of LeClerc, would likely argue that mountain ranges would have been created rather than developing over a long period of time. The author specifically states that the new geological evidence challenged "accounts from scripture."

**(D): The correct answer**

- (E): Modern scientists outside the scope of the passage



### PASSAGE 26

**Topic and Scope** - The formation and location of hydrocarbon reserves

#### **Mapping the Passage**

¶1 explains how hydrocarbons form in pockets underground.

¶2 gives some background for our global dependence on fossil fuels.

¶3 describes the two types of hydrocarbon traps: structural traps and stratigraphic traps.

¶4 notes that new sources of hydrocarbons will come from reserves that are difficult to locate, and describes generally how reserves are located and extracted.

¶5 notes that most new oil will be found in stratigraphic traps and outlines the method for finding oil when surface geology doesn't help: seismic exploration.

¶6 describes the limitations to seismic exploration of stratigraphic traps.

¶7 notes recent developments in refining seismic exploration, and raises hope that discovery of stratigraphic traps will be easier in the future.

1) A global question: predict with topic, scope, and purpose. The author discusses how hydrocarbon reserves are formed (especially in ¶s 1 and 3) and how they can be located (throughout the passage, but especially in the second half of the passage). (D) repeats this nearly word-for-word.

(A): Faulty Use of Detail. While the passage does this, this choice says nothing about the location of reserves, which the passage spends significant time on.

(B): Faulty Use of Detail. The flip side of the above answer choice. The passage discusses seismic exploration, but it also discusses the formation of hydrocarbons before this.

(C): Faulty Use of Detail. The author argues in ¶5 that stratigraphic traps are harder to locate than structural traps, but this isn't itself the main idea of the passage; the author mentions this in order to explain the method for discovering stratigraphic traps.

**(D): The correct answer**

(E): No such argument is made in the passage

2) A detail question; "According to the passage..." tips you off. Where are difficulties mentioned? Go back to ¶6. The last sentence of ¶6 states what the question does, that it's difficult to distinguish reflections between the two materials. The beginning of the sentence gives the reason: "the density contrasts between oil-bearing sandstones and the shales that provide stratigraphic seals for the oil are often very small." (B) says the same.

(A): Faulty Use of Detail. While the author mentions this in the same paragraph, it's used in the context of how resolution can be improved, not why it's difficult to distinguish between the sandstone and shale.

**(B): The correct answer**

(C): Faulty Use of Detail. This is part of the "primary limitation with the seismic method" that the author discusses towards the beginning of the paragraph, not the direct cause of the particular problem in the question.

(D): Out of Scope. As above, thinness has to do with the primary limitation of the method, not the specific problem mentioned in the question.

(E): The passage never states this.

3) A scattered detail question. Either eliminate wrong answer choices or look for a choice that sticks out as correct. (C) should jump out immediately; since not all traps are stratigraphic, it wouldn't make sense for the author to have said that oil couldn't be extracted without a density contrast between reservoir rocks and a stratigraphic seal.

(A): Opposite. The author states in ¶1 that "hydrocarbons...will eventually reach the surface and be lost unless they encounter impermeable rocks."

(B): Opposite. The author ties oil reserves to hydrocarbons in ¶s1 and 4, so it's reasonable to believe that it's not possible to get oil if an original source of hydrocarbons aren't present.

**(C): The correct answer**

(D): Opposite. The author says in ¶1 that "if the rock within which they are trapped is highly permeable...the hydrocarbons can be extracted by drilling." In other words, drilling can't happen unless hydrocarbons are trapped within permeable rocks.

(E): Opposite. This is mentioned in ¶1.

4) What is the author's opinion of seismology? The author discusses why seismology isn't a great way to find stratigraphic traps in ¶6, and raises the hope that seismology will become more effective in the future in ¶7. Paraphrase: Seismology has its problems, but will hopefully improve in the future. (A) says the same.

**(A): The correct answer**

(B): Distortion. Though seismology has limitations, there's no indication that it's intrinsically flawed. If it were, the author wouldn't argue for its improvement.

(C): Distortion. The author believes that seismology has promise, but spends a significant part of the passage explaining why seismology *isn't* extremely effective. Nothing at all is said about profitability, so this choice is out of scope also.

(D): Distortion. The author doesn't discuss the theory of seismology, instead focusing exclusively on the practical method and its limitations. Further, the

author only suggests that seismology is ineffective for stratigraphic exploration, not completely ineffectual.

(E): The passage does not say anything to this effect.

### PASSAGE 27

**Topic and Scope** - The three social functions of popular music

#### **Mapping the Passage**

¶1 discusses the advent of pop music and the birth of Rock and Roll.

¶s2 and 3 discuss popular music's function of creating identity.

¶4 discusses its function in the management of feelings.

¶5 discusses its third function, organizing time, and notes that this is particularly important to the definition of youth.

1) What is the author's primary purpose in the passage? An easy one: the author wants to discuss the social functions of music. (D) fits the bill.

(A): Faulty Use of Detail. The author does this as a side-note to describing popular music's function of organizing time, but it's only a detail.

(B): Out of Scope. There are no theories other than the author's own in the passage.

(C): Out of Scope. The author discusses other forms of popular culture, like sports, but only as a way of further describing the functions of music.

**(D): The correct answer**

(E): Origination of pop music is not the concern of the passage

2) Where is classical music mentioned in the passage? It isn't! How could we figure out anything about classical music, then? Predict: by relating it to music in general. The author notes in ¶5 that "one of the effects of all music, not just pop, is to focus our attention on the feeling of time, and intensify our experience of the present." Therefore, both pop music and classical music must focus attention on time, since this is a general quality of music. (C) says the same.

(A): Faulty Use of Detail. This is a social function of pop music, but the author doesn't suggest that it's a function of music in general.

(B): Faulty Use of Detail. The author uses this phrasing in describing "popular love songs" but again gives no indication that it's a function of music in general.

**(C): The correct answer**

(D): Faulty Use of Detail. The author argues in ¶5 that pop music defines what youth is, but doesn't argue a similar function for music in general.

(E): The author does not say this for both types of music.

*Strategy Point:*

*Don't panic when a question throws a curve ball in the form of an unfamiliar situation or terminology that's not in the passage. If it's in a question, it can be related back to the passage; you just need to figure out how.*

- 3) A question about the author's tone, scan the answer choices and note that only (C) is positive. Is the author's tone positive? Go back to ¶4 to review: the author says that the love songs "give shape and voice to emotions that otherwise cannot be expressed without embarrassment or incoherence." The author also notes that the songs express feeling "for us in interesting and involving ways." The author is positive, and therefore (C) is correct.

(A): Opposite. The author argues that love songs are the antidote to banal language by expressing the same ideas in interesting ways.

(B): Opposite. The author argues that our own expressions of feeling can be emotionally incoherent and that love songs help to compensate for this.

**(C): The correct answer**

(D): Opposite. The author clearly believes that popular love songs have an important social function: the management of feelings.

(E): The author is not disgusted by anything.

*Note: Noting the author's tone (positive, negative, or neutral) helps narrow down answer choices with a quick vertical scan.*

- 4) What does the author do in the last paragraph? Predict from your map: The author describes the third function of popular music, the organization of time, and its relevance to the definition of youth. (B) captures the author's focus on youth.

(A): Distortion. The author briefly discusses the experience of youth, but only in the context of how youth relates to popular music, which this choice leaves out entirely.

**(B): The correct answer**

(C): Out of Scope. This choice tries to capitalize on words familiar from the passage: "organization" and "youth." *Time* is organized, and youth is defined through popular music, but nothing at all is said about the organization of youth movements.

(D): Faulty Use of Detail. Though the author does discuss the relationship between music and time, it's done so particularly in the context of how it relates to youth, a topic that this choice completely omits.

(E): The passage never discusses the 'decline' of pop music

### **PASSAGE 28**

**Topic and Scope** - The history of theories of evolution and the appropriateness of teaching evolution, rather than "creation science" in the classroom

#### **Mapping the Passage**

¶1 points out that Darwin was not the first person to argue for evolution.

¶2 argues that science classes should not teach creation science.

¶3 introduces a quote from Carl Sagan arguing the above statement and points to the simplest form of the concept of evolution.

¶4 introduces ancient analogues of evolutionary theory.

¶5 discusses the Christian philosophy of "natural theology" which dominated the period before Darwin.

¶6 outlines the beginning of evolution's acceptance in classrooms, as well as the resistance it met in America.

¶s6 and 7 discuss recent attempts to combat the teaching of evolution by introducing the "dangerous" "creation science."

1) A main idea question hidden in the middle of the question set. Predict using topic, scope, and purpose: The author wants to promote the teaching of evolution and to argue against the teaching of creation in the classroom. Only (B) and (D) suggest that the author is trying to argue for and against something, and of the two only B) incorporates the idea of learning and understanding, which the author focuses on extensively in the discussion of classroom instruction.

(A): Faulty Use of Detail. While the author discusses the differences briefly in ¶7, it's only to show that creation science isn't in fact science at all (despite what creationists say) and to argue that it shouldn't be taught in the classroom, a point that this choice leaves out.

**(B): The correct answer**

(C): Out of Scope. The author describes all these things, but makes no attempt to contrast them. This choice also leaves out the author's attack on creation science, which takes up the latter half of the passage.

(D): Faulty Use of Detail. Though the author does this very briefly in arguing that creation science isn't science at all, it's only to make the larger point that creation science shouldn't be taught in the classroom.

(E): The author never argues in favour of any such thing

2) While this question is straightforward, the answer choices are meant to trick the test taker who does not take time to read through all the possibilities. The author brings up Anaximander and Empedocles in ¶3 as evidence of his claim that "one

can trace the origins of evolutionary thought at least as far back as the Greeks.” But be careful—he also brings up Plato and Aristotle in ¶4, stating that Christian philosophers elaborated on their ideas when they came up with what became creationism. Therefore both evolution and creationism have their origins in Greece. C is correct.

(A): Faulty Use of Detail. The later part of this answer is taken from ¶3 when the author details Empedocles’ theory, but his point was never to show it was silly.

(B): Faulty Use of Detail. This is the point of ¶3, but it ignores the evidence in ¶4.

**(C): The correct answer**

(D): Out of Scope. Anaximander is the earliest source mentioned as a precursor to evolutionary theory, but the author never claims that he is the original source.

(E): Extreme language

3) A straightforward detail question D can directly be inferred from ¶6

(A): Extreme language

(B): ¶3 says the opposite

(C): ¶4 clearly says that Anaximander believed humans were descended from fishes

**(D): The correct answer**

(E): ¶5 says that Christian philosophers actually elaborated on the ideas of Aristotle & Plato

### PASSAGE 29

**Topic and Scope** - Diversity and adaptation of organisms in coral reefs

#### **Mapping the Passage**

¶s1 and 2 give examples of reproductive adaptations among reef animals (¶2, hermaphrodites).

¶3 describes the great diversity in types of reefs, and their geography.

¶4 describes the great diversity in reef ecosystems.

¶5 gives examples of unique adaptations among reef animals.

*Strategy Point:*

*Get through examples-heavy passages quickly (in no more than two or three minutes at most, usually). Specific examples cited by a question can always be found in the passage, and most examples won't be mentioned at all in any given question set.*

1) An inference question without any clues to help narrow it down, so chances are it will have to do with the author's main points. What does the author generally believe? Predict: The coral reefs harbour unusually rich ecosystems. (C) echoes this and adds the point at the end of the passage that "much remains to be learned."

(A): Out of Scope. The author doesn't discuss conservation efforts in the passage, and so while the author *may* agree with this, it can't be inferred from the passage.

(B): Distortion. Saying that the biodiversity in coral reefs is exceptional doesn't equate with saying that the biodiversity on land is irrelevant. Watch out for choices that suggest false contrasts!

**(C): The correct answer**

(D): Out of Scope. The author doesn't discuss what should be done in terms of studying non-reef ecosystems.

(E): The passage never states this

2) An evaluation question; predict an answer by looking at what comes before and after. Immediately before, the author notes that there are more phyla in coral reefs than tropical rainforests, and immediately afterwards the author notes that coral reefs have a large diversity of marine turtles. The purpose of the whole paragraph is to demonstrate the diversity of the coral reefs. Predict the purpose of this specific example: to give a further example of the diversity in coral reefs. (D) says the same.

(A): Distortion. While the author suggests that coral reef diversity is unique, there's no indication that it's abnormal.



(B): Distortion. The author doesn't want to suggest that worms represent greater diversity, but rather simply give another example supporting the overall diversity of the coral reefs. This choice suggests a false contrast that the author doesn't make.

(C): Out of Scope. The author emphasizes diversity, but says nothing about preservation.

**(D): The correct answer**

(E): 'Contradict' is the wrong verb as no such contradiction is made in the passage

3) Where does the author discuss water clarity and temperature? Go back to ¶3, where the author says that "the ocean's clarity, temperature, and movement have restricted the geographic locations of the Earth's reefs." What can be inferred about water clarity and temperature from this information? Predict: they're important to forming coral reefs. (C) repeats this.

(A): Opposite. Though the two factors limit the location for coral reefs, this doesn't mean that they limit diversity. In fact, the author argues immediately after discussing clarity and temperature, "these requirements have not limited the ecological complexity of reef communities."

(B): Out of Scope. While this may be true, it doesn't necessarily follow from a discussion of water clarity and temperature, which are completely irrelevant to whether or not a phenomenon is interesting.

**(C): The correct answer**

(D): Distortion. Though climate change *might* be something that scientists studying reefs are interested in, this conclusion can't be drawn from the information in the passage.

(E): Out of scope. The passage doesn't support this

### **PASSAGE 30**

**Topic and Scope** - How writing has influenced human consciousness

#### **Mapping the Passage**

¶1 and 2 note that writing was once considered an “alien” technology by outlining Plato’s objections to it.

¶3 introduces the author’s thesis that writing has transformed human consciousness by explaining that thought processes for those who can read depend on writing.

¶4 argues that human consciousness depends on writing to achieve its full potential, and argues that technology in general can enhance human life.

¶5 describes how people in a completely oral culture function and gives an example of an intermediate between oral and written cultures.

1) An evaluation question. What is the purpose of mentioning Hesiod at the end of ¶5? The author describes Hesiod as “intermediate between oral Homeric Greece and fully developed Greek literacy,” and immediately before says that “the more sophisticated orally patterned thought is, the more likely it is likely to be marked by set expressions skilfully used.” Paraphrase all this: Hesiod is an example of an oral culture that produced sophisticated thought in sophisticated patterns. (B) paraphrases this.

(A): Distortion. The author suggests that oral poets relied more on “set expressions skilfully used,” but this doesn’t mean that oral poets were more creative overall than those who wrote. In fact, the author would certainly argue that the ability to write could only enhance consciousness and vocabulary, and by extension, creativity.

**(B): The correct answer**

(C): Opposite. Though Hesiod is described as the product of a culture midway between the oral and the written, the author never argues that this is the ideal society. The author believes that writing is important to full human consciousness, and so any ideal society would presumably have to include writing.

(D): Opposite. The author argues in ¶5 that mnemonics are *essential* to “retaining and retrieving carefully articulated thought,” and therefore must be very successful memory devices.

(E): Extreme language. The author never states this.

2) Review the differences between oral and written cultures, which are mentioned throughout the passage. (A) represents a major difference that author discusses in a few places. The author notes in ¶5 that oral culture depends on mnemonic patterns to remember, and in ¶2 the author quotes an ancient objection to writing: “writing destroys memory.” Oral cultures, therefore, rely extensively on memory while written cultures much less so.

**(A): The correct answer**

(B): Out of Scope. The author doesn't discuss chaotic thought in the passage, noting that thought in oral culture is highly structured.

(C): Out of Scope. The author suggests that writing enables more complex *thought*, but suggests in ¶5 that some oral language can be highly sophisticated and complex.

(D): Out of Scope. The author only draws distinctions between level of advancement in thought; there's no suggestion that either type of communication is barbaric.

(E): Not mentioned in the passage

3) What role does Plato serve in ¶s1 and 2? The author says that "essentially the same objections...were urged by Plato...against writing." The prediction is easy: Plato is used to introduce ancient objections to writing. (B) paraphrases this closely.

(A): Out of Scope. The author doesn't discuss whether Plato's philosophy was literate or oral, and Plato is clearly used as more than an example of a type of philosophy: he's the source of objections to writing in general.

**(B): The correct answer**

(C): Out of Scope. The author doesn't suggest that Plato's objections are misconceptions, and in fact seems to agree with the assertion that writing makes memory less important when discussing oral memorization in ¶5.

(D): Out of Scope. The author wants to show *similarities* between writing and computer technology; there's no mention of any differences.

(E): Opposite as explained in 'B' above

4) A main idea question, E sums up the passage really well as is evident from our passage map.

(A): The passage is not concerned with criticising anyone

(B): Close but not as clearly worded as option E

(C): Opposite. The passage actually attempts to show the connection between writing and consciousness

(D): The passage never discusses the negative effects of writing

**(E): The correct answer**

### **PASSAGE 31**

**Topic and Scope** - The disadvantages of “tracking” in schools

#### **Mapping the Passage**

¶1 argues that tracking contradicts the philosophy that all can learn, and presents an obstacle to eliminating tracking: it makes scheduling easier.

¶2 responds to the argument that tracking improves learning by stating that tracking can “dumb down” lower level tracks.

¶3 defines tracking and notes that it is common in the nation’s schools.

¶4 notes a major problem with tracking: inability for some students in lower tracks to get into higher-level classes later.

- 1) An incorporation question. How would the author’s argument be affected if tracked students did better than their non-tracked counterparts? The question tells you that the argument would be weakened, so you just need to find an answer choice summarizing an argument the author makes against tracking on the basis of performance. (B) is just such a choice: the author argues in ¶2 that tracking encourages “dumbing down”

(A): Faulty Use of Detail. The author does argue this at the beginning of ¶2, but the statement isn’t made in order to argue directly that tracking hurts academic performance. Therefore, it wouldn’t be weakened by evidence that indicates higher performance.

**(B): The correct answer**

(C): Faulty Use of Detail. The author makes this point in ¶1, but this is an advantage of tracking, and one of the reasons it sticks around. If evidence that tracking was also good for test scores came out, it would presumably *strengthen* this argument.

(D): Faulty Use of Detail. As above, the author notes this in ¶1 when discussing the advantages of tracking. It doesn’t have anything to do with academic performance, however, and so the argument wouldn’t be directly affected by the new evidence in the question stem.

(E): The author never states that tracking should be banned in schools so there is no question of strengthening or weakening anything

- 2) A main idea question. Predict using topic, scope, and purpose. The author argues that tracking in schools leads to disadvantages for the students. Clearly, he is not in favour of tracking. This knowledge allows us to focus in on the global choices (A) and (B). Of the two, (A) oversteps the scope of the passage. Only (B) accurately encompasses what the author is arguing.

(A): Out of Scope. The author never actually argues that tracking should be eliminated, only that it has some negative consequences.

**(B): The correct answer**

(C): Faulty Use of Detail. Stress level is mentioned at the end of ¶3, but this is not the author's main point of the passage.

(D): Faulty Use of Detail. Scheduling is mentioned at the end of ¶1, but this is not the author's main point of the passage.

(E): Opposite as explained in 'B' above

- 3) A scattered detail question. Either eliminate or look for a choice that seems foreign. While the first three are mentioned as criteria for tracking in the passage, (D) isn't mentioned as a criterion for tracking. While the author notes in ¶3 that "there are differences...in...how talkative and energetic the classroom is" depending on tracking, there's no suggestion that students are tracked *based* on how talkative or energetic they are individually.

(A): Opposite. The author mentions grades as a criterion in the opening lines of ¶3.

(B): Opposite. The author cites "academic ability" as a criterion for tracking in ¶3.

(C): Opposite. The author discusses the way students get locked in to higher tracks (i.e. AP courses) with honours courses (¶4).

**(D): The correct answer**

(E): Opposite. This is stated in ¶1.

- 4) Use your map to predict the purpose of ¶2: the author first describes why administrators like tracking (it promotes achievement) and then argues that it in fact does the opposite. (A) captures this structure of administrative views and authorial response.

**(A): The correct answer**

(B): Faulty Use of Detail. While this represents the author's view in the paragraph, it neglects the administrative views in the first half of the paragraph.

(C): Faulty Use of Detail. The author mentions "divergent experiences" that occur in tracking, but only as an introduction to discussing the arguments for and against the practice.

(D): Faulty Use of Detail. As in (B), while this is part of the author's argument against tracking, it neglects the views of the administrators.

(E): No benefits are listed in this paragraph

### PASSAGE 32

**Topic and Scope** – To question the moral validity of using animals for experimentation in laboratories

#### **Mapping the Passage**

¶1 provides an example of the suffering animals have to go through during the process of experimentation.

¶2 compares different classes of animals and states that humans sympathise with those that display fussy characteristics

¶3 tries to define 'animal'

¶4 discussed the views of historians such as Kant who were not much sympathetic towards the plight of these animals.

¶5 discusses one way in which humans decide which animals to show sympathy towards

¶6 concludes by stating that we cannot decide on behalf of animals what is be good for them and what is not be good for them'

- 1) The author states, "We cannot decide right and wrong, good and evil for those with whom communication is barred". Communication between animals and humans is mentioned with finality in this last sentence. The implication of a large portion of the passage is that direct or effective communication with animals is impossible and without direct communication, we are unable to "determine whether another creature is experiencing pain". 'B' clearly follows from this.

(A): The author never implies that "that an animal does not have enough 'fussy' characteristics to be considered human."

**(B): The correct answer**

(C): The author never implies "that an animal does not benefit from human empathy." In contrast, his references to 'fussy' admit that some animals are at least considered for protection.

(D): Out of scope

(E): The author actually attempts to state the opposite in the passage that animals do deserve human sympathy

- 2) You should immediately grasp the flavor of the quote because of the word "torture." We are looking for an answer whereby the author would disagree. What would the author's response be? The recurrent theme throughout the passage is that animals cannot tell us if they are suffering, how much they are suffering, or whether or not they want to suffer. 'C' states this the best.

(A): The author would clearly discount any efforts to quantify the unquantifiable; i.e., "cute." Therefore, he would never respond with "less 'cute'." Additionally, he discounts structural differentiation and fubsiness throughout the passage.

(B): In the passage the author makes very few sweeping statements about animals. This answer is an all-inclusive type of statement, which you should be wary of. The author does imply that we would not care if "mosquitoes, spiders, or ticks" were suffering

**(C): The correct answer**

(D): This is not the one best answer. Again the author argues that animals cannot tell us if they are suffering, how much they are suffering, or whether they want to suffer or not. According to the author, we actually cannot know, and do not know.

(E): Not as specific an answer as C

3) The author clearly feels that non-verbal means are a poor method of communication, and what meaning there might be could be misconstrued; remember, empathy is apathetic fallacy. Thus the author would never agree with Option 'A'

(A): The correct answer

(B): The author would agree. This statement is essentially one of the author's own lines and advances the author's thesis.

(C): The author would agree. This statement is also rewritten from a passage sentence and it, too, advances the author's thesis.

(D): The author would agree.

(E): The author would agree.

### **PASSAGE 33**

**Topic and Scope** – To discuss whether marijuana is harmful or beneficial and to state that more research is needed before one could arrive at an answer to the same.

#### **Mapping the Passage**

¶1 provides the two points of views on marijuana use – those who are in favour and those who are against.

¶2 states that more people have tried marijuana in Netherlands after its use was legalised

¶3 describes the harmful effects of marijuana

¶4 states that marijuana is addictive and defines drugs of dependence

¶5 concludes that marijuana has not yet been confirmed as a medicine and that it probably has more negative effects than positive ones

- 1) a simple detail question that can be quickly answered if you've made a good passage map by going through the relevant paragraph. 'D' immediately stands out as the correct answer.

(A): Opposite. This is mentioned in ¶3

(B): Opposite. This is also mentioned in ¶3

(C): Opposite. This is also mentioned in ¶3

**(D): The Correct Answer**

(E): Opposite. This is also mentioned in ¶3

- 2) Another detail question that can be answered by going through paragraph 4 which clearly says that 'cannabis is not generally regarded as a drug of dependence because it does not have a clearly defined withdrawal syndrome'. From the passage it is obvious that cannabis and marijuana are one and the same. 'B' clearly is the best answer then.

(A): Out of scope.

**(B): The correct answer mentioned in ¶4**

(C): Incorrect, as described above.

(D): Incorrect, as described above.

(E): Out of scope.



3) Evaluating each of the options, it is clear that D is the only one that can be safely inferred from the passage without making any assumptions.

(A): Extreme and Out of scope.

(B): Out of scope. It does have a lot of harmful effects anyway.

(C): Out of scope.

**(D): The correct answer.**

(E): Out of scope

### PASSAGE 34

**Topic and Scope** - The author discusses the single-term presidential system and argues that it's a bad idea.

#### **Mapping the Passage**

¶1 introduces the idea of a single presidential term.

¶2 argues that the single term is usually associated with countries with weak political parties and therefore popular when political parties are weak.

¶s3 and 4 argue that single-term systems encourage corruption.

¶5 argues that the single-term system is designed to make up for weak parties, but ends up making parties even weaker.

*Strategy Point:*

*Take time to paraphrase difficult points that touch on main ideas in the passage. Critical reading depends heavily on moving quickly through less important text and spending extra time on meaningful sections.*

- 1) Go back to ¶5 to review what foreign observers say: they argue that fixed elections are a bad idea; elections should be held any time. Would a single-term system address this concern, work against it, or have no effect? Since the current terms are four years, and the single term would be six years, elections would be held *less* frequently, which would further irritate the foreign observers who consider democracy dependent on elections-on-demand. (B) fits.

(A): Opposite. They'd attack it for the reasons described above: fixed elections, according to the foreign observers, run counter to democracy.

#### **(B): The Correct Answer**

(C): Opposite. The foreign observers would have a strong opinion about something that further reduced the frequency of elections.

(D): Out of Scope. While they *would* condemn it, the objections in ¶5 focus only on frequency of elections.

(E): Opposite

- 2) What does the author say about weak political parties? They lead to a preference for single terms, which, when enacted, lead to corruption. Evaluate the choices with this main chain of causes and effects in mind. While three choices aren't touched on by the author, (C) is the main point made in ¶3 and the beginning of ¶ 4: single-term systems encourage individual bargains (which ultimately lead to corruption.)

(A): Out of Scope. The author never discusses appointing people to political posts.

(B): Out of Scope. This also isn't touched on by the author. Foreign observers favour frequent elections, but not necessarily parties.

**(C): The correct answer**

(D): Opposite. The author argues that single-term systems are more frequent in systems with weak political parties, which would presumably *decrease* the frequency of elections.

(E): Opposite

3) What is the author's main argument for avoiding the single-term system? It leads to corruption. Looking for something that would weaken this argument turns up (B), which contradicts the author's main reason for avoiding the single-term system.

(A): Out of Scope. The author isn't concerned with the foreign observers themselves, but rather the points that they make.

**(B): The correct answer**

(C): Opposite. This would, if anything, strengthen the author's argument that the single-term system is a bad idea.

(D): Opposite. A parliamentary system is given as a contrast to the single-party system. If the parliamentary system were more democratic, this would strengthen the author's contention that the single-term system is a bad idea.

(E): What politicians favour doesn't affect the author's claims

### PASSAGE 35

**Topic and Scope** - The author describes the evolution of the universe and its impact on old debates concerning time and creation.

#### **Mapping the Passage**

¶1 argues that the universe had a beginning in time.

¶2 provides specific dates to put the universe's age in context.

¶3 describes the Big Bang and its relevance to the idea of an expanding universe.

¶4 argues that the expanding universe has significant implications for cultural ideas of time and argues that science intersects with philosophy in this area.

¶5 provides a metaphor that elucidates the nature of the universe's expansion.

*Strategy Point:*

*Try to visualize abstract processes that are described in passages; it's a useful way to "paraphrase" what's happening and to avoid getting lost in the passage.*

- 1) What is the "age-old debate" discussed at the end of ¶4? Read the previous lines for clues: astronomers are involved in a "theological discussion" which involves the idea of a Creator. (A) summarizes this point in ¶4.

**(A): The correct answer**

(B): Out of Scope. The author notes that the problem of a Creator only arises when linear time is considered, and the phrase ties into the question of a Creator. Therefore, a debate between the two times is outside the scope.

(C): Out of Scope. The disappearance of the dinosaurs is mentioned in ¶2 in a discussion of time frames, not the debate referred to in the phrase.

(D): Out of Scope. The author doesn't mention any debate about the movement of galaxies.

(E): Outside the scope.

- 2) Review the gist of the passage and keep the author's main points in mind while evaluating the choices. Three of the choices match points the author makes, but (B) directly contradicts the time frames mentioned in ¶2, which indicate that the solar system is much younger than the universe itself. Note that your research for question 4 helps you here.

(A): Opposite. This is stated in ¶4.

**(B): The correct answer**

(C): Opposite. This is just another way of saying that the universe is expanding.

(D): Opposite. This is a main point of the first part of ¶4.

(E): Opposite. This is stated in ¶2

- 3) Go back to the comparison to a motion picture described in ¶1. What is the author's purpose in the first paragraph? To argue that the universe had a beginning in time. The comparison is used to reinforce this point: (A) reflects this.

**(A): The correct answer**

(B): Out of Scope. The author never makes this argument.

(C): Out of Scope. This point isn't made either.

(D): Out of Scope. The author doesn't argue that this must be true, but rather that it's a point of debate.

(E): Out of Scope. The author never makes this argument.

### PASSAGE 36

**Topic and Scope** - The author discusses the history of maps, particularly maps that preceded modern cartography.

#### **Mapping the Passage**

¶1 states that maps are valuable to historical research.

¶2 discusses the various traits of old maps and ways of studying them.

¶3 and 4 describe the value of old maps in relation to how much information they provide.

¶5 provides some examples of maps useful to the study of historical geography and describes the transition from pre-modern to modern maps.

- 1) Don't start with RN I to answer this question! It appears in only one choice and so isn't a time-effective starting point. RN II appears in three choices, so start there. RN II directly contradicts the author's point in ¶4 that Ptolemy's maps served as templates for other maps for centuries. Eliminate (B). RN III contradicts the main point of the passage: historians *are* interested in maps as historical tools. Since RNs II and III are both untrue, only choice (D) is possible. Though there's no need to check RN I, it can be verified as true by looking at the main point of the last paragraph.

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

*Strategy Point:*

*Pay close attention to "NOT" in questions. It would be easy to thoughtlessly eliminate choices as not true in this question when in fact the untrue ones are the ones you're looking for!*

- 2) There's not much to go on in the passage by way of opinion, but even a simple prediction can yield fast results. What is the author's main point? Old maps have historical value. Scanning the answer choices with even this broad prediction immediately turns up (A), which states much the same thing.

**(A): The correct answer**

- (B): Opposite. This contradicts the point made in the last line: that *in* the 18<sup>th</sup> Century, modern, accurate map-making was born. (Per my comment in the question itself, although modern map making was born in the 18th century, it has surely developed and improved since).
- (C): Opposite. The author argues that even maps with errors can offer historical value, but uses these particular maps in ¶4 as an example of maps with especially few errors.
- (D): Out of Scope. The author never makes this claim, nor does it make sense, since presumably the maps that used Ptolemy as their base added more accurate data: otherwise, there would be no need to make a new map.
- (E): Out of Scope. The author never expresses his views in this regard
- 3) The “according to the passage” opening tips you off that this is a detail question, and consequently, that we’re only looking for types of maps supported by examples in the passage. While three of the maps deal with geographic features similar to those the author touches on in the passage, a star chart wouldn’t have anything to do with the author’s idea of maps as something representing terrestrial features.
- (A): Opposite. The author describes sea chart maps in ¶5.
- (B): Opposite. The author describes street maps in ¶5 also.

**(C): The correct answer**

- (D): Opposite. The author discusses hypothetical maps that describe “the extent of enclosed farmland” in ¶2.
- (E): Opposite. The author describes sea chart maps in ¶5.

### PASSAGE 37

**Topic and Scope** - The psychological ramifications of obedience to authority versus control over one's own actions.

#### **Mapping the Passage**

¶1 states that people do things they otherwise wouldn't when so ordered by authority.

¶2 argues that psychological studies have to take into account the practical aspects of obedience in addition to theoretical ideas.

¶3 suggests that laboratory-tested obedience effectively highlights these practical aspects.

¶4 says that obedience is influenced by fear and the desire to cooperate, and that the individual obeying has trouble controlling his own behaviour.

¶5 expands on the point in ¶4: the laboratory can effectively simulate real-world conditions that lead to obedience.

1) Review the main points in the map, and read the stem carefully: you're looking for something that's *not* false, i.e., that *is* true. While three choices don't follow from the passage, (D) summarizes the point made in ¶3 that the lab is a good place to study obedience.

(A): Opposite. One of the author's main points, most clearly expressed in ¶1, is that people *will* do things that they'd normally consider wrong when obeying authority.

(B): Distortion. While the author argues that people often do this, there's no indication in the passage that authority is *always* obeyed.

(C): Opposite. The author surely thinks that the study of obedience is important, or the passage wouldn't be written.

**(D): The correct answer**

(E): Opposite. This is mentioned in para 4.

*Strategy Point:*

*Read question stems carefully. In this case, even though the stem includes the word "false," you're looking for an answer choice that's true.*



- 2) Review the lines in context. The author argues that this “absence of compulsion” goes hand in hand with a “cooperative mood,” which suggests that the phrase means the person is obeying on their own free will. (B) says the same.

(A): Out of Scope. While fear is mentioned as a factor later in the passage, it doesn’t tie into this phrase, nor is there any indication that psychological experiments do lack punishment.

**(B): The correct answer**

(C): Distortion. While the person who has an absence of compulsion presumably is free to disobey, the phrase is more concerned with those who *do* obey, though free to refuse.

(D): Out of Scope. Moral implications aren’t discussed or hinted at anywhere in the vicinity of this phrase.

(E): Incorrect as explained above

- 3) What is the author’s main argument about obedience? People do things they don’t want to do because they feel compelled to by authority. Look for something that challenges this point: If (C) is true, the author’s point about not wanting to do things, most clearly expressed in ¶1, makes no sense. If people have no strong ethical values, then bad actions wouldn’t necessarily be against their will.

(A): Opposite. This would support the author’s point about fear made in the last paragraph.

(B): Opposite. This would support the author’s idea that authority is often used to advance immoral aims.

**(C): The correct answer**

(D): Out of Scope. This is an irrelevant distinction; the author doesn’t say anything about which segments of society would be more or less willing to obey authority

(E): Opposite. This would support the author’s point about fear made in the fourth paragraph.

### PASSAGE 38

**Topic and Scope** - Corporations hold values pursuant only to corporate goals, not traditional morals, so prosecuting them for ethical crimes doesn't work.

#### **Mapping the Passage**

- ¶1 discusses the goals and ethical limitations of corporations (3M example)
- ¶2 explains methods for making corporations respond to moral concerns.
- ¶3 contrasts the corporations with individuals and outlines some individual ethics.
- ¶4 asks if corporations can be held responsible for ethical crimes.
- ¶s5 and 6 describe a failed attempt to prosecute a corporation for such crimes (Pinto).
- ¶7 presents a possible argument in favour of prosecution: deterrence. Evidence shows no deterring effect on corporations, though.

Strategy Point:

*Persuasive passages usually address alternate and opposing views. Make sure you're clear not only on who is arguing for what, but how the author responds to critics. Having a clear map will simplify locating each view.*

- 1) The author argues that this is true, and gives an example in ¶s1 and 2. (C) and (D) can be eliminated. Does this argument have to *necessarily* be true? There's nothing in the argument to indicate that there could never be an exception. (B) is the only choice left standing.

(A): Distortion. A very tempting wrong answer choice. Remember that anything necessarily true will have very strong logical support in the passage. We have only a few examples here, not a definite rule.

#### **(B): The correct answer**

(C): Distortion. While the information is perhaps true, there's plenty of support for the author's argument in the passage.

(D): Opposite. The information in the passage doesn't prove the claim, but it does support it.

(E): Incorrect as the author clearly provides support for this fact as explained above

- 2) A new situation: evaluate it in the context of the passage's broad themes. Where does a company that voluntarily gives up profit to spare animals from pain fit in the author's idea of corporations? It doesn't. It's an example of ethical concerns trumping economics, which the author claims doesn't happen. We're looking for an answer choice that somehow indicates weakening, and (D) alone fits this.

(A): Opposite. For the same reason (D) is correct.

(B): Opposite. Two answer choices gone quickly.

(C): Opposite. Essentially, this choice says it wouldn't have an effect, when it does.

**(D): The correct answer**

(E): Out of scope. Nothing in the passage suggests that the company has to be 'government owned'

- 3) A strengthen question. Quickly paraphrase the author's reasons for claiming (in the last paragraph) that deterrence won't work: companies will just treat it as an economic consideration like any other. Search for a choice that reflects this. Only (B) has to do with economics! Further, it reinforces the idea that companies will shrug off potential penalties that have little economic consequence.

(A): Out of Scope. We're concerned with corporations rather than individuals.

**(B): The correct answer**

(C): Out of Scope. No economic factors are in play in this choice.

(D): Out of Scope. There are no clear economic factors in this choice either. Knowing the scope of questions as well as passages and paragraphs helps to eliminate many answers quickly.

(E): Out of Scope.

### **PASSAGE 39**

**Topic and Scope** - Environmental programs and regulations are often depicted as being unsuccessful, but are in fact very successful.

#### **Mapping the Passage**

¶1 introduces ecological problems and "doom" associated with them.

¶s2-4 give examples of environmental successes.

¶5 briefly discusses less successful efforts, and then returns to examples of successes using economic incentives.

¶6 gives examples of environmental successes.

¶7 says that despite successes, both sides of the ecological debate are overly negative.

Strategy Point:

*Passages light on concepts and heavy on detail should be moved through quickly. Most of the work you'll have to in these passages will be in the questions.*

- 1) A scattered detail question. Usually, one choice will contradict one of the author's opinions, so be sure you're clear on those (though sometimes you may have to compare each answer choice to the relevant text in the passage). (A) distorts the author's statement that CFC emissions are declining and the ozone layer is replenishing. If they were damaging before, there's no reason to think they're not damaging now. (A) must therefore be false.

#### **(A): The correct answer**

(B): Faulty Use of Detail. This is in ¶6

(C): Faulty Use of Detail. Found in ¶3.

(D): Faulty Use of Detail. Also found in ¶3.

(E): Faulty Use of Detail. Found in ¶5.

- 2) Another question where the four wrong answer choices are plausible, and the right answer isn't. Keep in mind that something doesn't have to be mentioned in the passage to be plausible, but if it's *implausible* there must be something in the passage to make it so. Notice that the author directly contradicts (A) in ¶7, saying

that environmentalists *are* aware of the successes but just prefer to be pessimistic. This question rewards test-takers who have categorized the answer choices and know what *type* of answer they're looking for.

**(A): The correct answer**

(B): Opposite. This could in fact be the reason that environmentalists are pessimistic.

(C): Opposite. The author mentions that this is true, and is a plausible reason for pessimism.

(D): Opposite. Another reasonable explanation for why environmentalists might get more mileage by being Cassandras.

(E): Opposite. The author mentions that this is true.

- 3) What do we know from the passage about protecting endangered species? Only two things: that it's been successful but unfair to landowners. Which is the political right more likely to care about? Likely landowners and the right would likely attack the program on this basis. A quick scan of reaction knocks out (A) and (B), and understanding the reasons for that reaction leads immediately to (C).

(A): Opposite. While the right might like a lack of regulation, the program's success is *only* because of regulation.

**(B): The correct answer**

(C): Out of Scope. The right might enjoy refuting the claims of the left, but not if it comes with heavy governmental regulation.

(D): Distortion. While the right will reject the program, they're concerned less with the aspect of its success than its cost. Furthermore, we already know the program has been successful.

(E): They would not be indifferent as described above

- 4) This paragraph clearly attempts to enumerate the positive success stories with regards to pollution control. 'D' summarises this really well.

(A): The author doesn't criticise anyone

(B): The author never recommends a ban

(C): There is no warning in the 3<sup>rd</sup> paragraph

**(D): The correct answer**

(E): The author doesn't provide any agenda

### **PASSAGE 40**

**Topic and Scope** - The author describes the new "Great Goddess theory" that Old Europe was matriarchal and peaceful, which conflicts with traditional views that it was patriarchal and violent.

#### **Mapping the Passage**

¶1 introduces the Great Goddess theory as controversial.

¶2 describes how the theory views life/society in Old Europe.

¶3 describes the new theory's contention that Great Goddess cultures were ended by warlike invaders.

¶4 lists supporters of the new theory

¶5 begins with a supporter and then details objections to the new theory.

¶6 outlines supporters' responses to the objections.

1) Keep the main elements of the Great Goddess theory in mind as you review the choices. Look for an answer choice that a proponent of this theory would have no opinion on or would disagree with. (D) fits nicely: ¶3 states explicitly that traces remained.

(A): Opposite. The proponent would have to agree with this, or there would be no logical way to believe the theory.

(B): Opposite. This is addressed in ¶4.

(C): Opposite. This is also explicitly stated in ¶4.

**(D): The correct answer**

(E): Opposite. This is addressed in ¶1.

2) Use your momentum from the last question to start this one out. We know only two main things about traditional archaeologists: they advocate a patriarchal model, and, as described in the question above, they're skeptical that archaeology can cast much light onto what ancient peoples actually thought. Scan the answer choices for a statement that runs afoul of one of these. Only choice (D) fits either one, referring to a "worry" that traditionalists would say we can't know anything about.

(A): Out of Scope. This would be the sort of statement that a traditionalist *would* believe could potentially be backed up by evidence.

(B): Out of Scope. Like (A), entirely factual and therefore verifiable.

(C): Out of Scope. As above.

**(D): The correct answer**

(E): Out of Scope. As above.

- 3) Before jumping into the answer choices, make sure you're clear on the main argument the Great Goddess theorists use to respond to criticism. They have no evidence to counter with, but argue that unorthodox theories are useful for their own sake, because they stimulate dialogue. Keeping this in mind will quickly yield B.

(A): Out of Scope. Violence has nothing to do with the response the Great Goddess theorists make to criticism.

**(B): The correct answer**

(C): Distortion. Though they might argue that new theories increase understanding, there's no indication that the traditionalists don't understand the Great Goddess theory.

(D): Out of Scope. This has nothing to do with the theorists' response.

(E): Out of Scope. This has nothing to do with the theorists' response.



### PASSAGE 41

**Topic and Scope** - The author uses the example of medical quackery to discuss pseudoscience and the difficulties involved in refuting it.

#### **Mapping the Passage**

¶1 introduces the idea that most diseases go away on their own and that this information can be misused by unscrupulous individuals.

¶s2 and 3 explain the reasons why pseudoscience and medicine often go together and why pseudoscientists are successful in convincing others of their claims.

¶s4 and 5 give an example of the difficulties in refuting claims of pseudoscience and in distinguishing between real and pseudo-science (offering a metaphor to show that the distinction is real).

¶6 continues by giving one philosopher's reasons for why people believe false claims.

Strategy Points:

*Follow arguments through carefully—they sometimes lead in directions other than what you'd anticipate. When an author gives examples or metaphors, be sure to understand why they're given, i.e., how they support the author's point.*

- 1) Research the text in the passage. The author uses the term to discuss diseases that more or less keep themselves in check. (A) matches perfectly.

**(A): The correct answer**

(B): Distortion. This answer choice simply misinterprets what the "self" is (it is the disease, not the patient).

(C): Opposite. If the disease ends with the patient's death, it's not doing much self-limiting!

(D): Distortion. If the disease is self-limiting, the author says, any treatment will likely seem to be successful, which means that there must be natural improvement.

(E): Incorrect, as explained above

- 2) What does the author say is needed to evaluate scientific claims? "Statistics...with logic." Combine this with the author's argument that people usually only remember successes to zero in on the answer. (D) catches it all.

(A): Out of Scope. Measuring time of response does nothing to distinguish between treatments that work and those that don't.

(B): Distortion. The author argues that people only remember the successes. Therefore, the failures must be recorded as well for accuracy

(C): Out of Scope. Dosages have no necessary link to success, particularly if the success has nothing to do with the treatment!

**(D): The correct answer**

(E): Keeping a record of the claims will not help in any way.

3) An inference question: jump to the answer choices. While each of the wrong answer choices can be knocked out quickly as not necessarily following from what the author is arguing, (C) is essentially a paraphrase of the argument made in ¶5.

(A): Distortion. Though quackery might not be effective, that doesn't mean that as a general rule *nothing* can be done.

(B): Distortion. While Quine argues this in ¶6, it's not the view of the author. Note that at the beginning of ¶6 the author points out that Quine goes "even farther" than he.

**(C): The correct answer**

(D): Distortion. Quine again. It's crucial to distinguish between what Quine believes and what the author does.

(E): 'Banned' is extreme language and the author never states this.

*Strategy point:*

*Always be sure to distinguish the author's own opinion from opinions of other people to whom the author refers.*

### **PASSAGE 42**

**Topic and Scope** - The author discusses tribal immunity and the legal consequences.

#### **Mapping the Passage**

¶1 introduces the concept of tribal immunity.

¶2 quotes an Supreme Court Justice who believes that the limits of tribal immunity should be re-examined.

¶s3 and 4 present the legal justifications for tribal immunity (*U.S. v. U.S. Fidelity & Guaranty Co.*).

¶s5 and 6 argues that tribal immunity is far broader than immunities granted to other governments.

¶7 notes that unlike with other governments, courts haven't distinguished between tribes' economic and governmental activities.

Strategy Points:

*Always pay attention to proper names, quotations, and anything in italics. They're often an easy way to isolate the main events and points of view in the passage.*

1) The author's argument is that tribes have immunity that's overly broad. Tribes can only be sued with authority from Congress, not the Court (as happens in the question stem). So if the question stem is true, then this immunity rule wouldn't hold up. (C) fits.

(A): Out of Scope. Immunity, as discussed in the passage, only has to do with the defendant of a suit, not the plaintiff.

(B): Out of Scope. As above.

**(C): The correct answer**

(D): Opposite. This would strengthen the author's idea that tribes have far-reaching immunity

(E): One tribe suing another does not weaken anything

2) Recap the author's main argument: tribal immunity is problematically broad. Keep an eye out for an answer choice that contradicts something the author says or is completely irrelevant. While all three incorrect answers have support in the passage, the author suggests the opposite of what (B) is saying.

(A): Opposite. The author argues this in ¶7.

**(B): The correct answer**

(C): Opposite. This is mentioned in ¶5.

(D): Opposite. Also in ¶5.

(E): This can be easily inferred from the information provided in the passage

*Strategy point:*

*Paraphrase difficult phrases or double negatives into something easier to understand. "Less difficult" reads far more smoothly as "easier."*

- 3) As in the last question, look to eliminate three answer choices supported by evidence and keep an eye out for one that clashes with the passage. (C) directly contradicts the author's point in ¶4 that tribes have been able to buy insurance.

(A): Opposite. The author mentions this throughout the first few paragraphs.

(B): Opposite. This is the topic of ¶s4 and 5.

**(C): The correct answer**

(D): Opposite. The author argues this throughout the second half of the passage.

(E): Opposite. This is the topic of ¶s4 and 5.

### PASSAGE 43

**Topic and Scope** - The author argues that opera should be performed as the combination of acting and music in which it was conceived, rather than performed just as a concert.

**Mapping the Passage:**

¶1 describes the limitations of American opera.

¶2 explains how the limitations have led to opera in concert form and introduces the author's objections to this.

¶3 attacks semi-staged performances as even worse than pure concert versions.

¶s 4 and 5 elaborate on why acting is necessary for a true opera.

¶6 summarizes the author's argument that operas and concerts are separate art forms.

Strategy Points:

*Don't get bogged down in difficult passages; the author's point will usually become clearer as the passage progresses or summarize points at the end.*

1) Find the author's discussion of these communities: they appear in ¶1. The author argues that they don't produce operas because they won't be as good as New York's enormous opera. Looking for an attitude that would reflect this immediately yields (C). Paraphrasing in advance usually means quick points!

(A): Out of Scope. The author never says anything about education and opera.

(B): Opposite. This would more accurately reflect the opinion of a community that *did* produce opera.

**(C): The correct answer**

(D): Out of Scope. There's nothing in the passage that reflects this distinction.

(E): No connection with the paragraph

2) The author has a strong point throughout the passage: operas and concerts don't mix. Look for a statement that the author would actively dispute, or eliminate the three answers that he'd agree with. (B) turns up as a statement that distorts what the author spends ¶3 arguing.

(A): Opposite. This is the point of the passage.

**(B): The correct answer**

(C): Opposite. This is implicit in the idea that communities stage concerts when they feel they can't do justice to an opera.

(D): Opposite. The author mentions this in ¶3.

(E): Opposite. The author mentions this in ¶2.

3) Look to the fourth paragraph for this information. The author argues that the term "opera" in English does not connote the full experience of the theatrical work (as it does in Italian); choice (B) mirrors this.

(A): Faulty Use of Detail. This could possibly be inferred from the passage, but the author is not trying to make this point.

**(B): The correct answer**

(C): Faulty Use of Detail/Distortion. The author never goes so far as to limit the scope of the discussion to *only* two languages.

(D): Distortion. The author does not imply this, he is only saying that the way we think of opera is different.

(E): Extreme language.

### **PASSAGE 44**

**Topic and Scope** - The lack of definite evidence for the early ice ages and one scientist's preferred theory of their cause.

#### **Mapping the Passage**

¶1 describes Agassiz's reasons and evidence for theorizing an ice age.

¶2 demonstrates that evidence for the early ice ages is thin, making it difficult to reconstruct dates and causes.

¶3 describes Frakes' favourite theory: continental drift promoted glaciation.

¶4 and 5 demonstrate further that evidence for the early ice ages is thin.

¶6 suggests that relatively little data lets scientists run wild in their theorizing.

#### *Strategy Points:*

*Watch out for double negatives! Paraphrase them to make sense, writing in the margins if necessary. In this passage, misinterpreting "least unlikely" could hurt a test-taker rushing through without paraphrasing.*

- 1) Try to get a basic prediction for assumption questions if possible. If scientists don't know whether the poles or the equator were the coolest, they must have some sort of evidence that both were awfully cold. (A) fits this. If unsure, try the denial test: If glacial deposits haven't been found at both, then one should be demonstrably colder than the other.

#### **(A): The correct answer**

(B): Distortion. The argument that scientists are unsure doesn't depend on the idea that some geological information is forever gone. While this may be true, it's not why scientists are unsure.

(C): Out of Scope. This has nothing to do with the statement.

(D): Out of Scope. Even if this were true, it still wouldn't explain why geologists were unsure which part of the earth had been the coolest.

(E): Out of Scope. This has nothing to do with the statement.

- 2) The author mentions both of these theories; paraphrase what is said about them: the volcanic theory has some evidence in glacial records; the orbital change theory has no evidence at all. The volcano-scientist would be quick to point this out in his defense; (C) says the same thing.

(A): Out of Scope. We have no way of knowing from the passage the consequences of a change of orbit.

(B): Opposite. The advocate of the volcano theory wouldn't help his cause with this.

**(C): The correct answer**

(D): Distortion. While the author mentions that these theories are immune from proof, that's not necessarily something in their favour, nor would it distinguish the vulcanologist's argument from that of the orbital theorists.

(E): Out of scope.

3) What would cause reduced sunlight? Only an orbital change. Think back on what the author says about the orbital change theory: its only evidence is the glaciation itself. This new evidence would therefore weaken the author's argument about the orbital theory: (D).

(A): Out of Scope. Though volcanic eruptions can lead to a reduction in the amount of sunlight that reaches earth, it isn't necessarily the case here.

(B): Out of Scope. As above. This evidence is outside the scope of the volcanic theory.

(C): Opposite. The author never makes this claim.

**(D): The correct answer**

(E): It does have relevance to the passage as described above



### PASSAGE 45

**Topic and Scope** - The author discusses the formation, transformation, and composition of coral reefs.

**Mapping the Passage:**

¶1 introduces the notion of symbiotic relationships in a marine environment with the example of the anemone and the clown fish.

¶s2 and 3 discuss the symbiotic organisms responsible for the formation of coral reefs and point out that much of the mechanism for forming reefs remains unknown.

¶4 discusses two theories on the formation of barrier reefs.

¶5 points out that coral reefs contain far more algae than coral, and that the name "coral reef" is therefore a misnomer.

- 1) Your map will remind you that a full paragraph discusses the misnomer "coral reef." Summarize the main reason why this is true: Reefs have lots of algae, not much coral. (D) matches the prediction.

(A): Faulty Use of Detail. The author argues at the end of ¶5 that this is why the term persists, but it doesn't explain the misnomer.

(B): Distortion. While the reef's conditions for growth depend on the algae, the coral could also play a major role in determining survival.

(C): Faulty Use of Detail. While true as described in ¶5, this doesn't explain why the term "coral reef" would be misleading.

**(D): The correct answer**

(E): Extreme language. The reef does have coral.

*Strategy Point:*

*When a question asks for an answer that is the focus of a whole paragraph, predict by summarizing the paragraph's overall point.*

- 2) A difficult question to predict; review the main points of the passage in your map. Remember to eliminate while looking for the correct answer, using the denial test as needed. (B) must be an assumption of the scientists since they study the different types of reefs with the intent of understanding how they transformed from to another. Denying (B) and arguing that the three types developed independently destroys the transformation theories that the author discusses.

(A): Opposite. The author argues in ¶4 that Darwin's theory may be "partially true," suggesting that the two theories can coexist to some extent.

**(B): The correct answer**

(C): Opposite. The author mentions corals without algae in the last part of ¶5.

(D): Opposite. The author shows in ¶s2 and 3 that a variety of factors influence reef renewal.

(E): This could be a conclusion but doesn't have to be an assumption

3) How does the Enewetak atoll fit into the passage? Mentioned in ¶4, the author argues that it supports Darwin's theories about barrier reef formation. (C) matches the prediction exactly.

(A): Out of Scope. While it strengthens the claims of *some* scientists, it can't strengthen the claims scientists in general since there are competing theories.

(B): Out of Scope. As above.

**(C): The correct answer**

(D): Opposite. The author states explicitly that the evidence strengthens Darwin's theory.

(E): Incorrect, as described above

### **PASSAGE 46**

**Topic and Scope** - The author discusses the benefits and drawbacks of tying the length of prison terms to a prediction of an offender's likelihood to commit crimes in the future.

#### **Mapping the Passage:**

¶s 1 and 2 describe the concept of selective incapacitation and its potential advantages.

¶3 describes a potential injustice of selective incapacitation: more lenient sentences for the better-off.

¶4 and 5 discuss another potential drawback: errors in statistical prediction that lead to unjust or dangerous sentencing.

¶6 discusses the possibility of rejecting prediction altogether but argues that some form of prediction is necessary.

1) An incorporation question with some difficult initial information to sift through. A quick vertical scan of the answer choices shows that you need to determine whether the information strengthens or weakens various arguments that the author makes. Since the claims in the choices are diverse, try to predict what would happen based on the information alone. If the information in the question is true, then more criminals will be going into prison than coming out. Looking for an answer choice that touches on this turns up (C). Of course, if the prison population is increasing, the claim that selective incapacitation would not increase the prison population is weakened.

(A): Opposite. If more dangerous criminals are being imprisoned, this claim would be strengthened.

(B): Out of Scope. This claim is never made, and the relative numbers of the imprisoned would have no effect on it even if it were.

**(C): The correct answer**

(D): Opposite. This opinion would be strengthened by the evidence that more dangerous criminals are justly receiving longer sentences.

(E): Incorrect, as described above

2) Review the given lines in context. If the less privileged offenders are punished more severely, then they must be predicted to be more dangerous. (B) repeats this. Use the denial test to verify: If the dangerous repeat offenders were middle class instead of lower class, then the harmful people in the middle class would be imprisoned more often, which runs contrary to the author's point.

(A): Distortion. While there may be more *dangerous* offenders, this doesn't mean that there are more offenders overall.

**(B): The correct answer**

(C): Distortion. Though those in the middle class by definition have more money, there's no indication that they're using it to escape prison terms.

(D): Distortion. Though there may be class inequity in sentencing, this doesn't mean that all lower class offenders are undeserving of prison terms.

(E): Extreme language. The author never assumes this.

3) Review the arguments that opponents of statistical prediction make. The main argument is that statistical prediction is unfair to the innocent. Only (B) matches this point.

(A): Opposite. As mentioned in ¶5, an opponent of prediction would be more in favour of letting a criminal go free than imprisoning an innocent person.

**(B): The correct answer**

(C): Out of Scope. The passage doesn't deal with this at all.

(D): Out of Scope. The passage doesn't deal with this at all.

(E): Out of Scope. The passage doesn't deal with this at all.

### PASSAGE 47

**Topic and Scope** - The author discusses the problems caused by technological complexity and a possible approach to easing them.

**Mapping the Passage:**

¶s1 and 2 give examples of disconnects between technological design and human thought.

¶s3 and 4 describe the problem of technological complexity and give a supporting example. ¶5 defines complexity and gives an example of a specialist who attempts to combat the problem.

¶6 suggests that many technologists believe products should be designed around the needs of an “ordinary” user.

¶7 describes the origins of complexity: engineers design products without keeping the consumer in mind, and argues that user-centred design may help solve the problem of complexity.

*Strategy Point:*

*With passages such as this where the link between paragraphs is not immediately apparent, determine each paragraph's purpose and then look for the overall passage topic. Here, each paragraph discusses problems caused by technological complexity.*

- 1) What do ergonomics experts value? According to ¶5, ease of use. Looking for a product that fits this criterion turns up (A). The example of the watch is helpful in reinforcing this point: the watches weren't defective, and presumably had instructions, but they were too complicated for users to understand.

**(A): The correct answer**

(B): Distortion. Though an ergonomics expert would assert that technology should be easy to use, he wouldn't argue that technology should be eliminated altogether.

(C): Out of Scope. Ease of use doesn't necessarily indicate manipulation by hand. What about an ergonomic bathroom scale?

(D): Distortion. Though complex tasks should be made simpler, this doesn't mean that an ergonomic product has to solve complex tasks on behalf of its user.

(E): Opposite, as described above

- 2) The situation mentioned is identical to that described in ¶6; use the main ideas from it for reference. If a user can't operate a product and concludes that the fault is with them, what assumption are they making? That the fault doesn't lie with the product. In the context of the passage, products are at fault when they aren't designed with average users in mind. Choice (A) ties these ideas together. Using

the denial test confirms the assumption: If the gadget wasn't designed for ready use by the average consumer, then the user would have no reason to believe that the fault lay with him.

**(A): The correct answer**

(B): Distortion. Though the technology may have been designed by engineers, the user isn't necessarily assuming that no one but engineers can figure it out. As far as he knows, the problem lies only with him.

(C): Opposite. If the user assumed this, then there would be no cause to believe that the fault was his own.

(D): Opposite. As above, if this were assumed, there would be no reason for consumers to believe that something was wrong with them.

(E): This doesn't have to be assumed by the consumers.

3) How would the author explain a situation in which consumers give up on trying to master a certain technology? The author's main purpose is arguing that users do this because the technology isn't built around their needs and abilities. Searching for an answer choice that echoes this turns up (D).

(A): Opposite. The author argues that technology should be built around mental models, not the other way around.

(B): Out of Scope. The author isn't concerned with what the consumers think about the product as much as with how easily they can use it.

(C): Opposite. The author argues that consumers shouldn't have to be technologically savvy to use a common product.

**(D): The correct answer**

(E): 'Aberration' is not the correct explanation.

### PASSAGE 48

**Topic and Scope** - The author discusses the paradox of doctors who support euthanasia but who are reluctant to carry it out.

#### **Mapping the Passage**

¶1 introduces the idea of physicians becoming involved in capital punishment as example of alleviating sometimes painful death.

¶2 states that many doctors favour "designated killer" technicians but that maybe this isn't right decision.

¶3 describes the paradox of physicians who support euthanasia but who would not themselves perform it.

¶4 presents an expert opinion that physicians should have a consistent approach towards mercy killing (Marcia Angell).

¶s5 and 6 describe two positions on ¶4's paradox: one that physicians who support mercy killing should be responsible for it; the second that they need not.

1) A rare global question: review topic, scope, and purpose and then simply find their closest match in the answer choices. While three choices are off topic and/or scope, (C) fits with the overall purpose of describing the conflicting arguments about euthanasia.

(A): Out of Scope. The author doesn't deal with this subject in any depth, and certainly not as the overall purpose of the passage.

(B): Faulty Use of Detail. While the author implies that some people might believe this about physicians, the author doesn't make it the focus of the passage.

**(C): The correct answer**

(D): Faulty Use of Detail. The author mentions this in ¶3, but it's not the purpose of the passage as a whole.

(E): The passage tries to do no such 'convincing'

*Strategy Point:*

*Be sure to keep an eye out for the author's position. When the author takes pains to be objective, as is the case in this passage, questions will almost always test to see whether you've picked up on this.*

2) The "According to the passage..." phrasing is a sure cue to refer back to the passage, using your map to direct your focus. Where are designated killers mentioned? Go back to ¶2 to find out what sort of physicians favour this approach: physicians who want to be free from "the taint of killing." Choice (B) rephrases the same.

(A): Faulty Use of Detail. Marcia Angell argues in ¶4 that mercy killing will become part of a continuum, but she does this while *opposing* designated killers.

**(B): The correct answer**

(C): Out of Scope. The author doesn't argue in this part of the passage that a conflict exists, much less that the physicians recognize it.

(D): Out of Scope. There's no evidence in the paragraph or elsewhere that doctors fear the designated killer would abuse the privilege.

(E): Out of Scope.

- 3) Where are the downsides of designated killers mentioned? Refer back to ¶s 2 and 4, where the author raises questions about designated killers and the editor of the *NEJM* raises objections. (A) is the objection raised by the editor: she argues that someday euthanasia will be part of good patient care and that physicians should be in on the action.

**(A): The correct answer**

(B): Opposite. This is one of the arguments that physicians who favor designated killers make.

(C): Distortion: physicians, not designated killers, would prevent lingering, painful deaths.

(D): Out of Scope. This argument isn't made in favor of physician-sponsored euthanasia.

(E): Out of Scope.

- 4) Go back to ¶s 2 and 4 to review the idea of the designated killer. Both those who support and oppose the idea suggest that it provides a degree of removal between the physicians and the act of death. An assumption of this, therefore, must be that physicians won't be the designated killers. If this is denied, the argument falls apart, a sure sign of a sound assumption.

(A): Out of Scope. This would have no effect on the argument: denying it wouldn't necessarily weaken the contention that the use of designated killers is a bad idea.

**(B): The correct answer**

(C): Opposite. This is essentially the opposite of the correct assumption. The idea of designated killers assumes the *absence* of the physician.

(D): Out of Scope. This also has no effect on the argument: If it's denied, the argument against designated killers remains just as strong.

(E): This does not have to be an assumption.



### PASSAGE 49

**Topic and Scope** - The author discusses the causes and effects of the bubonic plague in England.

#### **Mapping the Passage**

¶1 discusses the causes of the bubonic plague.

¶2 describes the dates of its impact and the drops in population caused by the repeated plagues.

¶s3 and 4 describe the effect of the plague on the English economic system.

¶5 describes the responses of landowners to economic pressures caused by plagues and the eventual ineffectiveness of those responses.

¶6 recaps some of the effects of the bubonic plague.

1) Go back to ¶2, where high farming is mentioned. While three of the factors are mentioned as factors, (B) conflicts with the author's argument that the plague *reduced* dependence on high farming.

(A): Opposite. This is mentioned immediately after the introduction of high farming.

**(B): The correct answer**

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

2) This question asks you to get to the root of the problem caused by the plague. The economic difficulties are attributed in the passage to a labour shortage. According to ¶3, this labour shortage lingered because of high infant mortality.

(A): Out of Scope. The author never discussed people's fears of leaving the home (and in fact ¶4 describes a good deal of movement).

**(B): The correct answer**

(C): Faulty Use of Detail. This is an effect, not a root cause of the economic difficulty. Landholdings could not be filled without more workers.

(D): Opposite. The Statute's effects are discussed in the passage as being negligible.

(E): Incorrect, as explained above.

3) Go back to ¶2 to review the author's argument that the plague ended high farming. The author argues that the peasantry depended on this sort of farming for subsistence and in ¶5 implies that landowners had previously taken high profits from the practice. If (B) is true, the second point, made in the last sentences of the passage, is directly contradicted: there would have been fewer reasons for high farming to collapse, and the author's argument would therefore be weakened.

(A): Out of Scope. Even if this were true, it would have no effect on the plague since it occurred several decades before the plague occurred.

**(B): The correct answer**

(C): Out of Scope. Is incorrect because the population decrease is one of the author's supporting pieces of evidence for the central argument.

(D): Out of Scope. Even if this is true, it has no impact on the fact that the plague brought an end to high farming. This is an *effect* of the plague's impact on high farming, not a fundamental piece of evidence supporting or refuting it.

(E): Opposite. This would strengthen the author's claim.

### **PASSAGE 50**

**Topic and Scope** - The author discusses the harassment and hurdles facing women in the music industry.

#### **Mapping the Passage**

¶1 describes a recent reawakening of feminism in response to threats to its objectives.

¶2 describes discrimination against women at the Rock & Roll Hall of Fame.

¶s3 and 4 describe discrimination against women in the recording industry.

¶5 describes harassment of women at radio stations.

- 1) Look for a choice that runs counter to the author's main arguments about the barriers that women face. (A) immediately recommends itself: the author argues directly that women are pressured to maintain a certain physical appearance, which A denies.

**(A): The correct answer**

(B): Opposite. The author alludes to abortion in ¶2 when discussing the "fragility of gains" in advancement. Women therefore have at times tied the battle over abortion to the idea of overall gains in the feminist movement.

(C): Opposite. This can be inferred from the author's discussion of broad barriers to advancement and the segue to a specific example, the record industry, in ¶s1 and 3.

(D): Opposite. This follows from the author's argument in ¶2 that women are underrepresented in the Hall of Fame.

(E): Opposite. The author would most likely agree with this

- 2) Look for a choice that isn't used in the passage as an example of the "reawakening of feminism," as cited in ¶1, keeping in mind the author's main points about women's advancement. While the three wrong answer choices are all predictably in the first paragraph, (C) is not only in the wrong paragraph but is also used as an example of barriers to feminist progress rather than as an example of its reawakening.

(A): Opposite. The author supports the reawakening of feminism with this example in ¶1.

(B): Opposite. This is mentioned in ¶3 as a wake-up call to women over the "increasing fragility" of gains in women's rights.

**(C): The correct answer**

(D): Opposite. This is also mentioned in ¶1 in conjunction with feminism's reawakening.

(E): Opposite. This is mentioned in Para ¶1.

3) Evaluate the statement in the context of the passage. If the number of female record executives has remained the same, this would support the author's contention that the music industry is stifling women's progress. (D) fits perfectly.

(A): Opposite. The author would argue that women hold too *few* positions.

(B): Out of Scope. The argument wouldn't touch directly on the issue of appearance, though it could also be argued that if women are held back, it might be because men do focus too much on appearance. This would also run counter to the choice.

(C): Opposite. The author seems pessimistic about chances for improvement in women's prospects in the record industry.

**(D): The correct answer**

(E): Incorrect as explained above.

### **PASSAGE 51**

**Topic and Scope** - The author argues that crusades against violence in media, and especially film and television, are misguided because media violence causes very little actual violence.

#### **Mapping the Passage**

¶1 provides examples of previous crusades against media violence.

¶s2 and 3 acknowledge that film and television violence has increased drastically in recent years.

¶4 says that a prominent backlash against television violence exists. The author agrees that filmed violence is a “disgrace” and argues that liberals go too far in fighting violence in media.

¶5 argues that the link between media violence and actual violence is weak.

¶6 argues that the campaign against media violence is part of a long American tradition of moral crusades.

¶7 argues that by any measure, the amount of violence caused by media violence is very small.

¶8 accepts that media violence contributes to a climate of violence but argues that it is not a significant factor in triggering violence.

¶9 acknowledges that occasionally actual violence comes as the result of emulating filmed violence.

- 1) Why does the author argue that the campaign against media violence is misguided? He essentially argues that media violence is not a big deal, a drop in the bucket. A states the same.

**(A): The correct answer**

(B): Out of Scope. Though this might be true, it’s not the basis of the author’s objection to the campaigns against media violence. He’s more concerned with the argument that the problem isn’t big to begin with.

(C): Out of Scope. This argument isn’t made anywhere in the passage.

(D): Distortion. The author acknowledges that there is an occasional definite link, but makes the argument that the frequency is very low.

(E): Out of Scope. This argument isn’t made anywhere in the passage.

- 2) What is the author’s central argument? That media violence doesn’t cause much actual violence, and so there should be little worry about it. Look for a choice that

establishes the link that the author denies: (B) does just this, suggesting that media violence *does* cause actual violence.

(A): Out of Scope. Though this would contradict the author's point in ¶2, it wouldn't weaken the overall argument that there's little link between violence and its representation.

**(B): The correct answer**

(C): Out of Scope. Even if this were true, the author would respond that the violence reduced probably isn't caused by the media in the first place.

(D): Out of Scope. Though this would also contradict a point made in ¶2, it doesn't weaken the author's argument that an overall link is weak.

(E): Out of Scope. Video games are not the concern of the passage.

3) If the broadcast industry is just now proposing a rating system, what could have been the cause of this? Quite possibly the backlash to the increased violence that the author discusses. (B) says the same: those who have spoken out against media violence *have* made an impact on the networks.

(A): Opposite. This choice would suggest that the networks *have* taken action to at least patrol the content of their programming, though they might not necessarily change that content.

**(B): The correct answer**

(C): Out of Scope. The stations might simply be reacting to pressure. There's no suggestion that the action is being taken because they've acknowledged a link between violence in the media and the real world.

(D): Out of Scope. Though the networks will *rate* content, this doesn't mean that they'll change it.

(E): Incorrect, as described above.

### PASSAGE 52

**Topic and Scope** - The author discusses the pocket veto and arguments on whether it allows the President too much power.

#### **Mapping the Passage**

¶1 gives background on the Presidential veto and introduces both the pocket veto and an argument against it.

¶2 argues that the pocket veto isn't absolute because Congress has ways of getting around it.

¶3 argues that the pocket veto is part of the system of checks and balances.

¶4 points out a flaw in the pocket veto: it can delay legislation, summarizes final arguments for and against the pocket veto, and argues that history favours continued use of the veto.

1) Read the lines in context to get an idea of the author's opinion of the President's role as "interloper." The author says immediately above this comment that "if circumspection and deliberation" are valued, the pocket veto is acceptable. Therefore, when the President exercises it, he's acting as an agent for thoughtfulness. (D) fits.

(A): Opposite. The author argues that the President is justified in use of the veto, and rather than seizing power, is preserving a system of checks and balances.

(B): Out of Scope. The author doesn't suggest that the President is serving as a bridge between parties, only that he acts to preserve a system of checks and balances.

(C): Faulty Use of Detail. Though the President *is* preventing certain actions from occurring when he exercises the veto, the author is more concerned in this part of the passage with emphasizing the aspect of careful thought associated with it.

**(D): The correct answer**

(E): Incorrect. Takes the word too literally

2) Go back to ¶4 to review the mention of *Kennedy* and *Barnes*. It's not necessary to completely understand what it is, only why it's used. Since these are court cases that seem to be dealing with the pocket veto, (B) seems to make sense: if there have been at least two court cases on the matter, then the judicial branch has clearly concerned itself with the matter.

(A): Out of Scope. Even if this is true, these two court cases wouldn't be mentioned in order to prove a point about Congress.

**(B): The correct answer**

(C): Opposite. The author is mentioning a flaw in this paragraph, but he's in *favour* of the pocket veto: he wouldn't believe that the weaknesses override the strengths.

(D): Distortion. Though the author agrees that the veto can delay legislation, he says that this is the only potential flaw of the veto, and so he wouldn't be inclined to praise this aspect in particular.

(E): Incorrect, as described above.

3) What do opponents of the pocket veto argue? Go back to ¶1 to review if necessary. Those who oppose the pocket veto says that it gives the President too much power at the expense of Congress. (B) most closely fits this.

(A): Out of Scope. Neither the author nor opponents of the veto suggest that the President *does* exercise legislative authority, only that the veto serves as a check on this authority.

**(B): The correct answer**

(C): Distortion. While opponents of the veto think that it grants the President too much power, there's no evidence that their solution would be to allow an override of the pocket veto.

(D): Opposite. If opponents of the pocket veto dislike that type of veto, they'd hate an absolute veto. The author says in ¶1 that opponents of the veto already describe it as absolute.

(E): Extreme and out of scope.



### **PASSAGE 53**

**Topic and Scope** - The author discusses Title VII and its relevance to the lack of African-Americans in upper-level administrative positions in sports.

#### **Mapping the Passage**

¶1 introduces the topic of how civil rights legislation has not affected African Americans equally in terms of managerial positions.

¶2 notes that African-Americans have made only limited progress in obtaining executive positions in sports.

¶3 gives the sports industry's justifications for not hiring many African-American executives.

¶s 4 and 5 discuss Title VII and the difficulties in applying it to cases of high-level racial discrimination in sports.

1) Review the basics of the situation described in the second paragraph, summarized by the statement that "who's running the league doesn't look like who's playing in the league." Look for a similar situation. (C) fits most closely. The company is targeted towards women and run on the lower levels by women, but women aren't in the upper-level executive positions: the same discrepancy found with African-Americans in sports.

(A): Out of Scope. Though there's a gap between the membership of the organization and the board of the organization, there's no evidence that the Board runs the organization. The difference in this case is also one of age, which might be a justifiable difference, as opposed to race: review the Title VII criteria in the last para.

(B): Out of Scope. There's no evidence that the people running the organization aren't themselves minorities or from disadvantaged populations.

#### **(C): The correct answer**

(D): Out of Scope. There's no necessary gap between membership and group oversight here, and so it can be safely eliminated.

(E): Out of Scope. The weight of players doesn't tell us anything about discrimination or non-discrimination.

2) Go back to the last paragraph to figure out why the author mentions the Supreme Court. The author says that the Supreme Court hasn't determined which Title VII standards should apply in the cases the author is concerned about and says that the lower courts have started distorting the standards. The implication is that the Supreme Court should resolve the discrepancy. Choice (B) fits with this.

(A): Distortion. The author isn't suggesting that courts have been slow to respond, but only that their response hasn't been adequate.

**(B): The correct answer**

(C): Distortion. Though the author says that lower courts have taken the issues up, he argues that they've distorted the standards. The Supreme Court isn't mentioned to show that the lower courts have been more willing to resolve the disputes, but rather to show that they've done so badly.

(D): Distortion. The author wants the Supreme Court to set guidelines, but doesn't necessarily argue that this should be broadened out to all executive cases under Title VII: he's concerned with a very narrow range of cases.

(E): The author does not 'praise' the actions of the court, as described above.

3) Review the main points made in ¶1 and 2 about African-American executive positions in sports. The author argues in the first few lines that more progress has been made in the general workforce than in sports specifically. (D) rephrases this point: hiring of executives in the sports industry needs to catch up.

(A): Opposite. The author argues that the gap is because of discrimination, not education.

(B): Distortion. The author argues in ¶2 that "questions are being posed" whether the sports industry is immune from general labour laws like baseball is through its antitrust exemption. This is an analogy, though, not a cause-and-effect relationship.

(C): Opposite. The author argues that that a "growing number" are achieving "the practical experience required for executive positions," which directly contradicts this choice.

**(D): The correct answer**

(E): Opposite, as described above.

### PASSAGE 54

**Topic and Scope** - The author discusses the United Nations' current role in improving human rights and suggests a future course of action.

#### **Mapping the Passage**

¶1 questions how human rights might be best protected and states that the United Nations has no such power currently.

¶2 states that the form this work takes is twofold: attempts to change views and policies, and to award or withhold approval based on nations' policies.

¶3 argues that the UN must work for short-term change and points out that UN policies influence national politics.

1) Predict by recalling what the author says the UN cannot do: ¶1 argues that the UN can't back up its commands with force. (B) says the same.

(A): Opposite. The author argues in ¶s 2 and 3 that the UN has done just this in its policies against torture, for example.

**(B): The correct answer**

(C): Opposite. This is one of the methods of effecting change mentioned in ¶2.

(D): Opposite. The author mentions this in ¶3, with torture again as an example.

(E): Opposite. This can be inferred from ¶2.

2) Predict by summarizing the author's general point: the UN needs to have a short-term impact in order to effect long-term change. (D) follows from this and from the author's discussion of court cases that already do rely on the UN for human rights standards. If *Filartiga* did this in the past, it's reasonable to believe that future cases will do the same.

(A): Distortion. The author argues that the UN needs to do *more*, but argues throughout the passage that the UN *has* had an impact on human rights.

(B): Out of Scope. While the author thinks that human rights should be one concern of the UN, there's no comparison to other tasks that the UN undertakes, and so it can't be said that human rights should be the *primary* concern.

(C): Out of Scope. The author is only concerned with how the UN affects national politics, and especially national human rights issues. International politics is outside the scope of the court cases and situations mentioned.

**(D): The correct answer**

(E): 'Military powers' is extreme and out of scope.

- 3) Start your prediction broadly: what is the purpose of the paragraph in which the court case is mentioned? To argue that the UN should effect short-term change. Double-check by scanning the relevant text to see if the case backs this up: it's an example of a short-term effect brought about directly by UN policies. (A) summarizes the point.

**(A): The correct answer**

- (B): Opposite. This is a case in which the UN had a short-term effect.
- (C): Faulty Use of Detail. While this is probably true based on the information in the passage, the author isn't trying to prove this point, but rather that the UN can effect change in the short term.
- (D): Out of Scope. The UN isn't making a decision in the court case; a US court is. There's no mention of the UN withholding legitimacy.
- (E): Incorrect, as described above.
- 4) Review your map for a quick prediction. The author presents rhetorical questions to show that the UN doesn't have many tools to enforce short-term change. (B) says the same.
- (A): Out of Scope. Though the author touches on this later on in the passage, he's not yet concerned with discussing it in ¶1.

**(B): The correct answer**

- (C): Out of Scope. This is the focus of ¶2 rather than ¶1.
- (D): Distortion. Though the author does briefly describe the UN's function, most of the paragraph is concerned with describing what it *doesn't* do.
- (E): The author doesn't 'praise' the UN anywhere in the first paragraph.

### **PASSAGE 55**

**Topic and Scope** - The author discusses the nature and in particular the complexity of Maya writing.

#### **Mapping the Passage**

¶1 explains that pictorial and phonetic representations in Maya writing can often be used interchangeably for the same word.

¶2 points out that in the system of Maya writing signs can be either pictorial or phonetic.

¶3 describes progress in deciphering the “syllabic grid.”

¶4 suggests that the speed of decipherment will increase, but may be slowed down by allographs, different signs that represent the same sound.

- 1) As usual, use your map to get a rough prediction. Knorozov is mentioned in ¶3, which deals with progress in detangling the syllabic grid. A check of the passage shows that his purpose is to illustrate just this. (B) fits.

(A): Distortion. The author isn’t trying to prove that Mayan signs have done anything, only to detail progress. This choice is too extreme.

**(B): The correct answer**

(C): Distortion. The author argues in ¶4 that allographic signs might make decipherment a longer process, but doesn’t argue that it’s stymied the experts.

(D): Out of Scope. The author doesn’t discuss other linguistic structures, and so this can be safely eliminated as being outside the passage’s scope.

(E): This does not weaken anything mentioned earlier in the passage.

- 2) Go back to ¶2, where the author says in line 17 that the Maya wrote both “logographically and phonetically.” Since the phonetic symbols are described as syllabic sounds made of consonants and vowels, logographs must be the other type of representation: pictorial symbols. The author backs this up with examples throughout the passage. (C) simply paraphrases the idea of pictorial representation.

(A): Opposite. This is phonetics, the other way Mayans wrote.

(B): Opposite. As above, this is an example of phonetic communication.

**(C): The correct answer**

(D): Distortion. Though logographs are visual representations, the author never suggests that they can represent an entire phrase, but rather only a single word.

(E): Incorrect. Takes the meaning too literally.

- 3) Paraphrase the author's main idea: Mayan writing is complex for several reasons but is steadily being deciphered. Based on this, the author would disagree with (C): Mayan writing *doesn't* convey simple writing, the author would argue, because it's more than just "simple picture writing."

(A): Opposite. This is the opposite of the correct answer: the author would argue that Mayan is just such a language, and that it can indeed represent complexity.

(B): Out of Scope. The author never makes this comparison, and so it's impossible to say whether the author would agree with this statement or not.

**(C): The correct answer**

(D): Opposite. This summarizes the point of ¶4: allographs add a layer of complexity to the language that makes deciphering it more difficult.

(E): Opposite. This is mentioned in the second paragraph.

*Strategy Point:*

*Remember that questions asking for a statement that the author would be least likely to agree with may contain wrong answers that are Out of Scope, even though most wrong answer choices will be things that the author does agree with.*

### PASSAGE 56

**Topic and Scope:** discusses Philip Larkin's style of poetry and critics' reaction.

#### **Mapping the Passage**

¶1 introduces Philip Larkin by explaining his artistic tastes.

¶2 describes Larkin's response to critics and gives Larkin's artistic view: art should be simple and easily accessible.

¶3 analyses Larkin's poetry and mentions some critical reaction.

¶4 mentions a perception of Larkin as antisocial and provides the author's own positive view of Larkin's poetry.

¶5 gives some background on the career of Larkin.

- 1) Go back to ¶2 to review the lines in context. Larkin said this when responding to critics who said that his work was too "commonplace." What must Larkin have believed? Not necessarily that his work *wasn't* commonplace, but that being so wasn't such a bad thing. (B) paraphrases this response.

(A): Out of Scope. Larkin never mentions any personal failings in the response. He's concerned with showing that the ordinary isn't such a bad thing.

#### **(B): The correct answer**

(C): Distortion. Though Larkin's critics might have considered his poems commonplace, that doesn't mean that they thought their own lives were glamorous, or that they were attacking his poetry to make themselves look better.

(D): Opposite. Larkin took pride in writing about common things; he disputed critics' assessment of their importance, not of their commonness.

(E): 'Saddened' is the wrong verb as described above.

- 2) A main idea question. Predict the right answer based on purpose, scope, and topic. A vertical scan is helpful in this case too: "describe" most closely matches what the author does. A check of the answer choice shows that it holds up. The author is concerned with describing Larkin's verse particularly in the context of the subjects he uses.

(A): Faulty Use of Detail. Though the author does mention Larkin's views on poetry, and shows how they tied in with what he wrote about, the purpose of the topic is broader than just to show this relation.

#### **(B): The correct answer**

(C): Out of Scope. This doesn't include Larkin specifically, a necessary element.

(D): Out of Scope. As above, this summary skims over Larkin, with whom the passage is mainly concerned.

(E): The author absolutely does not 'criticise' Larkin

- 3) Review the quote at the end of ¶3. The critic is referring to a specific poem of Larkin's. The lines above suggest that the critic is responding to the commonplace elements in the poem. Since the response is only half-admiring, the critic is complimenting the poem while at the same time noting its subject matter. The only RN that fits with these various purposes is RN II. RN I distorts the critics' view, and neglects the good half of the "half-admiringly." RN III is off the scope: While Larkin's own views and his poetry were intertwined, there's no evidence that the critics were focusing on some element of Larkin's views that wasn't in his poetry.

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

- 4) What would Larkin be least likely to write a poem about? Predict: something not commonplace. Only one of the choices fits this: (A) represents something that is intangible and lofty, definitely not commonplace.

**(A): The correct answer**

(B): Opposite. Very commonplace.

(C): Opposite. While the choice tries to trick you with the academic angle, death in war would still seem "real" enough for Larkin's tastes.

(D): Opposite. Another commonplace subject.

(E): Opposite. Same as above, very commonplace.



### PASSAGE 57

**Topic and Scope:** discusses biases inherent in American journalism.

#### **Mapping the Passage**

¶1 describes how media's understanding and view of politics shades their reporting on it.

¶s2 and 3 give an example of this in a specific situation: campaign financing.

¶s4 and 5 argue that outright political bias is less prevalent in modern America than are structural biases and political assumptions.

¶6 describes both structural bias and political assumption.

¶7 describes the circular relationship between the media and public: the media writes what the public will buy, but the public buys what the media has conditioned it to want.

- 1) Where does the author discuss the reasons for structural bias? Review the beginning of ¶6: the author says that the structural biases are "rooted in the very nature of journalism." (A), which suggests that bias comes from intrinsic issues with the industry, reflects this view.

**(A): The correct answer**

(B): Faulty Use of Detail. This describes political assumptions, not structural biases.

(C): Distortion. Though the passage mentions that structural bias arises partly from "the demands of communicating information to an unsophisticated audience," the passage doesn't say that reporters are cynical about readers' intelligence, only that the intelligence may in fact *be* unsophisticated.

(D): Distortion. Though the passage mentions "marketplace imperatives" it doesn't go so far as to say that the audience is shrinking.

(E): Foreign nations are outside the scope of the passage.

- 2) Go back to the beginning of ¶6 to review what structural biases consist of. Most of structural bias has to do with selling newspapers to an unsophisticated audience, so look for a situation that exemplifies this. (D) fits perfectly.

(A): Opposite. This would go against the author's idea that most journalism isn't overly partisan anymore. Even though newspapers *are* progressive according to the author, they wouldn't adhere loyally to the dictates of one position.

(B): Opposite. As above, the author doesn't think that the media is overly biased in its opinions.

(C): Opposite. The author says that the media has to play to an unsophisticated audience, and so this would suggest something that went *against* structural bias.

**(D): The correct answer**

(E): Incorrect, as described above.

3) Summarize the main idea of ¶7: it's hard to tell systematic bias from political assumption because the newspapers write (with their political assumptions) what the public wants to read (thus driving systematic bias). (B) paraphrases this.

(A): Faulty Use of Detail. Though the author argues in ¶s 2 and 7 that newspapers support a "Progressivist world view," it does nothing to describe the "conundrum" described in ¶7.

**(B): The correct answer**

(C): Opposite. The author is arguing that they have more or less the *same* effect, which is why they're so hard to tell apart.

(D): Faulty Use of Detail. While this might be true, it's only part of the puzzle. This choice includes the element of systematic bias (the desires of the audience) but nothing about the political assumptions of those writing the newspapers.

(E): Incorrect, as described above.

### PASSAGE 58

**Topic and Scope:** discusses the relationship between evolution and instinctive animal behaviour.

#### **Mapping the Passage**

¶1 and 2 introduce Darwin and the notion of morphological structures.

¶3 states that relating behaviour to evolution has both solved and raised problems.

¶4 argues that innate behaviour must evolve.

¶5 suggests that some behaviours don't contribute to individual survival in a classic Darwinian sense, and states that these behaviours are best explained in relation to population genetics.

¶6 describes a traditional view of complex animal behaviour (complex behaviour comes from complex stimuli) and a new view: complex behaviour can be innate and arise from simple stimuli.

1) Review the word in context. The author states that "morphological structures have been used to identify phylogenetic relations." While this might not immediately help, compare it to the example below. The arms of both man and bat presumably are morphological structures, and "phylogenetic relations" must therefore refer to the "common origin" of both structures. (B) most closely fits this idea, and is the only answer choice that makes sense when read back into the sentence.

(A): Out of Scope. Structures are being compared, but the word deals with something *describing* the structures.

**(B): The correct answer**

(C): Out of Scope. The author is concerned with the relationship between structures, not how they were obtained.

(D): Out of Scope. As above, the relationship between two different structures is being considered, not the function of one single structure.

(E): Incorrect, as described above.

*Strategy Point:*

*Don't be intimidated by complex or confusing wording in a passage. If a word or phrase is important to understanding the passage, there will always be sufficient context to infer its meaning.*

2) Go back to ¶5 to review and paraphrase the example of the worker bee. Why is it relevant? It represents an example of behaviour that doesn't help the survival of the individual organism, which sacrifices itself, but protects the overall community. Find an answer choice that matches up with these criteria: (C) does so.

(A): Distortion. Though the individual dies, it's not to protect a community.

(B): Distortion. An individual is sacrificed for the good of the community in this scenario, but it's not an instance of self-sacrifice.

**(C): The correct answer**

(D): Out of Scope. There's no element of sacrifice in this choice.

(E): Out of Scope. There's no element of sacrifice in this choice.

*Strategy Point:*

*When a question asks you for a situation similar to one in the passage, all major elements of the two points must match. Eliminate answer choices that depart significantly from these main points.*

- 3) Predict by reviewing the author's main ideas: complex behaviour can evolve and has to be related to community as well as individual survival. Choice (A) paraphrases this, essentially summarizing the passage.

**(A): The correct answer**

(B): Out of Scope. The author never suggests any sort of animal behaviour that would lead to this situation.

(C): Opposite. The author argues that Darwin's theories are appropriate for studies of animal behaviour, and are modified appropriately (to explain self-sacrificial behaviour, for example)

(D): Opposite. The author argues that Darwin's ideas are important to understanding complex behaviour.

(E): Out of Scope. The author doesn't really discuss this in the passage.

### PASSAGE 59

**Topic and Scope** - The instructional purpose and narrative techniques of the fable.

#### **Mapping the Passage**

¶1 introduces the importance of stories in conveying information.

¶2 argues that the fable communicates a moral in "disguise," hiding the instructor.

¶3 argues that those who tell fables ("fabulists") have an important function and must both instruct and entertain.

¶s4 and 5 compares the fable to the tale and the parable. .

1) First translate the language: look for "none of the...reasons EXCEPT" means look for a reason. Where does the author talk about the superiority of the fable? ¶s 4 and 5. Evaluate RN I: The author argues that *unlike* the other two forms of narrative, the fable always keeps its moral in mind. RN I fits, eliminate (C). RN II is a bit tougher to evaluate. Can we infer that the parable's message might be too enigmatic? Yes. The Parable is "intended to convey a hidden...meaning" which "may or may not bear a special reference to the hearer" (¶5), while the fable conveys a hidden meaning for "the great purpose of instruction." The parable therefore can be too enigmatic in comparison. RN II is also correct, eliminate (C). Finally, check RN III. Even though the statement might be true, it does nothing to explain why the fable is superior, and so can be eliminated.

(A): Opposite. As described above.

**(B): The correct answer**

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

2) What are the criteria of a fable? Either eliminate answer choices that can be found in the text or find an answer choice that is clearly *not* a quality of a fable. While three of the answer choices are details from the passage, (D) suggests that a fable's author uses figurative language to display his own talent, while the passage argues in ¶2 that the author in a fable should be invisible.

(A): Opposite. This is mentioned at the beginning of ¶2.

(B): Opposite. This is mentioned at the end of ¶4.

(C): Opposite. This is also mentioned at the end of ¶4.

**(D): The correct answer**

(E): Opposite. This is also mentioned at the end of ¶4.

- 3) A question asking you to characterize a claim will usually be an evaluation question. Why does the author make this point about fabulists in the third paragraph? Predict: the fabulist has several functions in society. Look for an answer choice that fits this. While (A) may be tempting, (C) is the only answer choice that captures the fact that the fabulist has many roles.

(A): Distortion. Though the author believes that the fabulist has an important role, the comment isn't *analysing* the role, and is more concerned with making the point that the fabulist has several roles.

(B): Distortion. Though the author believes that fables are a better means of communicating instruction, there's no indication in the passage that those who tell fables are more worthy of honour than are those who tell other sorts of tales.

**(C): The correct answer**

(D): Distortion. As above, though the author has a high opinion of fabulists, there's no argument in the passage that they should get more respect than they are now.

(E): The claim makes no such suggestions.

### PASSAGE 60

**Topic and Scope** - Problems with traditional ideas of race and racial classification.

#### **Mapping the Passage**

¶1 introduces the topic of race and outlines some of the problems it has caused.

¶2 discusses scientific problems inherent in defining race, including biological diversity.

¶3 argues that human races are social, rather than biological races.

¶4 argues that physical traits are not necessarily indicative of ancestry.

¶5 contrasts the flexible Brazilian concept of race to the restrictive American one, but says neither is scientific.

1) What does the Brazilian system of racial classification consist of? Review ¶5: Race consists of physical features and not ancestry. Though it would be hard to predict an exact answer in this application question, you *can* predict that you're looking for an answer choice that involves some change in physical features. (D) jumps out immediately when the prediction is made beforehand.

(A): Opposite. This might have an effect on ancestral classifications, which aren't part of the Brazilian model.

(B): Opposite. Marrying someone of a different race doesn't change one's own physical features.

(C): Opposite. This is closer to the American "ancestry" model than the Brazilian model.

**(D): The correct answer**

(E): Incorrect, as described above.

2) A global question with verbs starting out each of the answer choices: do a vertical scan! What is the author trying to do in the passage? Discredit the traditional notion of race. Scanning the choices only yields one tempting verb in "criticize." In fact, (C) supports the prediction. The popular belief is that distinct racial categories exist, and the author attacks the foundations of this belief.

(A): Out of Scope. Though the author alludes to scientific evidence that humans don't have distinct racial categories, there's no recent discovery that the author specifically wants to explain.

(B): Faulty Use of Detail. Though the author does this with America and Brazil in ¶5, it's meant to support a larger point, not to be the point itself.

**(C): The correct answer**

(D): Faulty Use of Detail. Though, as above, the author does this with Brazil and America, it's not the main point of the passage.

(E): The passage has got more to do with 'criticism' than 'praise'.

*Strategy Point:*

*Read abstract answer choices back into the passage if unsure. If you can match up broad concepts with specific points in the passage, choices are much easier to evaluate.*

- 3) Predict what the author would say about abandoning racial classification: It's a good idea, and will have significant benefits. (A) fits this general argument.

**(A): The correct answer**

(B): Distortion. The author mentions Brazil as an example of a system differing from that of America's, but notes at the end of ¶15 that it's not scientifically valid either. The author would be in favour of eliminating *all* systems of racial classification.

(C): Opposite. The author argues that these "valued beliefs" are causing problems that would disappear if they *were* stripped.

(D): Distortion. Though the author mentions one particular set of beliefs that should be abandoned as unscientific, this doesn't mean that *all* unscientific beliefs should be abandoned. A classic over-generalized wrong answer.

(E): Opposite, as explained in A above.

- 4) Why does the author discuss American racial classification in ¶15? Predict: The idea of race is arbitrary and doesn't make much sense. (A) fits this, and is supported by the author's argument that legal definitions of race in America are different from what Americans believe makes up race.

**(A): The correct answer**

(B): Opposite. The author argues in ¶15 that it's *not* "based on scientific principles."

(C): Opposite. The author is arguing that racial classification should be abolished altogether, not that individuals should classify themselves.

(D): Opposite. The author argues that racial classifications are always inaccurate because races don't exist.

(E): 'Authorities' are outside the scope of the passage.



### PASSAGE 61

**Topic and Scope** - The poet Gautier and his unique qualities.

#### **Mapping the Passage**

¶1 argues that Gautier was a flawed poet, but was nevertheless unique and talented.

¶2 argues that Gautier was able to be uniquely himself in his poetry.

¶3 argues that Gautier was uniquely interested in life and nature.

- 1) The presence of "suggests" in the question indicates that you'll probably be looking for inferences or paraphrases from the text. Since the question is an "All...EXCEPT" structure, use your map and the text to eliminate choices that fit with the passage or look for a choice that contradicts or doesn't touch on what the author argues. (C) fits the latter: the passage doesn't discuss Gautier's educational background, and therefore nothing can be inferred about it.

(A): Opposite. This is discussed in ¶3; Gautier's treatment of nature is, according to the author, "of a finer strain than the mass of human family."

(B): Opposite. This follows from the author's discussion of Gautier's "spontaneity" in line 8.

#### **(C): The correct answer**

(D): Opposite. This can be inferred from ¶s 2 and 3, in which the author discusses Gautier's self-understanding and keen observation of Nature.

(E): Opposite. Same as above.

#### *Strategy Point:*

*Remember that when a question is set up in such a way that four answer choices are statements with which the author would agree, the correct answer will either contradict the author or be out of scope. Though answer choices that contradict are much more common, be aware of the other type as well.*

- 2) Why does the author mention other poets? Evaluate the examples in the passage individually. At the end of ¶1 the author compares Gautier to Musset to say that Gautier was even more unique than Musset was: for Gautier, "Even more than Alfred de Musset...if his glass was not large, at least it was all his own glass." When comparing Gautier to Browning in ¶2, the author argues that it's possible to be more entertained by Gautier than Browning, and then goes on to say that "a man's supreme use in the world is to master his intellectual instrument..." which again suggests Gautier's uniqueness. The author suggests in the passage that Gautier was unique when he says he was never fully imitated. Finally, in the last paragraph, the author argues that Gautier "excels" other descriptive poets by his

personal qualities, which yet again emphasizes uniqueness. Therefore there is overwhelming evidence for (A)!

**(A): The correct answer**

(B): Faulty Use of Detail. Though the author suggests this in the first sentence, it has nothing to do with Gautier's comparison to other poets, since French lyricism isn't mentioned again in the passage.

(C): Opposite. The author is very positive about Gautier. Though limitations are mentioned, the author focuses more on his exceptional creativity.

(D): Faulty Use of Detail. Though the author argues in the first paragraph that others have tried and failed to imitate Gautier completely, there's no claim that Gautier's colleagues *could* easily imitate his style to refute in the first place.

(E): 'Inferior' is extreme language.

3) What does the author say about Gautier and death? The last paragraph says, "...death, for him, must have been as the sullen dropping of a stone into a well." In other words, Gautier wouldn't have been a fan of death. If Gautier wasn't focused on death, what must he have been focused on by default? Life. (D) matches this, and is supported by the author's overall discussion in the paragraph of Gautier's natural subject matter.

(A): Distortion. Though the author believes that Gautier wasn't fascinated by death, this doesn't mean that he avoided everything negative. Frailty would be considered a part of life, which is within the scope of Gautier's subject matter.

(B): Out of Scope. The author says only that Gautier focused on natural subjects; there's no information from which to draw an opinion on his ideas of the divine.

(C): Out of Scope. This too has no support. As part of life rather than death, it would be well within Gautier's scope, and there's no reason to believe he neglected this.

**(D): The correct answer**

(E): Out of scope.

### **PASSAGE 62**

**Topic and Scope** - Kepler's combination of mysticism and devotion to facts, and they influenced his theories.

#### **Mapping the Passage**

¶1 describes Kepler's view of the link between astronomy and geometry.

¶2 introduces the topic of Kepler's strange ideas from his early career.

¶s3 and 4 describe Kepler's early beliefs about the solar system: Kepler believed that the planetary orbits corresponded to Euclidean perfect solids.

¶s5 and 6 argue that though his ideas may seem wrong in hindsight, Kepler's mysticism and obsession with factual verification made him a great scientist (on par with Newton and Einstein).

1) A Global question: Paraphrase by reviewing the author's topic, scope, and purpose. The author argues that Kepler's mystical beliefs were factually incorrect, but, when coupled with his devotion to factual verification, led to his later valid, and important, astronomical discoveries. (B) paraphrases this.

(A): Out of Scope. The author brings up Newton and Einstein in ¶6 as examples of other scientists who had a mystical bent, but does so only to show that Kepler's mystical inclinations weren't unusual among great scientists.

#### **(B): The correct answer**

(C): Opposite. The author suggests that those ideas of Kepler that were based on the early Greek geometry were erroneous (¶s 4-5).

(D): Out of Scope. The author never discusses Kepler's "most remarkable work," and so it can safely be eliminated as the main point of the passage.

(E): Opposite, as described in B above.

2) An inference question. Kepler's specific early beliefs are mentioned in ¶1, so target your search there. Look for a belief that the author suggests has some connection to our modern knowledge. (D) is a likely candidate. The author mentions this belief in the passage, and immediately above says that it is a "conviction shared by all the great natural philosophers," including Einstein. If all natural philosophers share the belief, a prominent modern scientist among them, it's reasonable to infer that it's a valid belief.

(A): Faulty Use of Detail. This belief was based on the faulty idea that there were six planets (the author points out that this must be false as "we know that there are nine planets" (¶5)).

(B): Faulty Use of Detail. Though Kepler believed this also, there's no indication from the passage that this is in fact correct, and so we cannot infer that it is

(and, of course, common knowledge now is that planetary orbits are elliptical).

- (C): Opposite. Kepler believed that there were *six* planets and *five* perfect solids, so there couldn't be an exact correspondence between the two groups. Even if there were, one of the author's main points is that the idea of a geometrical correspondence between solids and planetary orbits is faulty.

**(D): The correct answer**

- (E): Incorrect, as described above.

- 3) An evaluation question. Review Einstein's quote at the end of the passage. The author prefaces the quote by saying that "Einstein characterized the interrelation between mystic intuition and the need to deal with hard facts..." This is the combination of qualities that the author attributes to Kepler in the lines above, and the quote is therefore likely used to support the author's characterization of Kepler. (D) paraphrases this.

- (A): Out of Scope. There's no evidence that Einstein was referring to Kepler when making the quote; rather, Einstein was making a general comment that the author uses to support his own opinion of Kepler.

- (B): Distortion. The author doesn't want to clarify a difference in scientific and religious thought, but rather to show how the two can work together productively as they did in the case of Kepler.

- (C): Out of Scope. As with (A), there's no indication that Einstein's quote referred specifically to Kepler.

**(D): The correct answer**

- (E): Opposite, as described above.

- 4) An inference question (if the author is implying, you're inferring!). A quick scan of the answer choices shows that the statements are fairly broad and complex; you'll have to do as much evaluating of the choices themselves as the text. Predict by summing the author's point in ¶s 5 and 6: Kepler's strength was that he combined mystical intuition with a devotion to the facts. Evaluating the choices with this summary in mind quickly isolates (D), which is the only choice dealing with facts. It's reasonable to infer that Kepler was so concerned with facts because he knew that his speculation required verification, which is exactly what (D) argues.

- (A): Out of Scope. The author doesn't mention scientists who made a discovery that was paid little heed.

- (B): Out of Scope. The author mentions Kepler's youthful ideas, but doesn't focus at all on what part youth had to play in them.

- (C): Out of Scope. The author is concerned foremost with Kepler's eventual "real" discoveries rather than with his search for cosmic harmony, and also believes that his focus on mysticism *enhanced* the search rather than hindering it.

**(D): The correct answer**

(E): Out of scope, as described above.

### PASSAGE 63

**Topic and Scope** - The use of punctuation, and in particular the dash

#### **Mapping the Passage**

¶s1-3 explain the main use of the dash: to present multiple expressions describing the same idea.

¶4 argues that punctuation is extremely important to the meaning of language.

¶5 suggests that the topic of punctuation has not been sufficiently explored.

¶6 introduces the dash and notes that it has gone out of style in the press.

- 1) You're looking for a right answer that *isn't* a valid inference. Since there's not much information to go on in the question, the answer will probably have something to do with the author's main points. Predict: Punctuation is important, and the dash is unique—it allows multiple expressions of the same thought, something that other punctuation can't accomplish. (A) immediately recommends itself.

**(A): The correct answer**

(B): Opposite. The author argues in ¶5 that it's a "vulgar notion" to think that punctuation doesn't follow simple rules. Therefore, the author certainly believes that it does.

(C): Opposite. This sums up the author's argument in ¶4.

(D): Opposite. This also follows from the author's suggestion that "few comprehend the extent" of punctuation's importance.

(E): Out of scope. This is never stated in the passage.

- 2) Where is "The Philosophy of Point" mentioned? Go back to ¶5 and review your map: The author wants to argue that writing can follow clear and consistent rules. It's a good bet, then, that the author mentions the article in order to reinforce this point. (B) says the same, suggesting that the article would be the author's attempt to explain exactly what the rules of punctuation are.

(A): Distortion. Though the author puts the word "philosophy" in the title, there's no suggestion that there's anything philosophical about grammar.

**(B): The correct answer**

(C): Out of Scope. The author never suggests that the purpose of the proposed magazine article would be to reinforce his credentials.

(D): Distortion. Though the author wants to expand on his statement that punctuation follows simple rules, he's not interested in emending—that is, modifying—his argument about punctuation.

(E): Incorrect, as described above.

- 3) A detail question. What does the author argue about different expressions separated by a dash? Predict: The main point of the dash is to separate multiple thoughts that together get at the meaning—"which *partially* convey the idea intended." (A) says the same.

**(A): The correct answer**

- (B): Opposite. The author argues that each phrase partially conveys the author's idea—each expression is useful.
- (C): Opposite. Each expression approaches the main thought partially, and so there's no subdivision of purpose as this answer choice suggests.
- (D): Opposite. The author states that each expression conveys the *same* idea.
- (E): Out of scope.

### PASSAGE 64

**Topic and Scope** - Bark's overly compassionate biography of Nicholas II and the importance of reality over perception.

#### **Mapping the Passage**

¶1 suggests that America focuses too much on compassion.

¶2 summarizes Bark's main argument: Nicholas was a victim of the Russian Revolution, not responsible for it.

¶3 summarizes Bark's review of the "social, economic, and political" conditions during Nicholas' era.

¶4 quotes Bark, describing the quote as a "confused and confusing attempt to vindicate Nicholas."

¶5 asserts that the book is unsatisfying because Nicholas wasn't worthy of historical compassion, and provides an argument to support this contention.

¶6 summarizes Bark's discussion of Count Pobedonostsev, who informed Nicholas' unfortunate views.

1) Read the line in context. It's part of Bark's quote, which immediately knocks out (C) and (D). Bark is arguing that traditional approaches are best in difficult times: "turbulent times are perfect for redoubling the faith of ages." If Woodrow Wilson was "stalwart" and history smiled on him, this must mean that Wilson was also committed to traditional ideas. Why does Bark say that "the rest is detail"? Predict: Possibly to argue that the difference between what Nicholas did and what Wilson did was minor. (B) paraphrases this in saying that they both followed a traditional approach.

(A): Distortion. Though Bark does believe that commitment to core values during troubled times is important, there's nothing in the quote to indicate that Bark believes the values are subjective.

**(B): The correct answer**

(C): Out of Scope. Since the quote is Bark, Bark is making the point rather than the author.

(D): Out of Scope. As above.

(E): Out of Scope. As above.

2) Review the author's discussion of the Hohenzollerns in the passage. The author argues that the Hohenzollerns fell before World War I just like Nicholas did, but dealt earlier with modernism and would have fallen even faster "had they behaved as Nicholas did." What is the conclusion? That the Hohenzollerns dealt better with their problems than Nicholas. What is the evidence? Only what the author gives in



comparing the two. What must a critical assumption be? Predict: The problems that Nicholas and the Hohenzollerns dealt with were comparable; if they weren't, the author's comparison is pointless. (A) paraphrases the prediction.

**(A): The correct answer**

(B): Out of Scope. The author doesn't give any indication of what the Hohenzollerns thought about their mandate.

(C): Out of Scope. While the author may believe this, it's not an assumption critical to the comparison of the Hohenzollerns to Nicholas. Even if the author didn't believe this, the comparison could still hold up.

(D): Out of Scope. Though the author does believe that Nicholas should have modernized, there's no indication that he should have done so in the same way that the Hohenzollerns did. Tossing in other countries outside the scope of the comparison is a tip-off to the fact that this choice is out of scope.

(E): Opposite, as described above.

3) What would challenge the author's contention in ¶1 that America's "compassion craze" is intruding into biography? Predict: Something that shows that America's obsession with compassion and biographies aren't as closely linked as the author says they are. (D) gives us just this: if Bark hadn't been exposed to American culture when writing the biography, it makes no sense to say that her book is an example of biography being swept up by the American compassion craze.

(A): Out of Scope. The author argues that Bark is overly compassionate towards *Nicholas*; her treatment of the Count has no impact on this argument.

(B): Out of Scope. Even if this is true, it could still be that most biographers do this because they've been swept up in the compassion craze.

(C): Out of Scope. What Nicholas did is outside the scope: the author is concerned with whether or not the biography is overly compassionate towards Nicholas.

**(D): The correct answer**

(E): Opposite, as described above.

*Strategy Point:*

*When asked to weaken a chain of cause and effect, keep an eye out for alternate explanations for the effect*

### PASSAGE 65

**Topic and Scope** - Critiques of the positivist approach to studying international relations and the positivist response

#### **Mapping the Passage**

¶1 notes the conflict between historico-deductivists and positivists and describes the former's main critique of positivism: it tries to be completely objective in a field where complete objectivity is impossible.

¶2 provides an example: the causes of World War I can't be precisely pinned down.

¶3 presents one of the positivists' defenses: they don't pretend to be completely objective, but it's still best to be as objective as possible.

¶4 presents a second defense: positivism can lead to unexpected conclusions. The author also argues that the conflict between the two groups is good for research.

¶5 presents third defense of positivism: even if positivists are biased, historico-deductivists are too.

- 1) A tough question full of tough words. Since *a posteriori* is in italics, it's easy to spot. Go back to ¶2 to review what this is. Immediately after the phrase the passage says that in natural sciences, lab experiments can have "nomothetic status." What must this mean? Paraphrase: Probably that the findings are assumed to be definitely true. Read on: there's a "however" keyword that contrasts international relations with science, saying that "such law-like generalizations about cause and effect are rarely if ever possible." Therefore, nomothetic status must involve "law-like generalizations," and *a posteriori* overgeneralization must *challenge* positivists' attempts to do this because the historico-deductivists consider it a "case in point." RN I says the same, and so (B) and (D) can be eliminated. RN II is false because the example of World War II talks about *causes*, not effects. Though there's no need to evaluate RN III at this point, quickly confirm: there's no suggestion that historico-deductivism is exempt from the problem of *a posteriori* overdetermination, so that by itself doesn't suggest that the historico-positivist approach is inherently better. (A) must be correct.

#### **(A): The correct answer**

(B): Opposite. As described above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

*Strategy Point:*

*You don't need to understand exactly what's going on to answer a question! Paying close attention to structure can help you to get through tough questions even when the details may be fuzzy to you.*

- 2) Read the word in context. The sentence in which the word appears immediately follows the positivists' "moderate rule" which says that "the propensity to error should make us cautious, but not so desperate that we fear to come as close as possible to apodictic findings." Paraphrase, keeping the main positivist idea of a scientific approach in mind: just because we can't eliminate error doesn't mean that we shouldn't try to work scientifically. What does the "torch" that the positivists want to grasp represent, then? Predict: The conclusions that they think they'll find. Three choices can be eliminated, leaving you with (B). You know that (B) must be true in any case from the mention of nomothetic propositions in ¶2: they're described as absolute scientific findings, exactly the sort of thing that the positivists want.

(A): Faulty Use of Detail. The positivists acknowledge that error can't be eliminated, but that they can still grasp the "torch": the scientific certainty that they're after.

**(B): The correct answer**

(C): Distortion. The positivists aren't trying to grasp political phenomena; they're trying to grasp an *understanding* of political phenomena.

(D): Distortion. As above, positivists don't want to get a handle on methodological commitments; they want to use methodology in order to get to the "torch" of understanding.

(E): Incorrect, as described above.

- 3) A quick scan of the answer choice shows a variety of professions. Who would be most likely to write a passage about a disagreement over how to study international relations? Predict: someone who studied international relations. (B) immediately recommends itself.

(A): Distortion. Though history is mentioned frequently in the passage, it's always in the context of international relations. The author argues that the debate is "among international relations scholars," and so a history professor would be less likely to write about it than an international relations professor.

**(B): The correct answer**

(C): Distortion. While diplomats are *involved* in international relations, they're not necessarily dedicated to the *study* of it. A professor of international relations would be more likely to be interested in the academic side of the topic.

(D): Out of Scope. There's no reason to think that a journalist would be concerned with an academic debate about the study of international relations.

(E): Out of Scope. No such inference can be made from the passage.

### PASSAGE 66

**Topic and Scope** - The effects of quality control on Nixon-era welfare programs

#### **Mapping the Passage**

¶1 describes problems in welfare during the Nixon era: high caseloads, high cost, and the inability to pass welfare reform legislatively.

¶2 describes performance monitoring, a way the Nixon administration tried to effect change without legislation.

¶s3 and 4 discuss the stated purpose of quality control and its actual effects.

¶4 continues the discussion of quality control's consequences: bias and harassment in the welfare application process increased.

¶5 describes the contradictory nature of quality control: it was intended to protect the right to welfare, but instead harmed it, and was supposed to instill accountability in government, but instead eroded accountability.

1) A scattered detail question. Eliminate answer choices based on the passage or look for one that doesn't seem to fit. (C) does just this. While the author discusses decreases in the numbers of people who actually received welfare, there's no suggestion that the number of people *eligible* for welfare decreased. In fact, the author thinks that quality control was bad because people eligible for welfare weren't able to get it.

(A): Opposite. This is mentioned in ¶4, among other places; the author notes "demands that welfare applicants routinely produce scores of documents of dubious relevance."

(B): Opposite. The author states in the middle of ¶2 that quality control penalized for overpayments and payments made in error, but not for underpayments, delays, and denials. These penalties were therefore both arbitrary and inconsistent.

#### **(C): The correct answer**

(D): Opposite. This is a paraphrase of the author's point in the last paragraph that "government institutions and officials were thus insulated from the effects of their actions" and that "quality control ironically eroded the government accountability."

(E): Opposite. This is clearly mentioned in the last paragraph

2) An evaluation question. Go back to ¶4 to review the phrase in context. The author argues that "quality control's effectiveness" depended on the bureaucrats in "hundreds of local welfare offices," and describes the poor results that came from that dependence. Why does the author mention the bureaucrats? Predict: to show

why a national system of quality control turned out so poorly on the local level. (D) paraphrases this.

(A): Faulty Use of Detail. The author does make this claim, but not until the last sentence of the paragraph, and the mention of bureaucrats isn't designed to support this. Rather, this claim supports the argument that local bureaucrats caused problems, which in turn supports the point made in (D) that performance monitoring was ineffective.

(B): Out of Scope. The author never tries to refute this theory, but only to show in the first half of the paragraph why the push for fiscal responsibility had negative effects.

(C): Faulty Use of Detail. While the author states that quality control "served a latent, political function," but supports it in the discussion of what errors were and were not punished. The reactions of bureaucrats to new demands doesn't support this particular statement.

**(D): The correct answer**

(E): Incorrect, as described above.

3) What common managerial tool is mentioned in the passage? Paraphrase: Quality control. What does the author think about quality control in the case of welfare reform? That it was too restrictive and kept people who were entitled to welfare from getting it. What would the author think about the use of "common managerial tools" to effect change in welfare? Predict: Probably the same thing; it's too restrictive. (B) rewards the careful reasoning with a nearly word-for-word paraphrase.

(A): Opposite. If anything, the author argues that over-adherence to regulations was the cause of the problem in the first place.

**(B): The correct answer**

(C): Opposite. The author uses the passage to cite quality control as an example of a case in which national welfare administration *wasn't* effective at doing this.

(D): Out of Scope. The only accountability that the author mentions is the accountability at the state and local level; federal accountability is never discussed.

(E): Out of scope, as described above.

### PASSAGE 67

**Topic and Scope** - The author discusses two justifications for free speech in America: the classical model and the fortress model.

#### **Mapping the Passage**

¶1 introduces the “paradox of intolerance.”

¶2 gives examples of countries that have taken the paradox into consideration by banning extreme speech, and argues that the United States tolerates even extremist speech.

¶3 introduces a justification for the defense of extremist speech: the classical model.

¶s4 and 5 introduce another justification: the fortress model.

1) Take a moment to review the paradox and its implications before attacking the choices. The paradox essentially states that free speech should be limited at its extremes when the extremes could contribute to eliminating free speech. Looking for an answer choice that weakens the implications of the paradox turns up (D): The paradox states that extreme speech weakens stable government, a point weakened by a scenario in which extreme speech and stable government coexist.

(A): Opposite. Outlawing extremism to protect democracy would be in line with what the paradox recommends.

(B): Out of Scope. The paradox deals with democratic governments, and so this doesn’t apply.

(C): Out of Scope. As above; the paradox deals with how democracies should act towards free speech. Since Islandia wasn’t a democracy when it outlawed extremist speech, it falls outside the scope of the paradox.

**(D): The correct answer**

(E): Out of scope.

2) Review the classical model in ¶3, paying particular attention to its scope. The classical model argues that *political* speech should be protected, whether it’s extremist or not. While three of the answer choices deal with non-political speech, only (C) deals with political speech that the classical model would propose to protect.

(A): Out of Scope. ¶3 says that the “free speech principle need only protect political speech,” while (A) would be non-political.

(B): Out of Scope. As above, yelling “fire” wouldn’t be political in nature.

**(C): The correct answer**

(D): Out of Scope. As above, discussion of a company's products doesn't deal with politics.

(E): Out of scope, as described above.

- 3) Review the fortress model before eliminating answer choices that match with what a proponent would believe. The fortress model argues that extremist speech should be protected because more harm is done in banning it than in allowing the speech itself. While three choices reasonably follow from this, (A) contradicts the main point of the model in general: free speech *shouldn't* be banned.

**(A): The correct answer**

(B): Opposite. This fits not only with ¶s4 and 5, but also with the general idea of both models: free speech has to be protected in order to protect democracy.

(C): Opposite. This is mentioned in the passage.

(D): Opposite. This follows from the argument that "the government...pose[s] a great danger of intolerance."

(E): Opposite. This clearly follows from the passage.

### **PASSAGE 68**

**Topic and Scope** - The author discusses the disunity and turmoil of the Greek Hellenic period, using the Olympics as an example and metaphor.

#### **Mapping the Passage**

¶1 argues that in reality the Hellenic period was tumultuous, not the idealized community that Alexander desired.

¶2 gives a time frame for Greek civilization and the Olympic games.

¶3 argues that the games reflected Greek culture, but not positively as the founders intended.

¶4 argues that the games reinforced disunity instead of promoting the unity originally intended.

- 1) Review the author's main point in the passage: the Olympic Games didn't bring Greece together; they just reinforced divisions. Scan for an answer choice that touches on this main point: choice (C). Using the denial test to double-check works: if the author thought that sporting events never did this, he couldn't believe what he does about the Games.

(A): Out of Scope. The author never makes this claim in the passage.

(B): Out of Scope. While the author thinks that Greece had serious divisions, he never compares the severity to that of other civilizations.

**(C): The correct answer**

(D): Out of Scope. The author never discusses the military ability of Alexander at all.

(E): Extreme language and the author never states this.

- 2) Take a moment to remind yourself of the author's main point about the Games and look at the layout of the choices before trying to answer. RN II is the most frequent, so hit that first. RN II is basically the author's main argument, and the passage itself is explanation and example for this. Eliminate (B). RN I offers a point not made by the passage: the author argues that Alexander never truly unified Greece (and he offers no evidence for this). Eliminate (C). The author never makes the claim in RN III, and therefore (D) can be eliminated. (A) alone is left.

**(A): The correct answer**



(B): Opposite. As described above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 3) Review the phrase in context; it reinforces the author's main point that the Games made a bad situation worse. Looking for a similar point leads to (C). The author clearly believes that the Games made the Greeks' warlike tensions worse than they already were.

(A): Out of Scope. The author doesn't discuss the divisions in other civilizations.

(B): Distortion. The author argues that the Greeks were constantly divided, but doesn't claim that they were always at war as a result.

**(C): The correct answer**

(D): Opposite. The author argues in ¶2 that this marked the *beginning* of Greek history, and so surely couldn't also represent the point of decline.

(E): Extreme language.

### PASSAGE 69

**Topic and Scope** - Parallels are drawn between the skills required to paint a picture and to conduct a battle.

#### **Mapping the Passage**

¶1 compares painting a picture to fighting a battle, lists two similarities, planning and backup, and discusses planning.

¶2 explains that practicing art is a great way to become a lover of art.

¶s3 and 4 draws in the analogy of the general and explain the need to study previous masters in war and art.

¶s5 and 6 explain the need to keep reserves in battle and painting.

- 1) The Commander-in-Chief is mentioned in the first paragraph, so begin your search there. The author says that the battleground must be inspected and studied. What is the equivalent in painting? The subject being painted. (A) fits the bill.

#### **(A): The correct answer**

(B): Distortion. A tempting answer choice that might have required careful thought to eliminate if you hadn't chosen (A) outright. The general studies the battleground he fights the battle on, and likewise, the painter studies the subject he paints the picture of. Solid understanding of the metaphor is crucial. Hone this ability by paraphrasing at every opportunity.

(C): Out of Scope. Colours are mentioned in the last paragraphs when discussing reserves, a completely different part of the passage than the one in question.

(D): Out of Scope. While the author mentions art galleries in the context of planning, it has nothing to do with the metaphor of the battleground.

(E): Incorrect, as described above.

Strategy Point:

*Pay attention to keywords mentioned in the question to get an idea of where to search in the passage.*

- 2) A synthesis question testing your ability to evaluate the relevance of a new situation to the author's arguments. Zero in on elements of the new situation that

sound relevant to the passage. Black and white are mentioned in the final paragraph. Recall that the author argues that black and white make weak impressions when contrasted. However, in the question stem situation, the impression is strong. We're looking for an answer that points this out, in other words, one that argues the new situation *weakens* the author's view. (C) fits exactly.

(A): Out of Scope. Not only does the situation not support the author's argument, but it has nothing to do with the paragraph on imitation. Don't get suckered by the false parallel between Matisse and the author's own discussion of great artists.

(B): Opposite. Right on topic, but the new situation does just the opposite to the author's claim.

**(C): The correct answer**

(D): Distortion. While the new situation does weaken the author's argument, the author never argues that *all* great painters take Nature as their subject, as this answer choice suggests.

(E): Incorrect, as described above.

- 3) Yet another question testing your understanding of the author's extended metaphor. These will be very common in any passage where unusual parallels are drawn. The quoted statement comes from ¶15; since all of the answer choices mention painting, work through how this part of the metaphor corresponds. The author is arguing that without a reserve, colours, like troops, will be confused and without order and therefore useless. For this to be true, the author must also believe that a painting without order suffers artistically, choice (A). To test an assumption in your practice, use the *denial test*: If the author does in fact assume X, the argument should fall apart if X is false. In this case, if chaotic painting *can* have an artistic effect, then the author's point about confused troops becomes meaningless. The assumption as it is written is therefore valid.

**(A): The correct answer**

(B): Distortion. While the *colours* lack direction, there's nothing in the metaphor to indicate the *artist* resists direction.

(C): Out of Scope. Nothing in the statement is correlated to the author's general mental state.

(D): Out of Scope. This answer choice mentions confusion, which is also mentioned in the statement. The relevance stops there, though, as the rest of the answer choice is off-topic.

(E): Out of scope. This doesn't have to be assumed by the author

### **PASSAGE 70**

**Topic and Scope** - A discussion of drawbacks of the rhetorical skill that the public nature of Greek life made necessary, especially style over content.

**Mapping the Passage:**

¶1 introduces the importance of rhetoric in Greek life and the fact that it was taught.

¶2 explains why rhetorical skill was sometimes mistrusted, but still sought after.

¶3 states that as rhetoric (in writing and speech) became more of an art, its original purpose was corrupted.

¶4 states that the Greek system required rhetorical skills and therefore inherited rhetoric's drawbacks as well. .

1) What is the author's main argument about oratory? It was necessary for the Greeks, but became a "weakness" when they focused too much on making it artistic (¶s 3 and 4). Therefore the author would admire an orator who didn't sacrifice the facts and reason to too much rhetoric. (C) keeps the good parts of rhetoric while leaving out the artistic flourishes the author dislikes.

(A): Opposite. The author states in ¶1 that "the immediate effect was all-important" and that this was achieved by focusing on the artistic aspects of rhetoric, which the author considers "shallow."

(B): Opposite. The author uses ¶3 to attack the overemphasis on the artistic (aesthetic) side.

**(C): The correct answer**

(D): Opposite. This also emphasizes technique and style over the speech itself.

(E): Opposite. This also emphasizes technique and style over the speech itself.

2) An application question. What would the author consider a main difference between ancient Greece and modern America? The opening lines mention that a Greek citizen had to rely on the spoken rather than the written word, and had "no backcloth of daily reportage to make his own or others' views familiar to his hearers" as modern culture has. Therefore fewer speeches are needed nowadays, as (B) states.

(A): Faulty Use of Detail. This answer choice tries to trick you with a familiar phrase. The author uses it in ¶3, but only to speak of Isocrates, not about speeches in general. When phrases sound familiar, look for them in context to see if they apply.

**(B): The correct answer**

(C): Out of Scope. There's no discussion of modern audiences in the passage and if this was the case, politicians would probably focus on rhetoric to increase persuasion.

(D): Out of Scope. There's no indication in the passage that this is true either.

(E): Out of scope. Such a comparison would be irrelevant.

3) Make sure that you untangle tough questions, paraphrasing what's being asked, before trying to answer them. What paragraph is being discussed? ¶3, the argument that the art of rhetoric became too important. The question stem just says that this happened because the culture was concerned with public display. Assumptions bridge gaps in reasoning. Here, it would connect art and public display. Only (B) and (C) deal with both of these concepts. If (B) is true, we have a valid explanation for why art became so important in this particular culture. If it's *not* true, there's no reason why they should be connected, and the author's argument falls apart. (B) has to be a valid assumption.

(A): Opposite. We're concerned less with Isocrates than with the Greek public, and also the choice says exactly the opposite of what we know about Isocrates from the passage anyhow.

**(B): The correct answer**

(C): Distortion. While it's got all the right keywords, the choice uses art in a completely different context, talking about *physical works of art* rather than the *style* of art.

(D): Out of Scope. This might explain why Isocrates wasn't influential, but does nothing to explain the bigger half of the question: why was the culture so influential in the tendency to focus on style?

(E): Incorrect, as described above.

### PASSAGE 71

**Topic and Scope** - The author discusses the rights and limitations that should be expected in the expression of and action induced by personal opinions.

**Mapping the Passage:**

¶1 (first half) introduces the limits that should be placed on expression of opinions.

¶1 (second half) argues that differences of opinions are necessary.

¶2 offers three reasons why individual opinions are necessary to personal growth.

- 1) Quickly review the author's opinions on opinions before hitting the answer choices, making sure they're clear in your map and your mind. Note that the question is a double negative—you're looking for something with which the author "does not disagree," i.e. does agree. (B) summarizes the idea expressed in the first half of ¶1: opinions are harmless in some cases, deadly in others.

(A): Distortion. This is tricky. The author says, "As it is useful that while mankind are imperfect there should be different opinions...". This doesn't mean, however, that different opinions exist *because* of imperfection, only that they're useful while imperfection exists.

**(B): The correct answer**

(C): Opposite. The author's examples in ¶1 are meant to demonstrate that personal attacks should be tolerated as long as they cause no harm.

(D): Opposite. If this were true, the author's distinction between opinions and actions would be meaningless.

(E): 'Always' is extreme language.

- 2) Use your reasoning from the last question to help yourself with this one. Remember to eliminate answer choices as you either select or eliminate Roman numerals. RN III is in three choices, so look there first. The author argues that customs aren't always good, and therefore can stifle growth. RN III is correct. Eliminate (A). Next to RN II: it also contradicts the author's argument that customs can be useful. By default, the answer must be (B), but check RN I to be sure. The author defends the general usefulness of customs. While sometimes experiences are misinterpreted, there's nothing to indicate that the *usually* are, which knocks RN I out immediately. RN II.

(A): Distortion. This capitalizes on test-takers who overlooked the author's point that experience from the past can be useful for modern situations.

**(B): The correct answer**

(C): Distortion. A trap for those who fell for the distortion discussed above in RN I.

(D): Distortion. Like (A), simply with RN III added.

(E): Incorrect, as described above.

- 3) Find the relevant text in the passage. The author is arguing that conforming to custom for custom's sake stifles development. We want to find an answer choice that challenges this, so look for an answer where custom is followed but development *isn't* stifled. Choice (C) is tailor-made for the occasion.

(A): Opposite. This would support the author's arguments that custom can trump personal judgment and growth.

(B): Out of Scope. This has no bearing on custom or development; chuck it.

**(C): The correct answer**

(D): Out of Scope. The custom element we're looking for is mentioned, but there's nothing about development.

(E): Out of Scope.

### PASSAGE 72

**Topic and Scope** - The American woman-suffrage campaign and its relation to voting rights as a whole.

**Mapping the Passage:**

¶1 outlines the idea that the suffragist movement was as much ideological as political.

¶2 describes a few ways the movement appealed to public sentiment.

¶3 introduces the suffragist belief that women would vote together for the moral good.

¶4 points out that this wasn't the case, and argues that the ability to vote is more important than how that ability is used.

¶5 points out that the movement capitalized on prejudices against immigrants and blacks to advance its cause.

- 1) Jump back to the lines referred to in order to get a sense for what this piece of the passage says. Woman suffragists used rhetoric to advance their cause. Do a bit of paraphrasing of (B) to realize that it says the same thing.

(A): Out of Scope. There's no mention of any set of guidelines.

**(B): The correct answer**

(C): Distortion. Though they may have turned history to their own purposes, there's no indication that they attempted to deceive or confuse the public.

(D): Out of Scope. This is simply misinterpreting the phrase, punishing those who guessed without reading in context.

(E): Takes the meaning too literally.

- 2) Make sure that the author's main arguments are kept in mind before jumping to the answer choices. Only one of the four remotely approaches anything the author argues, and all of ¶4 is spent arguing it. Choice (D) is simply a summary of the paragraph.

(A): Faulty Use of Detail. Suffragist exploitation of ideals is mentioned, but the author has no negative take on it. Suffragist exploitation of *prejudices* is both mentioned and lamented, but this doesn't tie into the use of American ideology.

(B): Opposite. The author argues just the opposite: they were well-educated (¶3), and they *did* see a parallel between the prejudices.

(C): Opposite. The author points out that this belief turned out not to be true after all, so they couldn't possibly have been ahead of their time in believing it (¶4).



**(D): The correct answer**

(E): 'Negative' is extreme language and cannot be concluded from the passage.

- 3) Find where the passage discusses "modern day feminists and historians," or, if you don't remember the phrasing, where tactics are discussed. ¶15 has them both. Quickly reread the relevant text and paraphrase: The groups today are unhappy that suffragists used prejudice to advance their aims. The only answer choice that encapsulates this is (C).

(A): Opposite. They're considered invalid *precisely* because they hurt minority groups.

(B): Out of Scope. Since women did get the right to vote, this answer choice makes no sense.

**(C): The correct answer**

(D): Opposite. Even if one assumes the views are considered ignorant, it's not because other groups were ignored. The suffragists took pains to pay particular (negative) attention to the victimized groups.

(E): Extreme language. 'C' captures this much better.

### PASSAGE 73

**Topic and Scope:** - The author reviews two books that analyse historical writing, praising one's approach over the other.

#### **Mapping the Passage**

¶1 introduces the first book (*The Past Before Us...*) and takes quick stock of modern historiography.

¶2 describes the drawbacks associated with modern approaches to history.

¶3 points out a body of history ignored by the first book and introduces a second book (*20th Century American Historians*) that does evaluate it.

¶4 describes the virtues of the second book.

Strategy Points:

*In a "book review" passage, particularly one with multiple books, be sure to keep track of different points of view. Be aware not only of what each book is saying and how they contrast, but what the author thinks also.*

1) Where is nationalism mentioned? At the beginning of ¶2, where the AHA is said to have "repudiated" it. The author clearly believes they're doing so on principle; choice (C) fits perfectly.

(A): Opposite. They'd reject it precisely because it doesn't.

(B): Opposite. Again, they'd reject it because national pride isn't their cup of tea.

**(C): The correct answer**

(D): Out of Scope. While they'd surely denounce it, there's nothing in the passage to indicate that they're too concerned with objectivity. In fact, the author mentions that they've rejected scholarly detachment right along with nationalism.

(E): They would not be indifferent, as described above.

2) Be sure to paraphrase the author's main ideas before jumping to the answers so that you can spot an answer choice that contradicts. Hit the choices with frequent reference to your map and the passage. Only (D) isn't supported, and (D) in fact is exactly the opposite of what the author says has happened: contemporary historians have overlooked this particular group (¶3).

(A): Opposite. This is simply the opposite of (D). If you noticed this when you got to (D), you could be sure that it was the right answer for the same reasons you eliminated this one.

(B): Opposite. A point the historians themselves make in ¶1.

(C): Opposite. The author makes this point in ¶3

**(D): The correct answer**

(E): Opposite. This can easily be inferred from ¶3

- 3) Why does the author argue that professional historians are cut off from their culture? Refer back to the text to see that this comes right on the heels of the argument that the AHA is too self-referential and too focused on social history. Look for an answer that would exemplify one or both of these points: Choice (B) fits the former perfectly.

(A): Opposite. The author claims in ¶3 that they aren't familiar with this group of historians. If this were true the author's argument would be weakened.

**(B): The correct answer**

(C): Out of Scope. Even if this were true, it would have no effect on whether they're cut off from their culture.

(D): Opposite. If this were true, it would counter the author's arguments in the last paragraph. They'd be more closely in touch than the author gives them credit for.

(E): Out of scope.

### **PASSAGE 74**

**Topic and Scope** - The author reviews Paul Taylor's "biocentric" theory of environmental ethics and discusses drawbacks to the theory.

**Mapping the Passage:**

¶1 introduces Taylor's disdain for the "prejudiced" theory speciesism.

¶2 describes Taylor's theory, with a "biocentric outlook."

¶3 gives details of the theory and its 4 rules.

¶4 describes a problem with Taylor's idea of compensation.

¶5 describes two problems with applying Taylor's ideas.

¶6 praises Taylor's advances over earlier theorists.

1) The question basically asks you to find a paraphrase of one of the author's two criticisms. Quickly review them: it's impractical, and it doesn't go far enough (¶s 4 and 5). (D) fits the latter.

(A): Faulty Use of Detail. Taylor does "reject [the] ... belief that inanimate objects can be moral subjects", but the author approves of this rejection.

(B): Opposite. The author doesn't dispute Taylor's claim that humans shouldn't be considered superior.

(C): Opposite. The author likes this part of Taylor's theory (final sentence of the passage).

**(D): The correct answer**

(E): Out of scope.

2) A difficult question to predict. We're looking for a sort of person or action that would violate Taylor's principles by practicing the theory he rejects. A scan of the answer choices shows only one instance where animals are clearly being exploited: (A) has what you need.

**(A): The correct answer**

(B): Out of Scope. While Taylor might argue that harm is being caused to the fruits and vegetables, there's no evidence they're being eaten for reasons of speciesism.

(C): Opposite. This would seem to fit Taylor's idea that harm should be accompanied by compensation.

(D): Out of Scope. No hint of speciesism here

(E): Out of Scope. No hint of speciesism here

- 3) An application question; try to apply the new situation to Taylor's principles. Taylor argues that species shouldn't be hurt simply because one considers humans superior to other species, but never addresses anything that could touch on self-defense. (D) reflects the idea that this situation is outside of Taylor's scope.

(A): Out of Scope. Taylor offers no suggestion that this is the best option.

(B): Out of Scope. Taylor never suggests that humans should sacrifice themselves for nature.

(C): Opposite. More tempting than the other choices because it saves the individual species, but there's nothing to go on in Taylor's rules one way or the other.

**(D): The correct answer**

(E): Out of scope.

### PASSAGE 75

**Topic and Scope** - The author outlines a theory of human cognition: people have unconscious biases towards words and ideas that influence later thought.

**Mapping the Passage:**

¶1 introduces the theory that the brain preconsciously assigns a value to all perceptions.

¶2 describes an objection some scientists have to the theory.

¶3 outlines the physiological mechanism of processing and its implications on social interactions.

¶4 discusses the potential applications for the theory.

¶5 describes the mechanisms used to test preconscious perceptions.

- 1) Read the relevant lines to get a feel for what's going on, which is made easier by the fact that the author defines the term immediately after using it. We're looking for an answer choice that involves forming an opinion on something near-instantly. Choice (B) fits this perfectly.

(A): Distortion. A basic understanding of the difference between subconscious and *preconscious* (line 12) is crucial here.

**(B): The correct answer**

(C): Opposite. This would involve consciousness, not preconsciousness.

(D): Opposite. As above, this would primarily involve consciousness.

(E): Opposite. As above, this would primarily involve consciousness.

- 2) How do these scientists fit into the author's argument? They're the ones disagreeing with it in ¶2. Look for a statement that would challenge the author's point of view. Choice (A) would contradict the idea that values are placed automatically on things such as unfamiliar words.

**(A): The correct answer**

(B): Distortion. The author mentions in ¶5 that even the scientists who disagree rely on the idea that the mind can make interpretations in the first 250 milliseconds.

(C): Distortion. ¶2 states that the scientists who disagree admit that "such evaluations are made under many circumstances," just not all. Note that the phrase "no effect" makes this choice too extreme.

(D): Out of Scope. The passage doesn't discuss this.

(E): Out of Scope. The passage doesn't discuss this.

- 3) Keep focused on the map when evaluating the answer choices. Look for three things that fit in with the author's argument, keeping an eye out for one that might simply contradict the author's point outright. In this case, (C) is unusually easy to spot: it contradicts the basic conclusion of the experiment the author cites in ¶1.

(A): Opposite. This is the author's main argument.

(B): Opposite. The wording "these evaluations are...applied even to things people have never encountered before" implies that they also apply to things with which people are familiar.

**(C): The correct answer**

(D): Opposite. ¶4 discusses this.

(E): Opposite. This can be inferred from the last paragraph.

### PASSAGE 76

**Topic and Scope** - The author describes the conflict between values of equality and other values in American society.

#### **Mapping the Passage**

¶1 describes historical examples of America's push for equality.

¶2 describes the historical conflict between equality and libertarianism.

¶3 and 4 argue that passions from ideology spring partially from self-interest and partially from ideology (Huntington).

¶5 points out that alternative ideals also incite passion.

¶6 argues that pushes toward equality provoke backlashes.

¶7 argues that Americans hold multiple competing ideologies that check one another.

Strategy Points:

*Difficult passages can often be made easier by keeping an eye out for contrasts. A single principal contrast will often be the organizing force behind the passage. Questions will usually reward you for understanding the contrast even if much of the rest of the passage is confusing.*

- 1) Why does the author talk about libertarians? To describe an ideal that tends to conflict with equality, the principle behind the action in the question. Libertarians would probably therefore attack the plan precisely because it was promoting equality. (B) says the same.

(A): Opposite. Libertarians as the author describes them think just the opposite.

**(B): The correct answer**

(C): Opposite. The author clearly thinks that libertarians would have an opinion on an action that runs counter to their principles.

(D): Distortion. Though they'd support private enterprise, they wouldn't support private enterprise promoting an ideal contrary to their own.

(E): There would be no element of 'support', as described above.

- 2) The author talks about the American public's ideology throughout the passage, but most thoroughly in the last paragraph. When hitting the answer choices, start with the most likely paragraph and work from there. In this case, (A) rewards you immediately for the prediction: The point of the last paragraph is that America is bound by several more-or-less equal ideals, a view that (A) would certainly challenge.



**(A): The correct answer**

(B): Opposite. The author mentions this in ¶6.

(C): Opposite. This is also suggested in ¶6 by the “commitment to the disadvantaged.”

(D): Out of Scope. Increased tolerance of minority views would have no effect on the author’s argument about balanced American ideologies.

(E): Opposite. This would strengthen the author’s views.

- 3) First keep track of all the negatives in the question! You're actually looking for the one *true* statement. Choice (B) summarizes the point of ¶6 that pushes towards equality lead to backlashes.

(A): Opposite. The author would argue that fervour for equality during the Civil War would lead to a backlash against it rather than an increase in support for it.

**(B): The correct answer**

(C): Opposite. The point of ¶4 is that passion can exist equally on both sides of the debate.

(D): Out of Scope. The author mentions special interests in ¶2 but doesn’t argue that they always have too much power. In fact, they seem to fluctuate in power and identity depending on the dominating ideal of the time.

(E): Out of scope. This cannot be inferred from the passage.

### PASSAGE 77

**Topic and Scope** - The author discusses the capitalist nature of American society and argues that American unions derive many of their traits from American values.

**Mapping the Passage:**

¶1-4 discusses the capitalist nature of American society and its connection to American notions of equality (European perspective ¶3).

¶5 discusses the difference between American labour unions and those in other democracies.

¶6 outlines the rise of American labour unions and early predictions about the form they would take.

¶7 says that the character of the American Labour movement is derived from the nation's values.

- 1) Where are the differences between foreign and American labour unions mentioned?  
 ¶5. Scanning down the answer choices shows that you need to focus on the use of violence and bargaining. ¶5 argues that American labour unions are more militant and that bargaining techniques are "more decentralized," though this doesn't indicate whether the American unions are more or less likely to bargain than their foreign counterparts. Scanning the choices armed with these facts turns up (D).

(A): Opposite. The author argues that the American unions are more militant than their foreign counterparts.

**(B): The correct answer**

(C): Out of Scope. We have nothing in the text to indicate the relative likelihood that an American union would bargain.

(D): Out of Scope. As above.

(E): Out of Scope. As above.

*Strategy Point:*

*Scanning answer choices vertically to see if a certain pattern occurs can be helpful in predicting.*

- 2) An incorporation question. We're looking for something that challenges that author's main ideas. Quickly review the main ideas in the passage before scanning the choices. While three of the choices fit characteristics the author mentions, choice (D) indicates that corporations are characterized more by their altruism than by their capitalism, which runs directly counter to the author's point in ¶1.

(A): Opposite. The author argues in ¶7 that American labour unions have more full-time salaried officials than their foreign counterparts.

(B): Opposite. The author also makes this point in ¶7 when discussing “narrow self-interest.”

(C): Opposite. The author discusses a difference in class solidarity in ¶7.

**(D): The correct answer**

(E): Opposite. This would agree with the information in the passage.

- 3) Look for Roman numerals that counter what the author is arguing. Start with RN II, which appears in three out of four answer choices. Where does the author discuss the difference between American unions and others? Hit the fifth paragraph. The author argues that American unions are more “narrowly self-interested.” RN II must therefore be true, and all the answer choices but (A) can be eliminated. RN III is true based on the information in the last para. RN I runs counter to the author’s main point, most forcefully expressed in ¶s1 and 2, that class solidarity is less important than equality of opportunity.

**(A): The correct answer**

(B): Opposite. As above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

### **PASSAGE 78**

**Topic and Scope** - Two scholars discuss the fidelity of the Sistine Chapel's restoration to Michelangelo's original work.

**Mapping the Passage:**

¶1 Scholar A argues that Michelangelo would not have approved of the restoration.

¶2 Scholar B's argues that the restoration method was more scientific than previous methods and, therefore, justified.

¶s3 and 4 Scholar A's argues that the restoration has brightened the colours of the frescoes beyond what they were intended to be.

¶5 Scholar B's rebuts that the restoration method was designed to preserve the work.

¶6 Scholar B continues the argument by suggesting that the restoration has revealed characteristics of Michelangelo that had been misinterpreted in the past.

¶7 Scholar A's response that restoration has made the ceiling potentially vulnerable to pollution.

- 1) Review Scholar B's arguments in ¶2. Because there's dirt in between the painting and the first layer of glaze, "several decades had elapsed" before the glaze was applied. What assumption is needed to bridge this evidence and conclusion? That perhaps the glaze had been applied by later workers, not Michelangelo. Choice (D) fits. If unsure about the assumption, deny it (easy to do in this case since it's already in the negative) and see how the author's argument collapses.

(A): Out of Scope. The *glaze* was laid down decades after the painting, not the dirt.

(B): Out of Scope. The solvents don't factor in to this part of the argument.

(C): Opposite. The scholar is arguing that Michelangelo didn't lay the glaze at all.

**(D): The correct answer**

(E): Incorrect, as described above.

- 2) Paraphrase Scholar B's argument here. It helps to think of this in the traditional view/new view framework. The traditional view was that Michelangelo was a rebel. Why? The Sistine colours were dark and gloomy. What has to be true based on this? That gloominess wasn't the style of the time (and therefore Michelangelo was a rebel). Therefore Scholar B, arguing against the traditional view, would then say that gloominess was the style. (C) immediately rewards careful and efficient thought.

(A): Distortion. Scholar B is arguing that Michelangelo wasn't a rebel against bright colors, but that doesn't mean that he wasn't an independent thinker.

(B): Out of Scope. The artist's reputation isn't built exclusively on his rebellious nature.

**(C): The correct answer**

(D): Distortion. This is tempting, but the use of gloomy colours doesn't necessarily indicate a negative trait.

(E): Out of scope.

- 3) Review Scholar A's points in the last paragraph about the new darkening. The scholar makes a direct point: pollution has caused the darkening. What is a possible assumption in this? That nothing else could have been the cause. While two Roman numerals have nothing to do with the scholar's argument, RN I quickly jumps out as a necessary assumption. If other factors *could* have caused the darkening, Scholar A's argument is severely weakened. RN II is never suggested, nor would it be a concern of Scholar A. RN III simply has no support in the passage.

**(A): The correct answer**

(B): Opposite. As described above.

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

### PASSAGE 79

**Topic and Scope** - The author discusses a specific discovery of dinosaur DNA and its significance.

#### **Mapping the Passage**

¶1 describes the modern ability to find and analyse ancient DNA through PCR.

¶2 describes examples of ancient DNA isolated and introduces Woodward's discovery of dinosaur DNA.

¶3 and 4 provide specifics on the discovery and its analysis.

¶5 describes the reaction of other palaeontologists to the find and Woodward's own belief that the fragments are too small to provide much meaning. The author argues that the search for dinosaur DNA must continue.

*Strategy Point:*

*When an author's scope shifts gears (as it does in the last paragraph in this passage) be on the lookout for questions that test whether you've noticed the shift.*

1) Where would you find doubters of Woodward's analysis? Check the last paragraph. The main objection to the idea that Woodward's DNA came from a dinosaur is that variation in cytochrome b sequences might indicate multiple animal DNA. (D) simply states this objection as evidence.

(A): Out of Scope. This wouldn't necessarily indicate that the DNA isn't of dinosaur origin.

(B): Out of Scope. This would be expected of dinosaur DNA and might even support Woodward a bit.

(C): Out of Scope. The fundamental objection to Woodward's analysis would still be unsupported further even if this were true. This is something scientists hoped to resolve as a result of Woodward's evidence, not a test they were using to determine the truth of his theory.

**(D): The correct answer**

(E): Out of scope.

2) Where is a possible use of dinosaur DNA mentioned? Review ¶5: scientists wanted dinosaur DNA to figure out how dinosaurs, birds, and reptiles fit together. They continue to look because Woodward's sample wasn't enough. (C) summarizes these points.

(A): Faulty Use of Detail. While this is mentioned in ¶s 4 and 5, it isn't a motivation for continuing the search.

(B): Opposite. The passage suggests that PCR was successful in copying the DNA.

**(C): The correct answer**

(D): Opposite. Evidence to the contrary is given in ¶4.

(E): Incorrect, as described above.

- 3) Review the main points of the researchers voicing objections in ¶5. Their primary objection is that the DNA may have come from more than one species. Look for an answer choice that would weaken this. (C) would put this particular objection to rest immediately.

(A): Opposite. This would bolster objections, supporting the many-species theory.

(B): Out of Scope. This would be irrelevant to the objections.

**(C): The correct answer**

(D): Out of Scope. This part of the theory isn't being challenged.

(E): Opposite. This would bolster objections, supporting the many-species theory.

### **PASSAGE 80**

**Topic and Scope** - The author argues that though self-deception does exist, many zealots mistakenly persuade themselves that those who do not share their extreme beliefs are self-deceived.

#### **Mapping the Passage**

¶1 provides an example of someone with extreme beliefs about witches who imagined a conspiracy among those who didn't share those beliefs.

¶s2-4 note that self-deception can be harmless or dangerous and argue that judgments about another's self-deception can be clouded by one's own personal beliefs.

¶5 argues that those with extreme beliefs may consider themselves altruistic by persuading others that they are deceiving themselves by not sharing those beliefs.

¶6 suggests a sort of snowball effect that reassures those with extreme beliefs that they are in fact correct particularly when challenged.

- 1) A rare global question. Predict by summarizing the main point of the passage: Personal beliefs cloud our opinion of whether others are self-deceived. (A) immediately rewards the careful prediction.

**(A): The correct answer**

(B): Distortion. The author argues in ¶2 that some self-deception is benign, and this isn't the focus of the whole passage anyway.

(C): Faulty Use of Detail. This is the belief of those with strong beliefs of their own, as described in ¶5. It's not the point of the whole passage, however.

(D): Distortion. Another answer choice that doesn't summarize the passage. The author never makes this claim.

(E): Extreme language and not supported by the passage.

- 2) What would the author suggest one do in response to someone else's self-deception? Predict based on ¶2: If the deception is harmful, intervene. If not, hands off. Applying this rule to the specific situation yields a course of action identical to (C).

(A): Distortion. The author would argue that this should be done only if the friend is in danger, a qualification added in the correct answer choice.

(B): Out of Scope. Deception is the focus of the passage; this answer choice veers off topic.

**(C): The correct answer**



(D): Distortion. The author argues that people can be wrong about the *beliefs* of others. In this case, the deception is cantered on a physical state which the question says can be known.

(E): Incorrect, as described above.

3) How would the author characterize “very unorthodox views”? Most likely, she’d classify them as extreme views. What is the author’s main point about those with extreme views? They perceive others as self-deluded and attempt to rescue them from the supposed deception (§15). (C) captures the first part of the prediction.

(A): Faulty Use of Detail. Though the author argues that self-deception can be harmless, she doesn’t suggest that those with extreme views are probably suffering harmlessly from self-deception.

(B): Faulty Use of Detail. Though the author argues that alcoholics and anorexics do behave irrationally, she doesn’t suggest that those with extreme views are suffering from the same sort of self-deception.

**(C): The correct answer**

(D): Opposite. The author suggests that the person with extreme views would at least persuade themselves that others were deluding themselves.

(E): Out of scope.

### PASSAGE 81

**Topic and Scope** - The author discusses the orbit of Venus and its appearance from earth.

#### **Mapping the Passage**

¶1 states that at the time of the passage's writing, Venus was visible as the "evening star."

¶2 describes the appearance of Venus and the times at which the planet is visible.

¶3 describes the difficulties in understanding the motion of the stars simply by looking.

¶4 argues that it's possible to nearly imagine the motion of Venus in orbit and describes this motion.

¶5 discusses Venus's orbit and when it will return to its current position.

- 1) Go back to review the author's point in context. The author follows the "little Ptolemies" statement with the elaboration that "the sun rises and sets upon us." Looking for an answer choice that fits this earth-centered point of view immediately turns up (A).

**(A): The correct answer**

(B): Distortion. While the author discusses the astronomers, he's not using them to compare their *knowledge* to regular people, but to contrast their different astronomical views.

(C): Out of Scope. The author is arguing that "most of us" have little knowledge of astronomy and so don't understand the complexities of space. The case of those who do have this knowledge is outside the scope of the comment.

(D): Out of Scope. While this might be true, it doesn't tie into the author's point about Ptolemies: most don't understand the complexities of the universe.

(E): Out of scope.

- 2) Go back to ¶3 to review what the author says about Copernicus. The author mentions Lamb who says that he sees Venus by its brightness. The author follows this with the statement, "Lamb was no Copernican, and neither are most of us." Paraphrase this: Copernicus had a good enough grasp of astronomy to understand what Venus was doing, but we can't. (C) captures all of this.

(A): Opposite. While the author implies that the appearance of Venus changes over a long period of time, this doesn't mean that Venus is only visible during a certain range of years. The author also argues in ¶4 that Venus *isn't* visible between May and July.

(B): Opposite. The author argues in ¶4 that between May and July, Venus isn't visible.

**(C): The correct answer**

(D): Out of Scope. While the author mentions in ¶1 that it's difficult to see much in the Manhattan sky, there's no indication from the author that environmental efforts should be made.

(E): Out of scope.

- 3) Review the location of the author's main points about the evening star, primarily in ¶s 1 and 4. As usual with this question type, keep an eye out for something that contradicts the author's argument. (A) not only does this, but also makes no sense. The author argues in ¶4 that Venus is invisible when passing between the earth and the sun, which makes sense if one has to look in the direction of the sun to see Venus.

**(A): The correct answer**

(B): Opposite. This is a combination of the author's points in ¶s 2 and 4 about Venus' visibility during time of day and month.

(C): Opposite. The author makes this point in ¶1.

(D): Opposite. The author states this explicitly in ¶2

(E): Opposite. This can be inferred from the information in the passage.

### **PASSAGE 82**

**Topic and Scope** - The author discusses the idea of self-determination and contrasts it with idea of racial pride.

#### **Mapping the Passage**

¶1 describes Michael Sandel's idea of "the unencumbered self." Sandel disagrees with the idea, while the author supports it.

¶2 acknowledges that elements of racial pride can serve a valuable purpose but go too far in valuing the qualities of one race over another.

¶3 describes the author's view that pride should rest in personal accomplishments rather than race.

¶4 describes weaknesses in Sandel's view.

- 1) The question is essentially asking the scope of the author's argument. Take a moment to predict this before scanning the choices. (A) takes some paraphrasing to untangle, but fits the author's main focus: self-identity in relation to race and history.

**(A): The correct answer**

(B): Faulty Use of Detail. This is the scope of ¶s1 and 2, but not that of the entire passage.

(C): Distortion. The author doesn't argue that rejecting racial kinship *causes* individual accomplishment, only that the two can go hand-in-hand.

(D): Out of Scope. The author discusses racial pride, but this doesn't necessarily mean the same thing as group consciousness, which is never discussed in the passage.

(E): Incorrect, as described above.

- 2) Carefully examine the wording of the question, which asks about the *encumbered* self. Since the author is a big fan of the unencumbered self, he'll presumably feel negatively towards the encumbered self. (C) conflicts with the author's point in ¶1 that the unencumbered self is "free and independent." If this is true, the encumbered self must be the opposite.

(A): Opposite. The author discusses the encumbered self as the product of childhood attachments in ¶4.

(B): Opposite. The author discusses history as a foundation and even to some extent definition of the encumbered self in ¶s1 and 4.

**(C): The correct answer**

(D): Opposite. This fits with the author's contention that racial pride and the encumbered self go hand-in-hand.

(E): Opposite, as described above.

- 3) The author's view is that one should make one's own decisions without being tied to ideas of race and history. Look for an answer choice that contradicts this: Since (B) is an event consisting of a single race gathering to advance racial identity, the author would take issue. He thinks that racial identity should take a back seat to individual decisions.

(A): Opposite. The author would be in favour of treatment that isn't based on race or history.

**(B): The correct answer**

(C): Opposite. Since the author is in favour of an individual identity that isn't based on history, which poverty tends to be, he'd be all for hospitals that didn't discriminate based on economic conditions.

(D): Opposite. The author would have no problem with recognizing an individual achievement. In this case, the achievement would be all the better in the author's eyes since it was an attempt to eliminate a system based on race.

(E): Out of scope.

### **PASSAGE 83**

**Topic and Scope** - The author discusses evidence suggesting that pre-ceramic Mayan culture existed much earlier than originally thought.

**Mapping the Passage:**

¶s1 and 2 discuss the Colha area and a pre-ceramic settlement that left behind stone tools.

¶3 provides more evidence of stone tools in other areas that give clues to the Mayan culture's age.

¶4 emphasizes that Maya themselves inhabited Colha and explains that Mayan culture may date back to 2500 B.C.

1) A global question testing your grasp of the passages overall point. Predict: Mayans were around long before scientists first thought. (C) fits.

(A): Out of Scope. The findings don't discuss the extent to which Mayans settled throughout the Yucatan.

(B): Faulty Use of Detail. Scientists believed this in the first place; it's not the point of the passage.

**(C): The correct answer**

(D): Opposite. The passage gives evidence that stone tools *were* used. Another answer choice that focuses on detail instead of the broad picture.

(E): Out of scope.

2) Go back to the last paragraph to review the phrase in context. The director of the excavations states that they didn't expect what they found at the settlement and were lucky to have found it; in other words it was serendipity. (B) encapsulates this.

(A): Faulty Use of Detail. This is a piece of evidence that helped to prove the conclusions referred to in the phrase.

**(B): The correct answer**

(C): Out of Scope. The researcher using the phrase is concerned with unexpected findings, not methods used to reach those findings.

(D): Out of Scope. This is never mentioned in the passage as a concern of the researchers or as a conclusion based on the evidence.

(E): Out of scope.

- 3) Locate the part of the passage dealing with stone tools to eliminate wrong answer choices quickly, keeping an eye out for an answer choice that doesn't fit with the overall point of the passage. Even without elimination, (C) jumps out: the point of the evidence in the passage is to show that Mayans were indigenous to the area; (C) contradicts this.

(A): Opposite. This is a primary conclusion drawn from the evidence in ¶3.

(B): Opposite. Another conclusion from the stone tools, and the point of the passage.

**(C): The correct answer**

(D): Opposite. Another conclusion supported by ¶3.

(E): Opposite. This can be inferred from the passage.

### **PASSAGE 84**

**Topic and Scope** - The author discusses the motivations for scientific fraud and its implications.

#### **Mapping the Passage**

¶1 discusses the example of a large fraud: the Cardiff Giant.

¶2 provides an example of a British scientific award structure that encourages fraud, and states that fraud is a result of pressures similar to those in economic situations.

¶3 describes initial reactions to the Neanderthal Man, arguing that society more readily believed the discovery when cultural beliefs changed.

¶4 argues that fraud is relatively easy to get away with in science.

¶5 points out that the biggest frauds are often the most successful.

¶6 provides an example of newly increased scrutiny in scientific research, and states that fraud is self-defeating.

1) Why does the author bring up accounting and banking? To give examples of situations in which, due to constant oversight, fraud is rare. By contrast, the author says in ¶4, science depends on "faith." ¶2 provides an example of how an attempt to systematize science like accounting can backfire. Choice (C) most closely summarizes the overall range of references.

(A): Distortion. Though the author mentions accounting and states in ¶4 that there have been attempts made to evaluate science in an accountant-like fashion, there's no evidence that scientists are becoming more like accountants.

(B): Out of Scope. There's no evidence from the passage that this is the case, and it has nothing to do with the accounting references.

**(C): The correct answer**

(D): Opposite. The author uses ¶s3 and 6 to provide examples of science *not* thriving under scrutiny.

(E): Out of scope, as described above.

2) The question provides an example of scientific fraud and asks what could have motivated it. This is essentially a scattered-detail question in disguise: eliminate answer choices that the author cites as causes for scientific fraud. Only (B) is excluded: the author never cites contempt for oversight committees in the passage.

(A): Opposite. The author raises this possibility in the last paragraph.

**(B): The correct answer**



(C): Opposite. This would be consistent with the Nobel Prize-winning motives of ¶2.

(D): Opposite. The author argues in ¶2 that scientists may engage in fraud to protect their career.

(E): Opposite. The author raises this possibility in the last paragraph.

3) Why does the author think that one should expect a wave of fraud inquiries? Look at the context and the purpose of the paragraph. The author argues that the pressure to produce research in order to get grant money will foster an atmosphere that encourages cheating. (D) summarizes this.

(A): Distortion. This is a distortion of the point made in ¶6 that a specific organization did this at a specific time.

(B): Opposite. The author is arguing that fraud will *increase* under the British system.

(C): Out of Scope. Though the author might not like the British method, there's no evidence that he thinks scientists are of equal calibre regardless of their score.

**(D): The correct answer**

(E): Out of scope.

### PASSAGE 85

**Topic and Scope** - The author discusses Boccaccio's *Decameron* and its relevance to changes in the literature and society of the time.

#### **Mapping the Passage**

¶1 describes the characters in the book as embodying a liberal code of behaviour.

¶2 introduces the Boccaccio and his "most famous" work, the *Decameron* argues that different ages can either progress or regress from earlier ones and provides examples of other ages that compare to and contrast with Boccaccio's.

¶3 describes the book as principally being a Florentine and social book and describes Boccaccio's reaction to his own book.

¶s4 and 5 describe the book as a more natural and less spiritual book than the *Divine Comedy*.

¶6 argues that the focus of the book is human behaviour rather than abstraction.

¶7 uses the plagues of the time to show that the book is realistic rather than idealistic.

- 1) Review ¶3 to get a prediction to this question. The author says that Boccaccio recognized the power of his own book and was horrified by it. (B) says the same.

(A): Out of Scope. Though this isn't mentioned in the passage, if Boccaccio repented writing the *Decameron*, it would be safe to assume he preferred whatever he wrote later.

**(B): The correct answer**

(C): Faulty Use of Detail. The author mentions in several points that Boccaccio did believe this, but this doesn't answer the question of what he thought of his own work.

(D): Out of Scope. This isn't mentioned in the passage, though it can be inferred that Boccaccio would have been unhappy about this also, since he didn't like the *Decameron*.

(E): Out of scope.

- 2) The question gives hints as to how to figure out the answer to this question: If the *Divine Comedy* differs greatly from the *Decameron*, look for an answer choice that describes a quality the *Decameron* possesses. (B) fits, and there's no evidence in the passage that the *Divine Comedy* is set in Florence anyhow.

(A): Opposite. The author says in ¶3 that the *Divine Comedy* has this quality.

**(B): The correct answer**

(C): Opposite. This can be inferred from the contrast to Dante's work in ¶s 3 and 4.

(D): Opposite. As above, the author describes the *Decameron* in contrast to Dante's work as being "entertaining," and so it's safe to infer that the *Divine Comedy* wasn't.

(E): Opposite. This can be concluded from the passage.

- 3) Go back to the passage to review the author's point in using the Victorian example. The overall idea is that the Victorian era marked a regression to morals more restrictive than the ones that Boccaccio describes. All the choices support this except for (B), which directly contradicts the author's point in ¶2 that society *doesn't* necessarily progress.

(A): Opposite. This is suggested by the author's description of more restrictive morality in ¶2.

**(B): The correct answer**

(C): Opposite. This reinforces the idea that Boccaccio's characters were unusual for their time, a point reinforced by the reference to the morals of the Victorian era.

(D): Opposite. The author mentions this in ¶2 as a contrast to Victorian habits and morals.

(E): Opposite. This can be inferred from the information in the passage.

### PASSAGE 86

**Topic and Scope** - The author discusses literary editors, their function, and challenges they face.

#### **Mapping the Passage**

¶1 discusses the general role of editors.

¶2 discusses a central tenet, and the difficulties editors encounter in following it.

¶3 gives examples of editing that has taken the form of censorship possibly harmful to the author's intent.

¶4 argues that the new trend of editing in a politically correct fashion is difficult and dangerous.

¶5 says that punctuation is the most common type of edit, and discusses the difficulties associated with this.

¶6 states that the most difficult editing situation is when authors have edited themselves after long periods of time.

- 1) Why does the author mention *Jane Eyre*? It's an example of a book where editing was useful because the author preferred the editor's punctuation to her own. If this is true, (A) makes sense. Inferior original punctuation would make the original manuscript more difficult to read.

#### **(A): The correct answer**

(B): Opposite. The author argues that Bronte preferred the corrected punctuation, and so it's safe to assume that it more closely reflects her intentions.

(C): Out of Scope. The author doesn't suggest anywhere that Bronte was unwise to allow corrections.

(D): Distortion. Though Bronte approved of the changes to the punctuation, the passage doesn't suggest that she actively requested that the changes be made.

(E): Out of scope

- 2) When would a new edition be justified? Presumably when the new edition was closer to the original intent of the author than the previous editions. Look at each Roman Numeral with your prediction in mind. Start with RN I, which appears in three choices. Since the author believes that the editor should present what the author intended, an original manuscript would be reasonable cause for a new edition. For the same reason, the author probably wouldn't agree that RN II would present justification since the publisher might be straying from the original intent, as is the case in the examples in ¶3. RN III is similar to what Auden does as described in the last paragraph. Since the author's intent has changed, it's

reasonable to assume that a new edition is justified. (D) catches both of the correct points.

(A): Opposite. As above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

- 3) Predict what the author would consider the most difficult editorial situation. It's stated explicitly in the last paragraph: the "thorniest situation...involves *authorial* revisions made long after publication." Looking for an answer choice in which the author fundamentally changes his own work after publication immediately turns up A.

**(A): The correct answer**

(B): Out of Scope. Though Dickens changes his work in this case, it's *before* publication, and so falls outside the author's concern.

(C): Distortion. Though this is an example of an author revising his work, he's not changing the substance, but rather adding to it. The author would presumably think that this was less of a problem for an editor than if Whitman had fundamentally changed the text itself.

(D): Out of Scope. This doesn't touch at all on an author revising his manuscripts after publication.

(E): Out of Scope. Same as above.

### **PASSAGE 87**

**Topic and Scope** - The author discusses Woolf's essays and in particular their focus on problems of interpretation between the author and reader.

#### **Mapping the Passage**

¶1 introduces Woolf and compares her fiction and criticism.

¶2 discusses a particular essay, "The Novels of Turgenev," and describes how Woolf uses her own experiences as a reader to understand the author's method.

¶3 says that Woolf's essays argue that the gap between the reader and author may not be able to be closed, and that the author's self-consciousness has much to do with this.

*Strategy Point:*

*Don't spend excessive time trying to understand every point of a difficult passage. Rely on topic sentences and keywords to help illuminate the structure of the paragraphs.*

- 1) Take a moment to review the point referred to in the question. Woolf argues that readers can understand the writer's intent and personality through interpretation. Look for an answer choice that would challenge this idea. (A) is a detail mentioned in ¶3, therefore one may be inclined to say that this argument of Woolf's cannot weaken her earlier point. But the third paragraph specifically states that Woolf critiques her own theories and (A) is given as a prime example that weakens her earlier point.

#### **(A): The correct answer**

(B): Opposite. This would strengthen Woolf's idea that individual readers can use their own experience to discover the author's original intent and personality.

(C): Out of Scope. Even if this is true, it would still presumably be possible for individual writers to use their own experiences to figure out what the author was getting at.

(D): Out of Scope. While it is true that Woolf thinks that interpretation can close the gap between reader and writer, while (D) says that the writer has to directly confirm interpretations for them to be valid. (D) is merely a claim that contradicts Woolf and does not give any meaningful support; it is therefore not as damning as (A).

(E): How qualified the readers are is out of scope.

- 2) Look for an answer choice that isn't mentioned in the passage or that directly contradicts what the author says about Woolf's essays. (B) is a distortion of what the author says: go back to ¶1 to review what the author *does* say when comparing the essays to the fiction. The essays "reveal a thematic and technical complexity

that rivals her novels." If it rivals that of the novels, it's not necessarily exceeding, as the answer choice suggests.

(A): Opposite. This is the main focus of the author's argument.

**(B): The correct answer**

(C): Opposite. This is an implication of ¶s 3 and 4. The author says that Woolf believes "the gap between reader and author may be eliminated" in ¶3 but in ¶4 says that Woolf's essays "critique the very possibility of closing the gap between reader and writer."

(D): Opposite. This is supported by the discussions of Turgenev, Austen, and Shakespeare in ¶3.

(E): Opposite. This can be inferred from the passage.

- 3) Paraphrase the main point that Woolf is trying to make in the second paragraph: readers can use their own personal experiences to understand the personality and motivations of the writer. Looking for an assumption necessary to this argument turns up (A), which simply restates the point that readers can figure out part of the author's personality. If (A) isn't true, the argument falls apart: this is a sure sign of a critical assumption.

**(A): The correct answer**

(B): Opposite. Woolf is arguing that the reader's perspective can be used to discover the perspective of the author; there's no discussion of compromise.

(C): Opposite. Woolf is arguing that the reader uses personal experiences, not standards, to interpret the text.

(D): Opposite. If personal experiences are most necessary to understanding the author, then it would seem that intuition is *more* important than critical reasoning.

(E): 'Must' is extreme language.

### PASSAGE 88

**Topic and Scope** - discusses three models for justifying free speech.

#### **Mapping the Passage**

¶1 describes a third model, the self-restraint model.

¶2 introduces two models justifying free speech.

¶3 describes Meiklejohn's classical model.

¶4 describes Holmes' fortress model.

- 1) Another Roman Numeral question with the same set-up. The question is tricky worded; take time to decipher it. What model would criticize laws prohibiting intolerant speech? In other words, what model would *tolerate* intolerant speech? While the classical model only requires tolerance for political speech and the self-restraint model actually subordinates free speech to tolerance, the fortress model protects *all* speech, and (D) is therefore the correct answer.

(A): Opposite. As described above.

**(B): The correct answer**

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 2) Review your map to predict a quick answer to the question: The two traditional models are introduced and explained. (B) fits perfectly.

(A): Out of Scope. Though two theories are described, there's no historical backdrop for them in the passage.

**(B): The correct answer**

(C): Out of Scope. Though there are contrasts between the two models, the author is principally concerned with discussing the contrasts rather than discussing the points of similarity.

(D): Distortion. While two theories are discussed, the conclusions of both models are essentially the same: free speech should be protected. While they differ on the details of the conclusion, the author focuses far more on the different arguments that lead to that similar conclusion.

(E): There is no 'reconciliation' happening in these paragraphs



3) What do the two traditional models have in common? Predict: They both value free speech above tolerance, and therefore tolerate extremist speech. (B) rewards the careful prediction.

(A): Faulty Use of Detail. This is mentioned as a hallmark of the fortress model, but not mentioned when discussing the classical model.

**(B): The correct answer**

(C): Faulty Use of Detail. (C) is another of Holmes' views: censoring speech eventually leads to the censorship of both useful and worthless views.

(D): Faulty Use of Detail. This is a tenet of the classical model, but not the fortress model.

(E): Out of scope.

### PASSAGE 89

**Topic and Scope:** critiques Charles Taylor's analysis of multiculturalism and its focus on recognizing diversity.

#### **Mapping the Passage**

¶1 introduces Taylor's analysis of multiculturalism and argues that it is incomplete.

¶2 describes the two liberal demands for recognition that multiculturalism rejects: recognition of human dignity and individualism.

¶s3 and 4 describes Taylor's idea that multiculturalism betrays the liberal idea of equality. Taylor argues that recognition of diversity is essential but that extreme multiculturalism goes too far.

¶5 argues that the recognition model is insufficient and provides an example.

*Strategy Point:*

*Pay close attention to authorial points of view. Whenever the author's viewpoint is different from other viewpoints in the passage, the contrasts will be tested.*

- 1) A main idea question. Predict: the author is discussing Taylor's analysis of multiculturalism, with emphasis on demonstrating that it's incomplete. Only (D) includes both a theory of multiculturalism and a critique of it.

(A): Distortion. The author criticizes Taylor, but not his definition of liberalism.

(B): Out of Scope. The author is concerned with critiquing Taylor's view, not merely defining multiculturalism.

(C): Opposite. The author is *critiquing* Taylor's view, not defending it.

**(D): The correct answer**

(E): 'Praise' is an incorrect verb; the author never praises anything.

- 2) Review the answer choices in with focus on the paragraphs dealing with Quebec: ¶s 3-5. Start with RN I: The Quebecois are used as an example of one society's "demand for recognition." RN II is backed up by the author's point in the end of the passage: Taylor doesn't fully consider the implications of his example of Quebec. Finally, RN III is supported in the passage. The Quebecois demand for a distinct society is described as "special treatment." (D) is therefore the correct answer.

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

- 3) Review ¶s 2 and 3, where the liberal ideals are discussed. The correct idea may be difficult to predict exactly, so paraphrase Taylor's main argument about liberal ideals: multiculturalism betrays them for legitimate reasons. While three answers can be quickly eliminated, (D) alone is left. (D) reflects the idea that recognizing only sameness is an incomplete conception. Since the author says that this is "plausible," it's reasonable to assume that the author would agree with Taylor's view.

(A): Opposite. This is roughly the opposite of the correct answer choice: Taylor argues that liberal ideals are inadequate, and the author seems to agree.

(B): Distortion. Taylor and the author are concerned with how multiculturalism safeguards rights, not the liberal ideals.

(C): Out of Scope. This is never discussed.

**(D): The correct answer**

(E): Out of scope.

- 4) An evaluation question. Review the lines discussed: the author says that Taylor acknowledges that multiculturalism betrays liberalism, and then "plausibly argues" that it's good for it to do so. (D) summarizes this.

(A): Out of Scope. Taylor is defending multiculturalism's betrayal of liberal principles; this choice includes no defense.

(B): Distortion. Though Taylor does present a potential weakness in multiculturalism, he doesn't develop it, but rather argues that it isn't in fact a weakness.

(C): Distortion. This suggests that two ideas are presented, rather than the single idea of multiculturalism's betrayal of liberal ideals.

**(D): The correct answer**

(E): Nothing is criticised severely in these lines

### PASSAGE 90

**Topic and Scope:** argues for the abolishing private property in order to foster individualism.

#### **Mapping the Passage**

¶s1 and 2 explain how private property has harmed individualism.

¶s3 and 4 argues that socialism cannot be compulsory.

¶5 argues that while most socialists don't advocate compulsory socialism, authority is still overemphasized.

¶s5 and 6 tie individualism and private property together, and gives examples of people who were able to achieve individualism through wealth and ¶6 argues that individualism will benefit from the elimination of personal property.

1) Where are these individuals mentioned? Look over your map of ¶5. These were all individuals who were able to maximize their individuality because they were so rich that they didn't have to work. Only (A) and (D) involve money, and (D) alone fits with the author's overall point in the paragraph.

(A): Opposite. While this choice does talk about money, and while the author's overall point is that property should be abolished, in this paragraph the author is giving examples of artists who had an "immense advantage" by being rich. Money therefore must be *helpful* to individualism.

(B): Out of Scope. While the author might believe that genius is rare, the scope of the paragraph is on money and its advantages to individualism.

(C): Distortion. The author does define this; it's simply individualism. The focus of the paragraph is on money, however.

**(D): The correct answer**

(E): Incorrect, as explained above.

2) Where does the author use the phrase mentioned in the question? It's mentioned in ¶4, where the author is arguing against compulsory socialism. Look for choices that exemplify compulsory socialism. Start with RN II, which appears in three choices: In this example, part of the population is forced to perform a certain type of labor, which certainly would qualify as compulsory socialism. Look at RN I: No socialism is suggested in this example, only segregation. RN III represents socialism, but there's no suggestion that it's *compulsory* socialism. (B) must be correct.

(A): Opposite. As described above.

**(B): The correct answer**

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 3) Use your predictions from Question 42 to help here. What is Baudelaire used as an example of? Someone who was able to cultivate his genius because he didn't have to hold down a day job. If Baudelaire *did* have to work, this would weaken the author's idea of wealth as an advantage to attaining individuality. However, since he's one of six examples, it wouldn't weaken it all that much; the author would have plenty to fall back on. The only "weakeners" in the choices are outright refutations, which is far too strong an effect on the argument. It's clear that this information contradicting the author wouldn't strengthen the argument, though, so only (D) is left: The author's main points might not have as much evidence as they did, but there's still plenty for them to remain valid.

(A): Distortion. As described above, it would only ever-so-slightly weaken it.

(B): Out of Scope. Even if Baudelaire did have to work, he could still be a poet who recognized his own personality.

(C): Opposite. Baudelaire doesn't tie into this part of the argument, but if he was individualist and did have to work for private property, the author's argument would be weakened.

**(D): The correct answer**

(E): Incorrect, as described above.

### PASSAGE 91

**Topic and Scope** - Traditional and revisionist theories on phyla in early marine evolution

#### **Mapping the Passage**

¶s1 and 2 discuss a traditional theory of phyla evolution.

¶s2 and 3 present fossil evidence, the Problematica, that challenges the traditional view of phyla and ¶3 presents theorists who argue that the Problematica disprove the traditional view.

¶s4 and 5 present the new view's main tenet: natural selection involved not only experiments with individual traits within a phyla, but also with whole phyla.

¶6 reviews the traditional theory of phyla evolution.

- 1) Before reading the text closely, predict based on your map. What does ¶3 present? Evidence that challenges the traditional view that everything can be classified according to presently-existing phyla. (A) rewards the strong map instantly.

**(A): The correct answer**

(B): Opposite. The author says that the Edicarian physiological processes took an approach "taken by only a few modern multicelled creatures," which means that these processes were not unique.

(C): Opposite. The author states explicitly in the passage that they *could* absorb and excrete.

(D): Distortion. Though the Tullimonstrum phylum is part of Problematica too, the author doesn't suggest that it and the Edicarian fauna are part of the same phylum.

(E): Opposite, as explained in A.

- 2) Evaluate the wording carefully. The two sides disagree on all the answer choices except the correct one, which means that they *agree* on the correct choice. Predict a point of agreement between the two sides. ¶6's opening line gives a big hint: The two sides agree that "modern marine species are products of natural selection." (D) jumps out quickly when the prediction is made beforehand.

(A): Opposite. The basis of the revisionist view is that the conventional view of static phyla is wrong.

(B): Opposite. Traditionalists think that there were only a few phyla with lots of species; revisionists believe that there were many phyla, as discussed in ¶3.

(C): Opposite. Since revisionists believe that many ancient species fit into existing phyla and revisionists believe that they belonged to now-extinct phyla, the two sides would disagree on whether phyla are likely to become extinct.

**(D): The correct answer**

(E): Opposite, as described in 'B'.

- 3) Where are the Problematica discussed? Evaluate the Roman Numerals with an eye to ¶s2 and 3. Start with RN I, which appears in three choices: The author says in the passage that their patterns of organization were bizarre, and that this makes it hard to fit them into modern phyla. RN I therefore fits, eliminate (B). Evaluate RN II: The Edicarian fauna are an example of different physiological functioning, so this statement is valid also. At this point, only (C) is a viable answer choice, and there's no need to evaluate RN III. A quick look at RN III shows a statement with no support in the passage: the author doesn't discuss when the Problematica went extinct, only that they did.

(A): Opposite. As described above.

(B): Opposite. As above.

**(C): The correct answer**

(D): Opposite. As above.

(E): Opposite. As above.

### PASSAGE 92

**Topic and Scope** - The subjects of poetry, and in particular how factual errors when writing about those subjects can be justified for artistic reasons.

#### **Mapping the Passage**

¶1 discusses when writing about impossible things is and isn't justified.

¶2 introduces three subjects of poetry and suggests that poetry doesn't need to strive for absolute correctness.

¶3 describes two faults in poetry: errors in the poetry itself and factual errors.

¶4 discusses when errors in poetry itself are and are not justified.

¶5 mentions ways poets can respond to alleged factual errors.

- 1) When is an error in poetry not justified? Easier to predict by remembering when an error *is* justified. In ¶2 the author divides errors into faults in the poetry itself and errors in the subject matter, arguing in ¶3 that errors in the poetry itself are justified if the effect is "rendered more striking." Justifications for factual errors are described in ¶4. Look for an answer choice that doesn't meet these criteria. (B) does this: it's an example of an error inherent to the poetry which, since it's awkward, doesn't create a more striking effect. As an essential error without a higher purpose, it's therefore not justified.

(A): Out of Scope. There's nothing in this metaphor to suggest any obvious errors, justifiable or otherwise.

#### **(B): The correct answer**

(C): Opposite. This is a factual error, but since the poet's artistic goals have been achieved, it's forgivable for any of the reasons in ¶4.

(D): Opposite. This also might be a factual error, but could be justified again by the responses in ¶4: the poet would argue that humans are being portrayed as they *should* be.

(E): Incorrect, as described above.

- 2) Review the comparison of Sophocles to Euripides in ¶5. The passage says that "...Sophocles said that he drew men as they ought to be; Euripides, as they are." Paraphrase: Euripides portrayed people realistically; Sophocles' subjects weren't factually correct, but reflected what he thought people ought to act like. (C) closely follows from this.

(A): Opposite. Euripides portrayed people realistically; this answer choice states the opposite.

(B): Opposite. Sophocles portrayed his subjects idealistically, which suggests that his portrayals were not at all like people's view of reality.



**(C): The correct answer**

(D): Distortion. Though Euripides portrays people realistically, there's no evidence that he portrays them especially unfavourably in order to get a moral across.

(E): Out of scope. This cannot be inferred from the passage.

- 3) If the author believes that the poet's role is to imitate like any other artist, what must he also believe? That the basic task of all art is the same: imitation. The author would therefore agree with (B); since both poetry and sculpture are art, they are both similar in their task of imitation.

(A): Opposite. The author in fact believes that different types of artistic talent are *similar* in that they all imitate the same basic subjects.

**(B): The correct answer**

(C): Out of Scope. No superiority is suggested, nor would it make sense for the author to argue this if the basic task of all art is the same.

(D): Out of Scope. Though the author believes that poetry can have errors, there's no suggestion that poetry's way of representing things is inefficient.

(E): Out of Scope.

### **PASSAGE 93**

**Topic and Scope** - Government's origin and purpose

#### **Mapping the Passage**

¶1 contrasts society and government.

¶2 describes formation of societies and governments and argues that governments eventually become too complex.

¶3 describes a prototypical society's beginning and its eventual need for government.

¶4 argues that simple government is best and describes the formation of a government from this society.

¶5 describes the final form the government might take.

1) A rare Global question right off the bat in the section. Remember that a good Global answer will generally include the author's purpose, scope, and topic. What does the author want to accomplish in the passage? The main intent of the passage is to advocate as simple a government as possible. (B) says the same.

(A): Distortion. Though the author does describe a hypothetical government's formation (¶s 4 and 5), he or she does so as an illustration that a simple government is the best.

#### **(B): The correct answer**

(C): Faulty Use of Detail. This is a detail used to introduce the topic in ¶1.

(D): Faulty Use of Detail. The author discusses both of these in order to advocate simple government, not to contrast the two.

(E): Incorrect. No such criticism is mentioned in the passage.

2) An assumption question; look for the author's conclusion and evidence. The conclusion is given in the question: the purpose of government is to protect property. What is the author's evidence? Review the passage: The author argues for this conclusion based on the hypothetical history given in ¶s 2 and 3, with the conclusion made in ¶3 when the author discusses "the necessity for each to surrender a part of his property in order to establish some form of government to protect the rest." What assumptions are necessary to connect this evidence to the conclusion? The author must first believe that the hypothetical history is valid and that things actually happened in a similar way, which RN I echoes. The author must also assume that when people relax their duties as described in ¶3, that their property is in fact in danger, which RN III states. RN II isn't necessary to the argument: even if the part of property surrendered was greater, the author could still argue that as long as this was the least amount of property necessary to surrender, the government was still legitimate. (D) includes both necessary assumptions.

(A): Opposite. As described above.

(B): Opposite. As above.

(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

- 3) Predict what the author would think about this argument: Since the author believes that government should be kept as simple as possible, and that its only legitimate function is to protect property, he or she wouldn't take kindly to adding another function to government. Looking for an answer choice that reflects this turns up (B), which restates the point: government should stick only to protecting property.

(A): Opposite. Though the idea is dressed up in complicated wording lifted from the passage, it's misapplied here: the author would think that it's *not* natural for government to take on this duty.

**(B): The correct answer**

(C): Out of Scope. There's nothing in the passage to suggest that the author believes this correlation exists, and so it can't be inferred that the author would believe that this is a valid principle.

(D): Opposite. The author does argue that representatives should decide issues, but also believes that this should happen within a limited government that serves only to protect property.

(E): 'Illiteracy' is out of scope.

- 4) First characterize the answer choices: If the right answer is something that the two will agree on, each of the wrong answers represents a point of *disagreement*. Either find the point of agreement or eliminate statements on which they must disagree. What is the relevance of the quote to the author's argument? While the quote says that government is designed to "provide for human wants," the author argues in ¶1 that *society* comes from these wants. Any agreement must lie elsewhere. The second part of the quote mentions individual rights, and the author argues in ¶3 that the purpose of government is "freedom and security." Therefore, both the author and his contemporary would likely agree that government should respect individual rights; (D) says the same.

(A): Opposite. The author believes that government should protect property and *society* should serve human wants, while his contemporary believes that *government* should serve human wants; they disagree on this issue.

(B): Opposite. The author believes that government is a necessary evil, and therefore justified out of necessity. His contemporary, though, believes that it provides for human wants, and is therefore justified because of its benefits.

(C): Opposite. Since the author's contemporary believes that government should provide for human wants, his ideal government is not necessarily the smallest. The author, however, believes that size should in fact be kept to a minimum.

**(D): The correct answer**

(E): Dictatorship is out of scope.

### PASSAGE 94

**Topic and Scope** - Editing as critical interpretation vs. blind adherence to manuscripts

#### **Mapping the Passage**

¶1 argues that rational editing is looked down on by poor editors

¶2 supports the point above with an analogy and introduces an example of a scholar editing based on an out-of-favour manuscript and ultimately being proven correct.

¶3 argues that editors who are lazy and untalented prefer to edit based on catch-all rules and the older rule: to trust the majority of manuscripts.

¶4 describes the new rule: to trust one manuscript whenever possible, which the author dislikes.

1) What is the author's point in discussing the Erfurtensis MS? Use your map to predict: The Erfurtensis MS was the preferred manuscript of most editors, but was ultimately proven to be flawed. Since the author writes the passage to show that it's better to rationally analyze manuscripts than to blindly stick to a single one, it's reasonable to predict that the Erfurtensis MS is an example supporting this point. (B) states the same thing.

(A): Distortion. Though the Erfurtensis MS has errors, the author doesn't suggest that it was generally unreliable. It *did* have flaws, but the author wants to show that relying on a single manuscript can cause problems, not to prove any particular point about the Erfurtensis MS.

**(B): The correct answer**

(C): Opposite. The author argues in ¶4 that lazy editors stick to single manuscripts; Madvig is an example of an editor who didn't do this, but compared multiple manuscripts in order to edit rationally.

(D): Faulty Use of Detail. The author mentions this in line 30, but doesn't bring up the Erfurtensis MS to support this point, rather the point made in ¶2 that good editing requires reason rather than "superstition."

(E): Incorrect, as described above.

2) Since the whole passage deals with the editing of classics (since classics would be the main type of work requiring comparison of manuscripts), there aren't many clear predictions that can be made. Review the author's main points: many editors are too lazy to do the job properly and reason is required to edit well. Start with RN I, which appears in three choices. RN I is directly contradicted by the example in ¶2: Madvig's method of editing is cited by the author as an example of proper editing. Only (B) is left, and you can move on without evaluating the remaining two statements! RN II paraphrases a broad point of the whole passage: many editors

don't edit well. RN III paraphrases the end of ¶3, which suggests that things were changed by "the great critics of the 19<sup>th</sup> century."

(A): Opposite. As described above.

**(B): The correct answer**

(C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

- 3) An inference question in a "LEAST" format. Characterize the choices: The author would agree with the three wrong choices, and would not agree with the correct choice. Since there's no clue in the question, the right answer will likely touch somehow on the author's main points. Review these before checking the answers. The author would disagree with (C) because much of the argument in the passage is that editors should *not* blindly stick to a single manuscript. If all manuscripts were of equal value, though, sticking to one manuscript wouldn't be a problem. The author also mentions in ¶2 that at one time the Erfurtensis manuscript was the best known, and that better ones were subsequently found, again reinforcing the idea that the author believes manuscripts have different levels of quality.

(A): Opposite. This is the rule that the author says lazy editors once followed: "...it was their rule to count the MSS and trust the majority." Since this is cited as a crutch for editors, the author would agree that this is not a good way to edit.

(B): Opposite. The author makes this point in ¶1: the three inferior editors stuck blindly to the single text, while Madvig applied reason to his editing, which the author considers a superior method.

**(C): The correct answer**

(D): Opposite. The author argues in ¶3 that poor editors look for simple rules and compares the rules to crutches in ¶1. The main point of the passage is that reasoning must be valued above simple editing rules.

(E): Opposite. This is clearly mentioned in ¶2

- 4) An unusual question phrasing that sounds suspiciously like a global question. What does the author do through most of the passage? Predict: The author points out how bad editors edit and argues that good editing requires the application of reasoning. Only (A) ties in broadly to this, paraphrasing the first half of the prediction.

**(A): The correct answer**

(B): Faulty Use of Detail. The author says in ¶2 that "we now possess MSS still better than the Erfurtensis," but the *bulk* of the passage isn't devoted to this incidental point.

- (C): Faulty Use of Detail. The author implies this in the passage, but it is again only an incidental point that's not mentioned again in the passage.
- (D): Out of Scope. Though the author discusses bad editors who edited Cicero during this time period in ¶2, there's no evidence that this was the high-water mark for the editing of Cicero.
- (E): 'Extinct' is extreme language.

### PASSAGE 95

**Topic and Scope** - The state of poetry in the author's country.

#### **Mapping the Passage**

¶1 says that some native "true poetry" has been written and that greater attention to poetry will produce benefits.

¶2 and 3 describe the country's indifference to poetry, an explanation, and the author's rebuttal to the explanation.

¶4 describes the false conceptions that discourage native poets from writing quality poetry.

¶5 argues that poetry should be more appreciated.

¶6 argues that the country's immigrant population causes "old word" poetry to be valued over native poetry.

- 1) An inference question in a disguised "All...EXCEPT" format. Either eliminate three choices that *must* follow from the passage or look for something that doesn't necessarily or cannot follow. (C) contradicts the author's suggestion that the country being written about is highly educated, "making equal pretensions to natural intelligence and progress in education."

(A): Opposite. This is a valid inference based on the author's point in ¶6 that very many in the country have emigrated from other countries.

(B): Opposite. The author describes in ¶1 a "youthful country...in which nature unveils her most majestic forms to exalt and inspire."

#### **(C): The correct answer**

(D): Opposite. The author argues in ¶3 that "few possess the wealth and leisure necessary to enable devotion of time or thought to the study of poetry..." which implies a relatively low standard of living.

(E): Opposite. This can be inferred from the passage.

#### *Strategy Point:*

*Note how much the passage tells you, and how much it doesn't. Although the author could be describing the U.S., he or she never states such. Therefore don't fill in the blanks with your own perceptions of the U.S.*

- 2) A detail question: Review your map to get a feel for the reasons the author gives for the country's indifference to poetry. RN I is difficult to decipher in that it requires knowledge of what "edification" means. If you don't know, guess or move on to the next Roman Numeral! "Edification" means instruction or enlightenment, and the author does in fact argue that the country's population is unenlightened, as described at the end of ¶2 and the beginning of ¶3. RN II may be tempting from a



quick review of ¶6, but distorts the author's argument. The author argues that *in spite* of the new country's quality poetry, immigrants read old world poetry because of nostalgia. The issue isn't quality, but homesickness. There's no need to evaluate RN III at this point unless you skipped RN I. RN III is correct for the same reasons that RN II is wrong: immigrants are reading their homeland's poetry because of nostalgia.

(A): Opposite. See above.

(B): Opposite. See above.

**(C): The correct answer**

(D): Opposite. See above.

(E): Opposite. See above.

- 3) An application question. Predict by reviewing what the author considers true poetry to be. The author argues in ¶4 that it's *not* "fanciful or contrived," but that it requires "sustained application to...craft that is essential for artistic excellence." Look for an answer choice that fits with this idea of poetry. (A) most closely fits, describing poetry that can be edited and made better, but that can't be artificially contrived from the start.

**(A): The correct answer**

(B): Opposite. Though the author believes that poetry must be uncontrived, it's also made clear that good poetry requires a lot of work to perfect. This answer choice suggests the opposite.

(C): Out of Scope. The author discusses poetry that is tied to a particular country, but says nothing about poetry tied to a particular time.

(D): Opposite. This description of poetry would likely be something the author would label as contrived, and therefore more in keeping with misconceptions of poetry than with what "true" poetry is.

(E): Incorrect, as described in A.

### PASSAGE 96

**Topic and Scope** - The resolution of a schism in the Catholic Church through the office of the pope.

#### **Mapping the Passage**

¶1 describes the Church's schism and actions taken by the Council of Pisa to name a pope.

¶2 describes the disorganized group of popes and pretenders that followed (first John XXIII).

¶3 continues to describe the popes, and how Gregory XII and Benedict XIII were deposed from the throne.

¶4 describes step the Council of Constance (rather than Pisa) took to elect a new Pope that would be universally acknowledged.

*Strategy Point:*

*Remembering that structure is more important than detail will help you to get through tough passages efficiently!*

1) An evaluation question. Where are the "most scandalous charges" mentioned? Go back to lines 15-16. Immediately after this mention of "most scandalous charges" comes a list of pretty nasty crimes. What is the author trying to say? Predict: if the crimes mentioned were relatively harmless, then the others must be awfully bad. (B) says the same.

(A): Distortion. The author isn't suggesting that the serious crimes were suppressed out of leniency; the Council obviously brought some pretty nasty charges against John XXIII.

**(B): The correct answer**

(C): Opposite. John XXIII's political influence wasn't that strong if he was brought to the Council as a prisoner, and the author reinforces this point by saying that he had been unwise to trust "his person to a free city beyond the Alps."

(D): Out of Scope. The role of the Council in electing an Italian has nothing to do with the charges brought against John.

(E): Opposite, this is actually to show the seriousness of the charges.

2) Review the passage for mention of the Spanish. The first sentence of ¶2 states that one of the three Popes, Benedict XIII, was recognized as legitimate by the Spanish because he himself was a Spaniard. The Spanish are next mentioned at the end of ¶3: "with the concurrence of the Spanish, Benedict was deposed by the council." Finally, the Spanish are mentioned in ¶4 as taking part in the election of a new

pope. Predict how the Spanish helped: they gave up their own pope, and helped to elect a new one. (D) repeats this nearly word-for-word.

(A): Out of Scope. The author never says that the Spanish did this.

(B): Faulty Use of Detail. Though the Spanish *did* do both of these things, there's no way that this would contribute to resolving the schism. They resolved the schism by later doing the opposite: collaborating with the other nations and giving up Benedict.

(C): Out of Scope. There's no indication that the Spanish did this either.

**(D): The correct answer**

(E): Out of scope.

- 3) What do these three Popes have in common? They were all Pope at the same time, and the author describes how they were each eliminated in favour of a Pope that everyone could agree on. What is the author's attitude towards the three Popes? Predict: He believes that they contributed to the schism and that everyone was better off under Martin. The author says that Benedict and Gregory were deposed "with equal justice" and that John was "the most profligate of mankind," suggesting an overall low opinion of the three. (C) fits.

(A): Out of Scope. The author doesn't mention who he believes the best of the three to be.

(B): Out of Scope. As above.

**(C): The correct answer**

(D): Out of Scope. The author doesn't say that one election was more legitimate than the others, and in any case speaks very poorly of John in general.

(E): Opposite, as described in C.

### PASSAGE 97

**Topic and Scope** - Giovannini's interpretation of Plato's tyrant

#### **Mapping the Passage**

¶1 discusses Plato's view in the *Republic* of what tyranny is (traditional view of tyranny).

¶2 introduces Giovannini's argument that this traditional view of what Plato thought is incomplete and ignores Plato's earlier depiction of tyranny in *Lysis*.

¶3 argues that the Greek philosophers rejected tyranny, and that Plato's conception of what tyranny constitutes is unclear.

¶4 critiques Giovannini's argument, suggesting that the *Republic* may represent a more mature view of tyranny than the earlier *Lysis*.

¶5 outlines Giovannini's argument that Plato describes tyrants as "perfect" in *Lysis* and that Plato's conception of tyranny between the two books is paradoxical.

- 1) An evaluation question: review your map of ¶4. Predict what the correct answer must look like: it has to note the author's critique of Giovannini's theory. Only (C) and (D) involve Giovannini, and (C) is much too harsh. (D) provides a balanced summary of what the author does, matching the prediction from your map closely. Note that the author's tone is neutral. He simply discusses the pros and cons of Giovannini's account.

(A): Out of Scope. The author isn't concerned with critiquing Plato, only Giovannini.

(B): Faulty Use of Detail. The author discusses content and order in discussing Plato's more mature work in the *Republic* as compared to *Lysis*, but only as a way of critiquing Giovannini's overall interpretation of the two works.

(C): Distortion. The author says "the danger is heightened that Giovannini may have invented, rather than discovered, subtle interconnections in Plato's thought." While the author is therefore raising the *possibility* that Giovannini's findings are more imagined than real, he doesn't dismiss Giovannini outright.

#### **(D): The correct answer**

(E): There is no 'criticism' in this paragraph.

- 2) Review Giovannini's view of tyranny in *Lysis* (¶5), keeping in mind that the answer choices will try to confuse you with the views of others or from other books. The passage states: as "Giovannini argues, the tyranny found in *Lysis* is the wake of a doomed union between the needy masses and the singular, complete one." (C) paraphrases this contrast between the state of the masses and the state of the tyrant.

(A): Faulty Use of Detail. This is the Plato's opinion of tyrannical regimes as described in the *Republic*, not *Lysis*.

(B): Distortion. Giovannini believes that Plato considers tyranny incompatible with a *healthy* political community, but this doesn't mean that it's incompatible with politics in general. The fact that ¶2 lists tyranny as one of the types of governments that Plato recognizes further suggests that tyranny is in fact compatible with the political community.

**(C): The correct answer**

(D): Opposite. Giovannini describes the masses as "needy," suggesting that if anything, tyranny discourages self-reliance and strength.

(E): Out of scope.

3) An incorporation question. Paraphrase the situation given in the question: Plato avoids confusing his audience by not revealing contradictory conclusions. How would this be relevant to the passage? Predict: Plato might have had a paradoxical conclusion about tyranny, just like Giovannini argues, between *Lysis* and the *Republic*, but avoided revealing the contradiction in the *Republic* to keep his audience from being confused. This would contradict the author's point in the fourth paragraph that "if Plato intended the conception of tyranny that appears in *Republic* to be somehow bound up in a paradox with the conception of tyranny in *Lysis*, he would presumably have hinted as much." Look for an answer choice that summarizes this: (C) fits the bill.

(A): Opposite. The new information would strengthen Giovannini's claim since it increases the possibility that Plato did have a paradoxical view, but kept from revealing it for the sake of clarity.

(B): Distortion. The author doesn't argue this; Giovannini does. The author in fact argues that the *Republic* is the most complete reflection of Plato's views on tyranny since it was written when his views had matured.

**(C): The correct answer**

(D): Distortion. While it *does* weaken the author's view, it can't weaken the argument given in this choice because the author never describes Giovannini's work as ingenious. In any case, the new information would support Giovannini, and so it couldn't weaken any praise given to him.

(E): Incorrect, as explained in C.

### **PASSAGE 98**

**Topic and Scope** - Hobbes' conception of the state of nature

#### **Mapping the Passage**

¶s1 and 2 discuss the uncertainties over what Hobbes thought the state of nature was.

¶3 describes the agreement among scholars that the basis of Hobbes' thought is the "state of nature."

¶s4 and 5 describe the state of nature.

1) A scattered detail question. While three of the answer choices summarize ideas or points made throughout the passage, (D) is never discussed in the passage. Though Hobbes may address this question somewhere in his writings (and many reading this passage will know that he *does*), it's not mentioned anywhere in the passage itself.

(A): Opposite. The passage discusses Hobbes' argument that the laws of human nature can be derived from laws of geometry and physics.

(B): Opposite. ¶4 describes Hobbes' view of the universe as one "the entire content of which is no more or less than matter and motion."

(C): Opposite. ¶1 discusses introspection, stating that "Hobbes appears to conceive of the state of nature as a facet of personality, accessible through introspection or intuition."

#### **(D): The correct answer**

(E): Opposite. This can be inferred from the information in the passage.

*Strategy Point:*

*Remember not to bring outside knowledge into your reading of the passage! Everything you need to score perfectly on the passage is on the page.*

2) An evaluation question in a somewhat unusual format. The answer choices are broad, so remember to read them back into the passage to make sure that any potential right choice actually matches with what's going on in the passage. Read the quote in context: the author says immediately before that Hobbes "presents no exception" to the rule quoted in the question. Paraphrase it all: The author believes that Hobbes makes assumptions about human nature. How does this belief fit in with everything else in the paragraph? It immediately follows claims by scholars that the foundation of Hobbes' thought is the state of nature. Evaluate: the author agrees with the scholars' claims and says that it's a trait of every social theorist. (C) accurately describes the author's agreement and broadening.

(A): Opposite. The author doesn't believe that the view the scholars outline is groundless; rather, that it's true not just for Hobbes but for all social theorists.

(B): Out of Scope. The author makes a clear distinction between what everyone more or less agrees on, that Hobbes' foundation is in the state of nature, and what they don't: what exactly he thought that state of nature was.

**(C): The correct answer**

(D): Faulty Use of Detail. While ¶4 discusses the fact that Hobbes' thought is systemic, this quote refers to the points made *above* it. The author also isn't trying to prove anything about Hobbes' thought here, but rather only to agree with what has been said before and to broaden it to social theorists in general.

(E): Opposite. This actually broadens the claim.

3) Another state of nature question. Predict by summarizing again what the state of nature is, using your work from previous questions to help. The state of nature is an every-man-for-himself sort of world where everyone acts according to their own immediate best interests. Armed with this prediction, (C) immediately recommends itself, just substituting countries for individuals.

(A): Opposite. This choice involves cooperation and a sort of social order, both of which the passage suggests wouldn't exist in the state of nature.

(B): Opposite. Another example in which rules are followed, when in the state of nature there would be no rules.

**(C): The correct answer**

(D): Distortion. Though the burglar might be acting according to the state of nature, the vigilante group that is trying to restore order suggests that there's an order to be restored, and therefore that the community isn't actually in the state of nature.

(E): Out of scope.

### **PASSAGE 99**

**Topic and Scope** - The development of a particular method of thought.

#### **Mapping the Passage**

¶1 discusses the four principles of thought: don't accept anything as true unless it's known to be so, divide difficulties into individual parts that can be resolved, build ideas from simplest to most complex and make deductions complete so that nothing is left out.

¶s2 and 3 discuss the author's background and problems with logic.

¶4 discusses the author's problems with geometric analysis and algebra.

¶5 discusses the author's desire to find a new way of thinking and mentions four principles of thought.

- 1) Remember that "According to the passage..." will almost always signal a detail question. Use your map to predict where the details will likely be. Go back to ¶s2 and 3 to review the author's reasons for abandoning logic. Three answer choices are details in this first paragraph, but (C) isn't supported: There's no evidence that the author didn't understand logic.

(A): Opposite. This follows from the author's argument that logic serves "only to explain to others the things that one already knows."

(B): Opposite. This is a paraphrase of the last lines in paragraph three.

**(C): The correct answer**

(D): Opposite. This also follows from the author's argument that logic only explains what one already knows.

(E): Opposite. Same as D.

- 2) Another detail question. Focus your work in this question on ¶4, where geometry is discussed. First tackle RN II, which appears in three choices. The author argues that geometry is "so restricted to the consideration of figures" that it ends up being limited. RN II paraphrases this, eliminate (D). RN I states that geometric analysis isn't useful for logical analysis. The author argues that geometry not only deals too much with figures, but also doesn't "treat anything except abstract ideas, which seem to be of no use whatsoever," suggesting that it's not useful for logic. RN III, however, contradicts the author's point that geometry stretches the intellect at the expense of the imagination. (B) catches the legitimate statements.

(A): Opposite. As described above.

**(B): The correct answer**

(C): Opposite. As above.



(D): Opposite. As above.

(E): Opposite. As above.

- 3) Since you have no information in the question to narrow your focus, you can be reasonably sure that the right answer will be something with which the author generally disagrees. The shortcomings of the old systems and the four precepts make up the meat of the passage, so look for something that conflicts with the author's negative view of traditional methods of thought and his positive view of his own precepts. (B) does the latter. The second precept argues that difficulties should be broken up into many small pieces that can be individually evaluated; (B) argues that subjects should *never* be broken up. The author would clearly disagree.

(A): Opposite. This follows from the author's argument in ¶3 that logic isn't particularly useful.

**(B): The correct answer**

(C): Opposite. This is simply the opposite of the correct answer choice. The author would agree that it's possible to understand a big problem by breaking it down in to smaller problems.

(D): Opposite. The author argues in ¶3 that logical theorems "serve only to explain to others the things that one already knows..." which suggests that the author is concerned with teaching abstract ideas in addition to simply learning them.

(E): This can be inferred from the passage.

*Strategy Point:*

*In questions that ask you to find a statement with which author disagrees, it is often much faster to find a choice that conflicts with the main points than to eliminate the three choices with which he would agree.*



# **GMAT<sup>®</sup> RC Practice Set - 2**

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## Introduction

Reading Comprehension (RC) is perhaps one of the most difficult to improve areas on the GMAT. Unlike Sentence Correction or Critical Reasoning – sections in which there are several strategies that can appreciably improve your performance – there is no special strategy you can use for Reading Comprehension. For those who like to read and who have been exposed to different types of books, this section can be a breeze whereas for those who are not too 'literally' inclined, this section can be a major problem area. Unfortunately, most students fall in the latter category.

### So what should one do then?

The single best way to improve your performance in the RC section is by practicing as many passages as you can, especially from diverse subject areas. While there is a lot of practice content available for SC and CR, we felt there was no similar practice material available for RC. Even the passages in the OG are not enough, plus a lot of them have too many questions which makes them non-representative of the passages on the actual GMAT.

This is the second in a series of RC practice sets that we will be coming up with over the course of the next few months. Each of these sets is designed to closely mimic the GMAT passages in terms of subject matter, length, and question types.

Here are some of the key features of this book:

- Passages are a mix of difficulty level
- Topic/Scope & Passage Map provided for each passage
- Average of 3 questions for a short passage and 4 questions for a long passage – the same as on the actual GMAT
- Questions are a mix of Inference, Global, Detail, and some other miscellaneous ones as tested on the GMAT.
- **This book will be specially useful if you wish to practice Inference questions, one of the trickiest question types on the GMAT.**
- Detailed explanations for each question

### How to use this book?

This book consists of 15 passages that are not arranged in any particular difficulty order so you can attempt them in any order that you like.

Ideally we recommend that you do a mix of long and short passages. We also suggest that you do not attempt too many passages at a stretch since the mind tends to get tired quickly while practicing Reading Comprehension; four passages

at a stretch should be ideal and this is the number that you will most likely see on the actual GMAT as well.

Try to complete each passage in roughly 9 minutes (both to read and to answer the questions). If you think this time is too little, in our experience it takes most students around 7 minutes to complete each passage, so 9 should be more than enough.

Once you complete one practice set move on to the next one. By the time you complete all the practice sets you would have attempted close to 90-100 passages and we can guarantee that anything that the GMAT throws at you after that will not catch you off guard. Remember that RC is all about perseverance and practice.

As always we would love to have your feedback on whether you found this book useful; do mail us the same on [feedback@aristotleprep.com](mailto:feedback@aristotleprep.com)

**Good luck!**

# PRACTICE SET 2

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### Passage 1

Ralph Waldo Emerson was born in Boston on May 25, 1803. He was descended from a long line of New England ministers, men of refinement and education. As a school-boy he was quiet and retiring, reading a great deal, but not paying much attention to his lessons. He entered Harvard at the early age of fourteen, but never attained a high rank there, although he took a prize for an essay on Socrates, and was made class poet after several others had declined. Next to his reserve and the faultless propriety of his conduct, his contemporaries at college seemed most impressed by the great maturity of his mind. Emerson appears never to have been really a boy. He was always serene and thoughtful, impressing all who knew him with that spirituality which was his most distinguishing characteristic.

After graduating from college he taught school for a time, and then entered the Harvard Divinity School under Dr. Channing, the great Unitarian preacher. Although he was not strong enough to attend all the lectures of the divinity course, the college authorities deemed the name Emerson sufficient passport to the ministry. He was accordingly "approved to preach" by the Middlesex Association of Ministers on October 10, 1826. As a preacher, Emerson was interesting, though not particularly original. His talent seems to have been in giving new meaning to the old truths of religion. One of his hearers has said: "In looking back on his preaching I find he has impressed truths to which I always assented in such a manner as to make them appear new, like a clearer revelation." Although his sermons were always couched in scriptural language, they were touched with the light of that genius which avoids the conventional and commonplace. In his other pastoral duties Emerson was not quite so successful. It is characteristic of his deep humanity and his dislike for all fuss and commonplace that he appeared to least advantage at a funeral. A connoisseur in such matters, an old sexton, once remarked that on such occasions "he did not appear at ease at all. To tell the truth, in my opinion, that young man was not born to be a minister."

Q1) What is the main purpose of the author in writing the passage?

- A. To praise Ralph Waldo Emerson's excellent work as a minister
- B. To explain how Ralph Waldo Emerson became a preacher
- C. To provide examples from Ralph Waldo Emerson's life that prove how his surname helped him become a minister
- D. To describe the life of Ralph Waldo Emerson from his school days to his time as a minister
- E. To conclude that, according to some people, Ralph Waldo Emerson did not deserve to be a minister



Q2) Which of the following can most likely be inferred about Ralph Waldo Emerson from the information in the passage?

- A. He never worked as a teacher
- B. He was the youngest person to become a preacher in his family's history
- C. He delivered his sermons in simple, easy to understand language
- D. He hated performing funeral service
- E. He officially became a preacher at the age of 23

Q3) Which of the following would the author of the passage NOT agree with?

- A. Ralph Waldo Emerson had an illustrious lineage
- B. Ralph Waldo Emerson was born to be a minister
- C. Ralph Waldo Emerson was never very successful at delivering sermons
- D. Ralph Waldo Emerson performed poorly in school
- E. At least some people felt that Ralph Waldo Emerson had a very mature mind

Q4) Why does the author use the following line in the passage - '*Emerson appears never to have been really a boy*'?

- A. To emphasize that Emerson was extremely mature for his age
- B. To describe what others thought of Emerson
- C. To explain how Emerson became a preacher at such an early age
- D. To highlight an important flaw in Emerson's personality
- E. To explain how faultlessly Emerson conducted himself at Harvard

## Passage 2

Metaphysics, or the attempt to conceive the world as a whole by means of thought, has been developed, from the first, by the union and conflict of two very different human impulses - one urging men towards mysticism, and the other urging them towards science. Some men have achieved greatness through one of these impulses: in Hume, for example, the scientific impulse reigns quite unchecked, while in Blake a strong hostility to science co-exists with a profound mystic insight. But the greatest men who have been philosophers have felt the need both of science and of mysticism: the attempt to harmonise the two was what made their life, and what always must, for all its arduous uncertainty, make philosophy, to some minds, a greater thing than either science or religion.

Before attempting an explicit characterisation of the scientific and the mystical impulses, I will provide examples of two philosophers whose greatness lies in the very intimate blending of science and mysticism which they achieved. The two philosophers I mean are Heraclitus and Plato. Heraclitus, as everyone knows, was a believer in universal flux: time builds and destroys all things. From the few fragments that remain, it is not easy to discover how he arrived at his opinions, but there are some sayings that strongly suggest scientific observation as the source. In Plato, the same twofold impulse exists, though the mystic impulse is distinctly the stronger of the two and secures ultimate victory whenever the conflict is sharp.

Q1) According to the information in the passage, which of the following can be concluded about Plato?

- A. For Plato, both the scientific and the mystical impulses were equally important
- B. Plato and Heraclitus had opposing philosophies
- C. Plato relied on the mystical impulse when in doubt
- D. Plato did not believe in the concept of universal flux
- E. When in conflict, Plato used his knowledge of both the mystical and the scientific impulses to resolve the same

Q2) What is the overall purpose of the passage?

- A. To assert that the greatest philosophers are those who have achieved the perfect blend of the mystical and scientific impulses
- B. To discuss the history of metaphysics
- C. To explain why philosophy is superior to science or religion
- D. To provide examples of philosophers who have achieved greatness either through only mystic or scientific impulses or through an amalgam of both
- E. To praise philosophers who have achieved a perfect blend of science and mysticism

Q3) Each of the following can be inferred from the passage EXCEPT:

- A. Blake and Hume were both inclined more towards mysticism than towards science
- B. Metaphysics comprises the interplay of the scientific and the mystical impulses
- C. There is no real literary proof of how Heraclitus arrived at his opinions
- D. Plato and Heraclitus were similar in some aspects
- E. Heraclitus was most likely inclined towards the scientific impulse

### Passage 3

Science, to the ordinary reader of newspapers, is represented by a varying selection of sensational triumphs, such as wireless telegraphy and aeroplanes, radio-activity, and the marvels of modern alchemy. It is not this aspect of science that I wish to speak of. Science, in this aspect, consists of detached up-to-date fragments, interesting only until they are replaced by something newer and more up-to-date, displaying nothing of the systems of patiently constructed knowledge out of which, almost as a casual incident, have come the practically useful results which interest the man in the street. The increased command over the forces of nature which is derived from science is undoubtedly an amply sufficient reason for encouraging scientific research, but this reason has been so often urged and is so easily appreciated that other reasons, to my mind quite as important, are apt to be overlooked. It is with these other reasons, especially with the intrinsic value of a scientific habit of mind in forming our outlook on the world that I shall be concerned in what follows.

Q1) What is the main purpose of the passage?

- A. To discuss the several definitions of science
- B. To argue that an ordinary person's view of science is actually incorrect
- C. To propose increased investment the field of scientific research
- D. To state that science has several aspects beyond the one that average people take into consideration
- E. To explain certain lesser known aspects of science

Q2) According to the passage, which of the following could be true of an ordinary reader of newspapers?

- A. He is aware that science has more than one aspect to it
- B. He is ignorant of scientific developments taking place every day
- C. He would regard a dam as a scientific accomplishment
- D. He has a sensationalist view of science
- E. His scientific beliefs lead him to have a narrow outlook of the world

Q3) Which of the following would the author of the passage most likely NOT agree with?

- A. The knowledge of science is as valuable, if not more valuable, than its end results
- B. To an ordinary person the end results of science are what matter most
- C. The final tangible results of scientific knowledge are everlasting
- D. One important aspect of science is its ability to help us form our outlook of the world
- E. There are several equally important reasons why scientific research should be encouraged

### Passage 4

I remember the astonishment I felt when I first read Shakespeare. I expected to receive a powerful aesthetic pleasure, but having read, one after the other, works regarded as his best: "King Lear," "Romeo and Juliet," "Hamlet" and "Macbeth," not only did I feel no delight, but I also felt an irresistible repulsion and tedium, and doubted as to whether I was senseless in feeling works regarded as the summit of perfection by the whole of the civilized world to be trivial and positively bad, or whether the significance which this civilized world attributes to the works of Shakespeare was itself senseless. My **consternation** was increased by the fact that I always keenly felt the beauties of poetry in every form; then why should artistic works recognized by the whole world as those of a genius not just fail to please me, but in fact be disagreeable to me?

For a long time I could not believe in myself, and during fifty years, in order to test myself, I several times recommenced reading Shakespeare in every possible form, in Russian, in English, in German and in Schlegel's translation, as I was advised. Several times I read the dramas and the comedies and historical plays, and I invariably underwent the same feelings: repulsion, weariness, and bewilderment. At the present time, before writing this preface, being desirous once more to test myself, I have, as an old man of seventy-five, again read the whole of Shakespeare, including the historical plays, the "Henrys," "Troilus and Cressida," the "Tempest," "Cymbeline," and I have felt, with even greater force, the same feelings, this time, however, not of bewilderment, but of firm, indubitable conviction that the unquestionable glory of a great genius which Shakespeare enjoys, and which compels writers of our time to imitate him and readers and spectators to discover in him non-existent merits,—thereby distorting their aesthetic and ethical understanding,—is a great evil, as is every untruth.

Although I know that the majority of people so firmly believe in the greatness of Shakespeare that in reading this judgment of mine they will not admit even to the possibility of its justice, and will not give it the slightest attention, nevertheless I will endeavour, as well as I can, to show why I believe that Shakespeare cannot be recognized either as a great genius, or even as an average author.

Q1) In context of the passage, what does the line - '*artistic works recognized by the whole world as those of a genius*' - refer to?

- A. The poetry that was read and appreciated by the author
- B. Those few works of Shakespeare that the author actually liked
- C. The translations of Shakespeare's popular works
- D. The writings of the author of the passage
- E. The majority of Shakespeare's works

Q2) From the information in the passage, which of the following can most reasonably be inferred about the author of the passage?

- A. The author probably knew several languages
- B. The author was most likely biased against Shakespeare
- C. The author was scared of publicly criticising Shakespeare's works
- D. The author believed that Shakespeare's works were actually evil
- E. As the author read more of Shakespeare's works, his dislike of the same somewhat diminished

Q3) Each of the following can be inferred about Shakespeare from the passage EXCEPT:

- A. There are some people who do not consider him a genius
- B. His works are considered the best in the field by a lot of people
- C. He is regarded as a great writer by a large number of people around the world
- D. He did not limit himself to only one type of writing
- E. He wrote in more than one language

Q4) What is the meaning of the word 'consternation' in context of the passage?

- A. Unhappiness
- B. Sorrow
- C. Disappointment
- D. Confusion
- E. Dejection

### Passage 5

One of the commonest forms of madness is the desire to be noticed, the pleasure derived from being noticed. Perhaps it is not merely common, but universal. In its mildest form it doubtless is universal. Every child is pleased at being noticed; many intolerable children put in their whole time in distressing and idiotic effort to attract the attention of visitors; boys are always "showing off"; apparently all men and women are glad and grateful when they find that they have done a thing which has lifted them for a moment out of obscurity and caused wondering talk. This common madness can develop, by nurture, into a hunger for notoriety in one, for fame in another.

It is this madness for being noticed and talked about which has invented kingship and the thousand other dignities, and tricked them out with pretty and showy fineries; it has made kings pick one another's pockets, scramble for one another's crowns and estates, slaughter one another's subjects; it has raised up prize-fighters, and poets, and village mayors, and little and big politicians, and big and little charity-founders, and bicycle champions, and bandit chiefs, and frontier desperadoes, and Napoleons. Anything to get notoriety; anything to set the village, or the township, or the city, or the State, or the nation, or the planet shouting, "Look—there he goes—that is the man!"

Q1) What is the passage primarily concerned with?

- A. Providing conflicting definitions of a phrase
- B. Discussing a human desire and its impact
- C. Analysing the positive and negative aspects of a phenomenon
- D. Arguing that all famous men have one thing in common
- E. Concluding that people will do anything to get noticed

Q2) Each of the following can be concluded from the passage EXCEPT:

- A. The desire to be noticed is a common desire amongst people
- B. Negative acts can at times be a means to attract attention
- C. The desire to be noticed does not only have a negative impact
- D. In the past, kings have tricked their subjects using the desire to get noticed
- E. At least some people would prefer to be noticed for the wrong reason than not be noticed at all

Q3) Which of the following would the author most likely agree with, based on the information in the second paragraph?

- A. Charities are not always founded out of purely altruistic motives
- B. The desire to be noticed can be a motivator for children as well
- C. Bicycle champions want to become notorious
- D. There would be no wars if people did not want to become famous
- E. The desire to be noticed can be characterised as madness

### Passage 6

The special subject of the greater part of the letters and essays of Schiller is Aesthetics, and before passing any remarks on his treatment of the subject it will be useful to offer a few observations on the nature of this topic, and on its treatment by the philosophical spirit of different ages.

First, then, aesthetics has for its object the vast realm of the beautiful, and it may be most adequately defined as the philosophy of art or of the fine arts. To some this definition may seem arbitrary, as excluding the beautiful in nature, but it will cease to appear so if it is remarked that the beauty which is the work of art is higher than natural beauty because it is the offspring of the mind. Moreover, if, in conformity with a certain school of modern philosophy, the mind be viewed as the true being, including all in itself, it must be admitted that beauty is only truly beautiful when it shares in the nature of mind, and is mind's offspring.

Viewed in this light, the beauty of nature is only a reflection of the beauty of the mind, only an imperfect beauty, which as to its essence is included in that of the mind. Nor has it ever entered into the mind of any thinker to develop the beautiful in natural objects, so as to convert it into a science and a system. The field of natural beauty is too uncertain and too fluctuating for this purpose. Moreover, the relation of beauty in nature and beauty in art forms a part of the science of aesthetics, and finds again its proper place.

Q1) According to the passage, why is natural beauty considered inferior to man-made beauty?

- A. It is not clearly understood by man
- B. It is an imperfect beauty
- C. It is not a creation of the human mind
- D. It is too uncertain
- E. It does not have a tangible form

Q2) Which of the following can be inferred about Schiller from the passage?

- A. He considered natural beauty inferior to man-made beauty
- B. A majority of his works are related to aesthetics
- C. He lived at the same time as several other great philosophers
- D. His work was more concerned with beauty that was the offspring of the mind
- E. He was against excluding natural beauty from the realm of Aesthetics



Q3) Which of the following CANNOT be inferred from the passage?

- A. Aesthetics is in some way related to beauty
- B. An object is not truly beautiful if it is not a creation of the mind
- C. Some people have disputed the non-inclusion of natural beauty in Aesthetics
- D. It's uncertain nature is not the reason why thinkers have not attempted to convert natural beauty into science
- E. A school of philosophy believes that mind is the true being

Q4) Which of the following assertions is best supported by the information in the passage?

- A. There has been controversy amongst philosophers over the issue of including natural beauty in the realm of philosophy
- B. Natural beauty is not a reflection of beauty of the mind
- C. The relation between man-made art and natural beauty is part of the science of aesthetics
- D. Natural beauty finds no mention in the study of Aesthetics
- E. Natural beauty is permanent in nature

### Passage 7

Water perfectly pure is scarcely ever met with in nature. The effects produced by the foreign matters which water may contain, are more considerable, and of greater importance, than might at first be imagined. It cannot be denied, that such waters as are *hard*, or loaded with earthy matter, have a decided effect upon some important functions of the human body. They increase the distressing symptoms under which those persons labour who are afflicted with what is commonly called gravel complaints, and many other ailments might be named that are always aggravated by the use of waters abounding in saline and earthy substances.

The purity of the waters employed in some of the arts and manufactures, is an object of not less consequence. In the process of brewing malt liquors, soft water is preferable to hard. Every brewer knows that the largest possible quantity of the extractive matter of the malt is obtained in the least possible time, and at the smallest cost, by means of soft water.

In the art of the dyer, hard water not only opposes the solution of several dye stuffs, but it also alters the natural tints of some delicate colours, whilst in others again it precipitates the earthy and saline matters with which it is impregnated into the delicate fibres of the stuff, and thus impedes the softness and brilliancy of the dye. To the manufacturer of painters' colours, water as pure as possible is absolutely essential for the successful preparation of several delicate pigments. Carmine, madder lake, ultramarine, and Indian yellow cannot be prepared without perfectly pure water.

In the culinary art, the effects of water more or less pure are likewise obvious. Good and pure water softens the fibres of animal and vegetable matters more readily than such as is called *hard*. Every cook knows that dry or ripe peas, and other farinaceous seeds, cannot *readily* be boiled soft in hard water because the farina of the seed is not perfectly soluble in water loaded with earthy salts.

Q1) Which of the following would the author of the passage most likely agree with?

- A. Pure water can never be found in nature
- B. Spring water is better than saline water
- C. At times the effects of impure water tend to be underestimated
- D. The purity of water employed in the arts is of less consequence than the purity of water that humans drink
- E. Hard water can cause colours to bleed

Q2) From the information in the passage, each of the following can be inferred about hard water EXCEPT:

- A. It contains considerable amounts of earthy matter
- B. It should not be used for drinking purposes
- C. It is not suitable for boiling vegetables
- D. It increases the extractive matter obtained from malt
- E. It can make colours look dull

Q3) If perfectly pure water were not available in the world, which of the following could be an effect of the same?

- A. The incidence of water-borne diseases would increase amongst humans
- B. Several breweries would have to shut down their operations
- C. It would be impossible to soften certain vegetables by boiling them
- D. Painters would not be able to make certain colours
- E. New methods of dyeing would have to be created

Q4) According to the information in the passage, why is soft water important for a dyer?

- A. It does not alter the natural colour of the dye
- B. It makes the fabric softer
- C. It makes the fabric more brilliant
- D. It is used to make certain specific colours
- E. It improves the colour of the fabric

### Passage 8

Pope's life as a writer falls into three periods, answering fairly enough to the three reigns in which he worked. Under Queen Anne he was an original poet but made little money by his verses. Under George I he was chiefly a translator, and made much money by satisfying the French-classical taste with versions of the "Iliad" and "Odyssey." Under George I he also edited Shakespeare, but with little profit to himself for Shakespeare was but a Philistine in the eyes of the French-classical critics. But as the eighteenth century grew slowly to its work, signs of a deepening interest in the real issues of life distracted men's attention from the culture of the snuff-box and the fan. As Pope's genius ripened, the best part of the world in which he worked was pressing forward, as a mariner who will no longer hug the coast but crowds all sail to cross the storms of a wide unknown sea. Pope's poetry thus deepened with the course of time, and the third period of his life, which fell within the reign of George II, was that in which he produced the "Essay on Man," the "Moral Essays," and the "Satires." These deal wholly with aspects of human life and the great questions they raise, according throughout with the doctrine of the poet, and of the reasoning world about him in his latter day, that "the proper study of mankind is Man."

Q1) According to the information in the passage, which of the following can be inferred with reference to the first two periods of Pope's writings?

- A. The public in general appreciated Pope's original works
- B. Pope finally made money by copying other people's works
- C. The critics did not think too highly of Shakespeare
- D. Pope made money by translating Shakespeare's works
- E. Pope decided to stop writing original poetry and began translating other people's works in order to make money

Q2) From the information in the passage, each of the following can be inferred about Pope EXCEPT:

- A. He lived through several reigns
- B. His most famous works primarily deal with different aspects of human life
- C. He made the most money under the reign of George 1
- D. The public was impressed with his original woks
- E. In the initial periods of his life, he made more money translating other people's works than writing original poetry

Q3) In context of the passage, what do these lines imply - '*as a mariner who will no longer hug the coast but crowds all sail to cross the storms of a wide unknown sea*'?

- A. Pope stopped translating other people's works and began creating original works
- B. The public started taking more interest in the real issues of life
- C. Pope started writing about the various aspects of human life
- D. Pope worked as a sailor on a ship which changed his outlook of the world and was responsible for his subsequent writings
- E. Pope decided to venture away from the tried and tested style of writing and attempt new writing styles and subjects

### Passage 9

Nietzsche wrote the rough draft of "The Case of Wagner" in Turin, during the month of May 1888; he completed it in Sils Maria towards the end of June of the same year, and it was published in the following autumn. "Nietzsche *contra* Wagner" was written about the middle of December 1888 but, although it was printed and corrected before the New Year, it was not published until long afterwards owing to Nietzsche's complete breakdown in the first days of 1889.

In reading these two essays we are apt to be deceived, by their virulent and forcible tone, into believing that the whole matter is a mere cover for hidden fire, a mere blind of aesthetic discussion concealing a deep and implacable personal feud which demands and will have vengeance. In spite of all that has been said to the contrary, many people still hold this view of the two little works before us and, as the actual facts are not accessible to everyone, and as rumours are more easily believed than verified, the error of supposing that these pamphlets were dictated by personal animosity, and even by Nietzsche's envy of Wagner in his glory, seems to be a pretty common one.

Another very general error is to suppose that the point at issue here is not one concerning music at all, but concerning religion. It is taken for granted that the aspirations, the particular quality, the influence, and the method of an art like music, are matters quite distinct from the values and the conditions prevailing in the culture with which it is in harmony, and that however many Christian elements may be discovered in Wagnerian texts, Nietzsche had no right to raise aesthetic objections because he happened to entertain the extraordinary view that these Christian elements had also found their way into Wagnerian music.

To both of these views there is but one reply—they are absolutely false.

Q1) From the passage it can be inferred that the author viewed Nietzsche as:

- A. A revengeful person
- B. A deceitful individual
- C. A misunderstood person
- D. A literary genius
- E. An envious person

Q2) Each of the following can be inferred from the passage EXCEPT:

- A. The works of Nietzsche mentioned in the passage had a negative tone
- B. According to some people Nietzsche envied Wagner
- C. Nietzsche criticised Wagner for including religion in his texts
- D. Wagner's literary works were not entirely devoid of Christian elements
- E. A lot of people have, over the years, disagreed with the negative perception of Nietzsche created by his two works on Wagner

Q3) Why do some people continue to have a negative perception of Nietzsche with regards to his works mentioned in the passage?

- A. They feel his language is very rude and demeaning
- B. They have chosen to believe rumours rather than verify the facts for themselves
- C. They have become biased by the personal animosity between Nietzsche and Wagner
- D. They are against the mixing of music with religion
- E. They found Nietzsche's comments blasphemous

### Passage 10

The annual labour of every nation is the fund which originally supplies it with all the necessities and conveniences of life which it annually consumes, and which consist always either in the immediate produce of that labour, or in what is purchased with that produce from other nations. Accordingly, therefore, as this produce, or what is purchased with it, bears a greater or smaller proportion to the number of those who are to consume it, the nation will be better or worse supplied with all the necessities and conveniences for which it has occasion.

But this proportion must in every nation be regulated by two different circumstances: first, by the skill, dexterity, and judgment with which its labour is generally applied; and, second, by the proportion of the number of people who are employed in useful labour to that of those who are not so employed. Whatever be the soil, climate, or extent of territory of any particular nation, the abundance or scantiness of its annual supply must, in that particular situation, depend upon these two circumstances.

Moreover, the abundance or scantiness of this supply seems to depend more upon the former of those two circumstances than upon the latter. Among the savage nations of hunters and fishers, every individual who is able to work is more or less employed in useful labour, and endeavours to provide, as well as he can, the necessities and conveniences of life, for himself, and such of his family or tribe as are either too old, or too young, or too infirm to go hunting and fishing. Such nations, however, are so miserably poor, that, from mere want, they are frequently reduced, or at least think themselves reduced, to the necessity sometimes of directly destroying, and sometimes of abandoning their infants, their old people, and those afflicted with lingering diseases, to perish with hunger, or to be devoured by wild beasts. Among civilized and thriving nations, on the contrary, though a great number of people do not labour at all, many of whom consume the produce of ten times, frequently of a hundred times, more labour than the greater part of those who work; yet the produce of the whole labour of the society is so great, that all are often abundantly supplied and a workman, even of the lowest and poorest order, if he is frugal and industrious, may enjoy a greater share of the necessities and conveniences of life than is possible for any savage to acquire.

Q1) What is the connotation of the term 'savage nations' in context of the passage?

- A. Countries which are for the most part covered with forests
- B. Countries which are primarily uncivilised
- C. Countries having a large number of old, young, or infirm people
- D. Countries in which hunting and fishing are the main occupations
- E. Countries which are full of wild beasts



Q2) According to the information in the passage, under which of these hypothetical situations will a country be most prosperous?

- A. When the country has a high annual labour produce and high population
- B. When the country has a low annual labour produce and low population
- C. When the country has a low annual labour produce and high population
- D. When the country has a high annual labour produce and low population
- E. When the country has many highly skilled workers

Q3) According to the information in the passage, each of the following could be a characteristic of a savage nation EXCEPT:

- A. Some part of the population is involved in hunting and fishing
- B. Almost everyone who is capable of working is employed
- C. Poverty is prevalent across the nation
- D. The unemployed consume several times more labour than the employed
- E. At times people end up dead for want of food

Q4) Which of the following can most reasonably be inferred from the information in the passage?

- A. The best way for a poor nation to become prosperous is by drastically reducing its population of unemployed people
- B. The nature of work that a majority of people in a country are involved with largely determines the prosperity of that country
- C. Between two nations, the nation with a higher annual labour will always be more prosperous
- D. In uncivilised countries, people take extra care of their infants and elders
- E. Prosperous nations are characterised by an unequal distribution of wealth with the rich getting richer and the poor getting poorer

### Passage 11

Political ideals must be based upon ideals for the individual life. The aim of politics should be to make the lives of individuals as good as possible. There is nothing for the politician to consider outside or above the various men, women, and children who compose the world. The problem of politics is to adjust the relations of human beings in such a way that each severally may have as much of good in his existence as possible. And this problem requires that we should first consider what it is that we think is good in the individual life.

To begin with, we do not want all men to be alike. We do not want to lay down a pattern or type to which men of all sorts are made by some means or another to approximate. This is the ideal of the impatient administrator. A bad teacher will aim at imposing his opinion, and turning out a set of pupils all of whom will give the same definite answer on a doubtful point. Mr. Bernard Shaw is said to hold that *Troilus and Cressida* is the best of Shakespeare's plays. Although I disagree with this opinion, I should welcome it in a pupil as a sign of individuality but most teachers would not tolerate such a heterodox view. Not only teachers but all commonplace persons in authority desire in their subordinates that kind of uniformity which makes their actions easily predictable and never inconvenient. The result is that they crush initiative and individuality when they can, and when they cannot, they quarrel with it.

It is not one ideal for all men, but a separate ideal for each separate man, that has to be realized if possible. This is because every man has it in his or her being to develop into something good or bad: there is a best possible for him, and a worst possible. His circumstances will determine whether his capacities for good are developed or crushed, and whether his bad impulses are strengthened or gradually diverted into better channels.

Q1) What is the function of the second paragraph in the passage?

- A. To prove a point stated earlier in the passage
- B. To explain one way in which a particular aim cannot be achieved
- C. To criticise the teaching style of certain teachers
- D. To conclude that people in general like uniformity in their subordinates
- E. To describe why individual initiative needs to be encouraged

Q2) Which of the following is implied by the information in the passage?

- A. It would lead to a lot of confusion if every individual was to have his or her own views
- B. External forces do not determine whether a man turns out good or bad
- C. Most teachers prefer homogeneity among their students' views
- D. The most important duty of a politician is to ensure the happiness of people
- E. Bernard Shaw was a big fan of Shakespeare's works

Q3) Which of the following can be concluded about the author of the passage?

- A. He dislikes politicians who don't try to make the lives of people good
- B. He would be happy if people disagreed with his views
- C. He is not too fond of Shakespeare's works
- D. He has an oversimplified view of politics
- E. He would be critical of a teacher who encourages his pupils to ask questions

## Passage 12

Through the glamour of the Colonial we are forced to acknowledge the classic charm shown in late seventeenth and early eighteenth century window designs. Developed as they were by American carpenters who were stimulated by remembrance of their early impressions of English architecture received in the mother land, there is no precise or spiritless copy of English details; rather there is expressed a vitality that has been brought out by earnest effort to reproduce the spirit desired. Undoubtedly the lasting success of early American craftsmanship has been due to the perfect treatment of proportions, as related one to the other. That these are not imitations is proved by an occasional clumsiness which would be impossible, if they were exact copies of their more highly refined English prototypes.

The grasp of the builder's mind is vividly revealed in the construction of these windows for, while blunders are often made, successes are much more frequent. They are evolved from remembered motives that have been unified and balanced, that they might accord with the exterior and be knitted successfully into the interior trim. Some of these windows still grace seventeenth century houses, and are found not only on old southern plantations, but all through New England, especially along the sea coast. True products are they of Colonial craftsmanship, brought into existence by skilled artisans who have performed their work so perfectly that today they are found unimpaired, striking a dominant note in accord with the architectural feeling of the period.

There is no question that windows such as these lend character to any house, provided, of course, that they coincide with the period. Doubtless the designing of modified Colonial houses is responsible, in part, for the present-day revival of interest, not solely in windows of the Colonial period, but also in that which immediately preceded and followed it.

Q1) Which of the following can be concluded about the colonial windows made by American craftsmen?

- A. Some of them were blatantly copied from the English windows
- B. They may not have been of the same quality as the windows in England
- C. They were free from all blemishes
- D. They have been copied by craftsmen from other countries
- E. They were primarily found in the Southern plantation areas

Q2) How does the author prove that the American windows are not a copy of the English ones?

- A. By pointing out that the American carpenters added their own vitality and expression to these windows
- B. By highlighting that the American windows have a slightly different design from the English ones
- C. By providing examples of craftsmen who had never visited England and yet who have successfully made these windows
- D. By pointing out the occasional flaw in the design of these windows
- E. By stating that the proportions of the American windows were different from the English ones

Q3) Which of the following would the author of the passage NOT agree with?

- A. The American colonial windows were not copies of the English ones
- B. Colonial windows have always been popular in America
- C. Colonial windows can make a house with any design look more graceful
- D. American colonial windows were not as refined as the English ones
- E. The American craftsmen used their memory to design these windows

Q4) According to the information in the passage, which of these could be a characteristic of American colonial windows?

- A. Unmatched levels of refinement
- B. Well-proportioned design
- C. Use of high quality wood
- D. Asymmetric design
- E. Standing out in the design of a house

### Passage 13

No one can say where the bones of Machiavelli rest, but modern Florence has decreed him a stately cenotaph in Santa Croce, by the side of her most famous sons, recognizing that, whatever other nations may have found in his works, Italy found in them the idea of her unity and the germs of her renaissance among the nations of Europe. Whilst it is idle to protest against the world-wide and evil signification of his name, it may be pointed out that the harsh construction of his doctrine which this sinister reputation implies was unknown to his own day, and that the researches of recent times have enabled us to interpret him more reasonably. It is due to these inquiries that the shape of an "unholy necromancer," which so long haunted men's vision, has begun to fade.

Machiavelli was undoubtedly a man of great observation, acuteness, and industry noting with appreciative eye whatever passed before him, and with his supreme literary gift turning it to account in his enforced retirement from affairs. He does not present himself, nor is he depicted by his contemporaries, as a type of that rare combination, the successful statesman and author, for he appears to have been only moderately prosperous in his several embassies and political employments. He was misled by Catherina Sforza, ignored by Louis XII, overawed by Cesare Borgia; several of his embassies were quite barren of results; his attempts to fortify Florence failed, and the soldiery that he raised astonished everybody by their cowardice. In the conduct of his own affairs he was timid and time-serving; he dared not appear by the side of Soderini, to whom he owed so much, for fear of compromising himself; his connection with the Medici was open to suspicion, and Giuliano appears to have recognized his real forte when he set him to write the "History of Florence," rather than employ him in the state. It is on the literary side of his character, and there alone, that we find no weakness and no failure.

Q1) What is the primary purpose of the second paragraph in the passage?

- A. To highlight major contributions of Machiavelli
- B. To praise Machiavelli's keen observation skills
- C. To discuss contrasting aspects of Machiavelli's personality
- D. To conclude that Machiavelli was a great author
- E. To state that Machiavelli was not as wicked as a person as he has been historically made out to be

Q2) Which of the following can be inferred about Machiavelli from the passage?

- A. He was renowned for his oratory skills
- B. The people of his time did not view him as harshly as did later generations
- C. He was a great statesman and author
- D. He was a poor soldier
- E. Machiavelli was buried in Italy

Q3) According to the information in the passage, why did Italy provide Machiavelli a cenotaph next to her most famous sons?

- A. Machiavelli was responsible for freeing Italy from the clutches of slavery
- B. Machiavelli's works made Italy famous amongst the European nations
- C. Machiavelli's works were responsible for the re-emergence of Italy as a unified nation
- D. Machiavelli had been unjustly treated by other countries of the world
- E. Machiavelli started the Italian renaissance by encouraging Italians to be united

Q4) The passage implies each of the following EXCEPT:

- A. Several of Machiavelli's assignments as a statesman did not bear any results
- B. At some point of time Machiavelli was assigned the task of protecting Florence
- C. Machiavelli was not very aggressive in his conduct
- D. Machiavelli was a better writer than his contemporaries
- E. Modern research has helped diminish the negative aura around Machiavelli

### Passage 14

It is safe to say that no class of women in the civilized world is subjected to such incessant trials of temper, and such temptations to be fretful, as the American housekeeper. The reasons for this state of things are legion and, if in the beginning we take ground from which the whole field may be clearly surveyed, we may be able to secure a better understanding of what housekeeping means, and to guard against some of the dangers accompanying it.

One difficulty associated with housekeeping lies in taking for granted that successful housekeeping is as much an instinct as that which leads the young bird to nest-building, and that no specific training is required. The man who undertakes a business, passes always through some form of apprenticeship, and must know every detail involved in the management, but to a large proportion of women, housekeeping is a combination of accidental forces from whose working it is hoped breakfasts and dinners and suppers will be evolved at regular periods, other necessities finding place where they can. The new home, prettily furnished, seems a lovely toy, and is surrounded by a halo, which, as facts assert themselves, quickly fades away. Moth and rust and dust invade the most secret recesses. Breakage and general disaster attend the progress of Bridget or Chloe. The kitchen seems the headquarters of extraordinary smells, and the stove an abyss in its consumption of coal or wood. Food is wasted by bad cooking, or ignorance as to needed amounts, or methods of using left-over portions, and, as bills pile up, a hopeless discouragement often settles upon both wife and husband, and reproaches and bitterness and alienation are guests in the home, to which they need never have come had a little knowledge barred them out.

- Q1) What is implied by the lines - *'if in the beginning we take ground from which the whole field may be clearly surveyed'* in the passage?
- A. The American housekeeper's job is one of the most difficult jobs in the world
  - B. A survey should be conducted of American housekeepers to identify the more difficult areas of their job
  - C. It might be a good idea to have a broad understanding of a housekeeper's job before taking it on
  - D. The job of a housekeeper in America should generally be avoided
  - E. An American housekeeper's job might have several dangers associated with it
- Q2) From the information in the passage, it can be concluded that each of the following may be part of an American housekeeper's job EXCEPT:
- A. To control the amount of food cooked
  - B. To keep the house free from certain insects
  - C. To keep the house dust free
  - D. To prepare breakfast & supper
  - E. To purchase groceries



Q3) Which of the following would the author of the passage most likely agree with?

- A. Housekeeping skills can be improved through training
- B. Housekeeping can make one short-tempered
- C. Housekeeping is for the most part an instinctive task
- D. In some aspects, housekeeping is similar to nest-building
- E. Housekeeping tasks can be done by both men and women

### Passage 15

The manor was the sphere of operations of a manor court. On every manor the tenants gathered at frequent periods for a great amount of petty judicial and regulative work. The most usual period for the meeting of the manor court was once every three weeks, though in some manors no trace of a meeting is found more frequently than three times, or even twice, a year. In these cases, however, it is quite probable that less formal meetings occurred of which no regular record was kept.

Different kinds of gatherings of the tenants are usually distinguished according to the authority under which they were held, or the class of tenants of which they were made up. If the court was held by the lord simply because of his feudal rights as a landholder, and was busied only with matters of the inheritance, transfer, or grant of lands, the fining of tenants for the breach of manorial custom, or failure to perform their duties to the lord of the manor, the election of tenants to petty offices on the manor, and such matters, it was described in legal language as a court baron. If a court so occupied was made up of villain tenants only, it was called a customary court. If, on the other hand, the court also punished general offences, petty crimes, breaches of contract, breaches of the assize, that is to say, the established standard of amount, price, or quality of bread or beer, the lord of the manor drawing his authority to hold such a court either actually or supposedly from a grant from the king, such a court was called a court leet. With the court leet was usually connected the so-called view of frank pledge.

Frank pledge was an ancient system, according to which all men were obliged to be enrolled in groups, so that if any one committed an offence, the other members of the group would be obliged to produce him for trial. View of frank pledge was the right to punish by fine all who failed to so enroll themselves. In the court baron and the customary court it was said by lawyers that the body of attendants were the judges, and the steward, representing the lord of the manor, only a presiding official, while in the court leet the steward was the actual judge of the tenants. In practice, however, it is probable that not much was made of these distinctions and that the periodic gatherings were made to do duty for all business of any kind that needed attention, while the procedure was that which had become customary on that special manor, irrespective of the particular form of authority for the court.

Q1) Which of the following can be inferred from the information in the passage?

- A. The concept of frank pledge was created to promote solidarity within groups of people
- B. The duration between successive meetings of a manor court was not fixed
- C. A court baron had more powers than a customary court
- D. The manor court was the highest legal authority during the period mentioned in the passage
- E. The manor court did not always have a presiding official

Q2) Each of the following is mentioned in the passage as a power of the court baron EXCEPT:

- A. To judge matters related to inheritance
- B. To resolve disputes related to grants of land
- C. To punish tenants for negligence of duties
- D. To elect tenants to offices on the manor
- E. To fine petty criminals

Q3) According to the information in the first para, the fact that '*in some manors no trace of a meeting is found more frequently than three times, or even twice, a year*' does NOT necessarily suggest that:

- A. more meetings were actually not held during that period
- B. meetings were not necessarily held every three weeks
- C. informal meetings may have been held during this period
- D. manor courts probably did not keep a record of all their meetings
- E. some courts met fewer times than the others

Q4) According to the information in the passage, which of the following is a point of difference between a court baron and a court leet?

- A. A court baron could elect tenants to petty offices whereas a court leet could not
- B. A court leet was authorised by the king whereas a court baron was not
- C. A court baron treated a steward as a presiding official whereas a court leet treated a steward as a judge
- D. A court baron could judge matters related to inheritance whereas a court leet could not
- E. A court leet was always connected to the frank pledge whereas a court baron was not

# Answers And Explanations

**Passage 1****Topic & Scope**

To describe the personality of Ralph Waldo Emerson from his school days to his role and actions as a preacher

**Passage Map**

Para 1 discusses the early life of Ralph Waldo Emerson from his schooldays to the time he spent at Harvard

Para 2 focuses on Emerson's role as a preacher and states some specific aspects of the same

Q1) What is the main purpose of the author in writing the passage?

- A. To praise Ralph Waldo Emerson's excellent work as a minister
- B. To explain how Ralph Waldo Emerson became a preacher
- C. To provide examples from Ralph Waldo Emerson's life that prove how his surname helped him become a minister
- D. To describe the life of Ralph Waldo Emerson from his school days to his time as a minister**
- E. To conclude that, according to some people, Ralph Waldo Emerson did not deserve to be a minister

The passage, on the whole, is discussing the life of Ralph Waldo Emerson from his school days to his time at Harvard to finally the time when he was made a minister. (D) states this best and should be the correct answer.

- A - The author is not exactly praising Emerson. He calls him 'not original' and 'unsuccessful' in the passage so the main purpose of the passage can't be to praise Emerson
- B - Too specific to be the correct option. The passage is doing more than just this
- C - Again this is just one specific instance mentioned in the passage.
- E - Same as C above. The main purpose of the passage is much more than just to do this

Q2) Which of the following can most likely be inferred about Ralph Waldo Emerson from the information in the passage?

- A. He never worked as a teacher
- B. He was the youngest person to become a preacher in his family's history
- C. He delivered his sermons in simple, easy to understand language
- D. He hated performing funeral service
- E. He officially became a preacher at the age of 23**

The opening lines of the passage state that Emerson was born in 1803 and the passage subsequently states that he became a minister in 1826, i.e. when he was 23 years of age, so (E) is the correct answer.

- A - Opposite. The first line of the 2nd para states that he did work as a teacher for some time
- B - The passage mentions no such thing
- C - Opposite. The 2nd para says that his sermons were 'couched in spiritual language'
- D - 'Hated' is too strong a word; the passage does not convey such an extreme connotation

Q3) Which of the following would the author of the passage NOT agree with?

- A. Ralph Waldo Emerson had an illustrious lineage
- B. Ralph Waldo Emerson was born to be a minister
- C. Ralph Waldo Emerson was never very successful at delivering sermons**
- D. Ralph Waldo Emerson performed poorly in school
- E. At least some people felt that Ralph Waldo Emerson had a very mature mind

The author clearly states that Ralph Waldo Emerson was not as successful at other pastoral duties (as he was at delivering sermons), so obviously he will never agree with (C), the correct answer.

- A - The author will agree with this, as he states this in the opening lines of the passage
- B - Out of Scope. The author may or may not agree with this. (The last line of the passage states the opinion of the 'sexton' and not that of the 'author')
- D - Out of Scope. The author may or may not agree with this.
- E - The author will agree with this, as per the information in the first para

**Note:** A lot of students interpret questions such as this one as questions in which they need to find four options that the author of the passage would agree with and the fifth would be the answer, but this approach can land you in trouble. There could be some

*options that are out of scope, then these cannot be the answer because we do not know whether the author would agree with these or not. The answer will be something that is clearly the opposite of whatever has been stated by the author in the passage.*

Q4) Why does the author use the following line in the passage - '*Emerson appears never to have been really a boy*'?

**A. To emphasize that Emerson was extremely mature for his age**

B. To describe what others thought of Emerson

C. To explain how Emerson became a preacher at such an early age

D. To highlight an important flaw in Emerson's personality

E. To explain how faultlessly Emerson conducted himself at Harvard

The 1st para clearly states that people were most impressed with Emerson's great maturity of mind. Hence (A) should be the correct answer.

B – While this is what the quoted line states, the question is WHY the author states this and not WHAT does he state.

C – This fact has no connection with the quoted line

D – This was a positive quality of Emerson and not a flaw

E – This point is in addition to Emerson's faultless conduct at Harvard and not a description of the same

## **Passage 2**

### **Topic & Scope**

To discuss how metaphysics is developed using two contrasting impulses and to provide examples of two philosophers who achieved the ideal blend of these two impulses.

### **Passage Map**

Para 1 describes the two impulses that make up metaphysics and states that the best of philosophers are those who have achieved a perfect blend of these two impulses.

Para 2 provides examples of two such philosophers - Heraclitus and Plato

Q1) According to the information in the passage, which of the following can be concluded about Plato?

- A. For Plato, both the scientific and the mystical impulses were equally important
- B. Plato and Heraclitus had opposing philosophies
- C. Plato relied on the mystical impulse when in doubt**
- D. Plato did not believe in the concept of universal flux
- E. When in conflict, Plato used his knowledge of both the mystical and the scientific impulses to resolve the same

The last line of the passage states that the mystical impulse was the stronger impulse in Plato and whenever Plato was in conflict or doubt, the mystical impulse won. (C) states this best and is the correct answer.

- A - Opposite. The passage clearly states that in Plato the mystical impulse was stronger
- B - Out of Scope. The passage never states this. In fact the author provides the example of these two philosophers to show a point of similarity – their near perfect blending of the scientific and mystical impulses
- D - Out of Scope. Just because Heraclitus believed in this does not mean that Plato did not
- E - Opposite as explained above in A



Q2) What is the overall purpose of the passage?

- A. To assert that the greatest philosophers are those who have achieved the perfect blend of the mystical and scientific impulses**
- B. To discuss the history of metaphysics
- C. To explain why philosophy is superior to science or religion
- D. To provide examples of philosophers who have achieved greatness either through only mystic or scientific impulses or through an amalgam of both
- E. To praise philosophers who have achieved a perfect blend of science and mysticism

The passage primarily talks about the combination of science and mysticism as the ideal combination that makes philosophy superior to science or religion. It then goes on to provide examples of two philosophers who have managed to achieve a near-perfect blend of these two impulses. (A) follows best from this as the correct answer.

- B - Apart from the opening lines, the passage does not really even discuss metaphysics as such
- C - While this fact is mentioned in the passage, this is too specific to be the main purpose
- D - The main purpose of the passage is more than to just provide examples.
- E - While the passage does mention two such philosophers, the entire passage was not written to just praise them but to highlight the underlying theme of their achievement - the amalgam of science and mysticism

Q3) Each of the following can be inferred from the passage EXCEPT:

- A. Blake and Hume were both inclined more towards mysticism than towards science**
- B. Metaphysics comprises the interplay of the scientific and the mystical impulses
- C. There is no real literary proof of how Heraclitus arrived at his opinions
- D. Plato and Heraclitus were similar in some aspects
- E. Heraclitus was most likely inclined towards the scientific impulse

The first para states that it was just Blake who was inclined towards mysticism; Hume was in fact a supporter of the scientific impulse. Hence we cannot infer (A), the correct answer.

- B - Can be inferred from the opening lines of the passage
- C - The 2nd para clearly states that this belief is actually based on 'sayings'
- D - The author wrote the 2nd para to highlight this similarity - both of them achieved a perfect blend of science and mysticism
- E - Can be inferred from the 2nd para

### **Passage 3**

#### **Topic and Scope/ Passage Map**

The passage discusses what science means to an ordinary person and how the realm of science actually extends much beyond this definition

Q1) What is the main purpose of the passage?

- A. To discuss the several definitions of science
- B. To argue that an ordinary person's view of science is actually incorrect
- C. To propose increased investment the field of scientific research
- D. To state that science has several aspects beyond the one that average people take into consideration**
- E. To explain certain lesser known aspects of science

The author never states that people think of science incorrectly. He merely states that there are several other aspects of science which are equally important and that these would be the subject of his discussion. Thus (D) is the best answer

A – The passage doesn't provide *several* definitions of science

B – The author never states that this view is incorrect but that this may be just one aspect of science

C – The author never mentions investment in scientific research

E – The author merely states that he would like to discuss these; he never actually explains these aspects in the passage

Q2) According to the passage, which of the following could be true of an ordinary reader of newspapers?

- A. He is aware that science has more than one aspect to it
- B. He is ignorant of scientific developments taking place every day
- C. He would regard a dam as a scientific accomplishment**
- D. He has a sensationalist view of science
- E. His scientific beliefs lead him to have a narrow outlook of the world

The passage states that an ordinary reader of newspapers is more concerned with the end results of science. The passage also mentions that anything that provides man control over the forces of nature is considered a scientific accomplishment. (C) follows best from here.

- A – Opposite. The passage states that he is unaware of this
- B – He is ignorant of other aspects of science but that does not mean he is ignorant of scientific developments
- D – The passage mentions 'sensational triumphs' but this does not necessarily translate into a sensationalist view of science
- E – The passage never mentions his outlook of the world

Q3) Which of the following would the author of the passage most likely NOT agree with?

- A. The knowledge of science is as valuable, if not more valuable, than its end results
- B. To an ordinary person the end results of science are what matter most
- C. The final tangible results of scientific knowledge are everlasting**
- D. One important aspect of science is its ability to help us form our outlook of the world
- E. There are several equally important reasons why scientific research should be encouraged

In the middle of the passage the author states that the end results of science are fleeting in nature and will be eventually be replaced with newer results; it is actually the scientific knowledge on which these results are based that is everlasting. So the author would never agree with (C), the correct answer.

- A – The author would agree with this since this is the main thesis of the passage
- B – The author states this in the passage
- D – The last line of the passage states this
- E – The author states this in the passage as well

### **Passage 4**

#### **Topic and Scope**

The passage states that Shakespeare's works have no great merit, unlike popular perception, and concludes that Shakespeare does not deserve to be called a genius.

#### **Passage Map**

Para 1 states that the author has read all the popular works of Shakespeare but found them unimpressive which makes him unsure of whether something is wrong with his or people's perception of Shakespeare

Para 2 further emphasises this point and the author finally concludes that he is convinced that Shakespeare is not the genius that he is made out to be

Para 3 provides a caveat that people are so firm in their belief of Shakespeare's genius that they probably will not pay any attention to the author's negative views of him

Q1) In context of the passage, what does the line - '*artistic works recognized by the whole world as those of a genius*' - refer to?

- A. The poetry that was read and appreciated by the author
- B. Those few works of Shakespeare that the author actually liked
- C. The translations of Shakespeare's popular works
- D. The writings of the author of the passage
- E. The majority of Shakespeare's works**

The quoted phrase clearly refers to the works of Shakespeare in general that the author found repulsive. Hence (E) should be the best answer.

- A – The lines are clearly referring to Shakespeare's works and not to the poetry mentioned in the passage
- B – The author states that he did not like any of Shakespeare's works
- C – This comes later in the passage
- D – The passage never mentions the writings of the author of the passage or that the author is actually a writer.

Q2) From the information in the passage, which of the following can most reasonably be inferred about the author of the passage?

- A. The author probably knew several languages**
- B. The author was most likely biased against Shakespeare
- C. The author was scared of publicly criticising Shakespeare's works
- D. The author believed that Shakespeare's works were actually evil
- E. As the author read more of Shakespeare's works, his dislike of the same somewhat diminished

The author states that he has read Shakespeare's works in several languages including English, Russian, and German so it can be reasonably inferred that the author knew several languages i.e. (A) should be the correct answer.

- B – The passage never implies that the author was biased
- C – The author eventually does publicly criticize Shakespeare even though he believes most people will not even read his views
- D – Distortion. The author states that it is evil to try to find non-existent merits in Shakespeare's works
- E – Opposite. As the author read more of Shakespeare's works his dislike for Shakespeare actually increased

Q3) Each of the following can be inferred about Shakespeare from the passage EXCEPT:

- A. There are some people who do not consider him a genius
- B. His works are considered the best in the field by a lot of people
- C. He is regarded as a great writer by a large number of people around the world
- D. He did not limit himself to only one type of writing
- E. He wrote in more than one language**

The passage states that Shakespeare's works were translated in more than one language. However, this does not necessarily mean that he wrote in several languages since the translation could very well have been done by someone else. Hence (E) should be the correct answer.

- A – The author of the passage is one such person
- B – Clearly suggested in the first para
- C – The author says this several times in the passage
- D – This can be implied from the fact that his works included comedies, dramas, historical plays, etc.

Q4) What is the meaning of the word 'consternation' in context of the passage?

- A. Unhappiness
- B. Sorrow
- C. Disappointment
- D. Confusion**
- E. Dejection

In earlier lines in the 1<sup>st</sup> para, the author states that he was not sure whether the people who consider Shakespeare were wrong in their judgement or whether he was wrong in his. He further goes on to say that this *doubt* was further aggravated by the fact that he was normally easily able to appreciate the beauty in every type of writing, so he was confused as to why couldn't he find the same in Shakespeare's works. (D) follows best from this as the correct answer.

- A – The author was unhappy eventually after 50 years when he was convinced that Shakespeare was a mediocre writer. At this point he was merely confused.
- B – The author never really feels sorrowful anywhere in the passage
- C – Same as A
- E – The author never feels dejected or heartbroken anywhere in the passage

### **Passage 5**

#### **Topic and Scope**

The passage discusses the inherent desire in people to be noticed and how this can have both positive and negative outcomes

#### **Passage map**

Para 1 introduces the desire to be noticed as an all pervasive form of madness and concludes that this desire can make some people famous for the right reasons and some for the wrong reasons

Para 2 provide several examples of people whose actions and personalities were an outcome of the desire to be noticed

Q1) What is the passage primarily concerned with?

- A. Providing conflicting definitions of a phrase
- B. Discussing a human desire and its impact**
- C. Analysing the positive and negative aspects of a phenomenon
- D. Arguing that all famous men have one thing in common
- E. Concluding that people will do anything to get noticed

The passage mainly discusses the desire amongst humans to be noticed and the impact of this, which could be both good and bad, with several examples. (B) states this best and should be the correct answer.

- A – The passage does not contain any conflicting definitions
- C – ‘Phenomenon’ is the wrong term to refer to a human desire, and the passage does not contain any analysis either
- D – The passage never states that the desire to be noticed is common among ‘all’ famous men
- E – Extreme option, not supported by the passage

Q2) Each of the following can be concluded from the passage EXCEPT:

- A. The desire to be noticed is a common desire amongst people
- B. Negative acts can at times be a means to attract attention
- C. The desire to be noticed does not only have a negative impact
- D. In the past, kings have tricked their subjects using the desire to get noticed**
- E. At least some people would prefer to be noticed for the wrong reason than not be noticed at all

The passage never states that kings tricked their subjects. The first sentence of the second para actually states that it was the kings who were tricked by others using the desire to get noticed. Hence (D) should be the best answer.

- A – True from the information the passage
- B – The passage supports this as well
- C – The passage clearly states that the desire to be noticed can have both positive and negative impact
- E – This can also be concluded from the information in the passage

Q3) Which of the following would the author most likely agree with, based on the information in the second paragraph?

**A. Charities are not always founded out of purely altruistic motives**

- B. The desire to be noticed can be a motivator for children as well
- C. Bicycle champions want to become notorious
- D. There would be no wars if people did not want to become famous
- E. The desire to be noticed can be characterised as madness

Note that the question is only asking about the second para so options related to the first para can be immediately eliminated. The author concludes in the second para that, amongst other things, the desire to get noticed gives rise to charity founders so he is concluding that these charities could not have been founded for any other reason such as altruistic ones. Hence (A) is the correct answer.

- B – This is mentioned in the 1st para and not in the 2nd
- C – The 2<sup>nd</sup> para does not state or imply this. The bicycle champion becomes a champion because of his desire to be noticed
- D – The 2<sup>nd</sup> para does not state what causes or leads to wars.
- E – This is mentioned in the 1<sup>st</sup> para and not in the 2nd



### **Passage 6**

#### **Topic and Purpose**

The passage starts by defining aesthetics as concerned with beauty but limits its scope to man-made objects of beauty only. The rest of the passage explains the relevance of limiting the scope of aesthetics in this manner.

#### **Passage Map**

Para1 introduces aesthetics and Schiller

Para 2 provides the scope of aesthetics (as defined by philosophers over the ages) and limits it to man-made objects of beauty

Para 3 attempts to justify why it is correct to leave out natural beauty from the realm of aesthetics

Q1) According to the passage, why is natural beauty considered inferior to man-made beauty?

- A. It is not clearly understood by man
- B. It is an imperfect beauty
- C. It is not a creation of the human mind**
- D. It is too uncertain
- E. It does not have a tangible form

The 2<sup>nd</sup> para of the passage states that man-made art is superior to natural art because it is a creation of the human mind. Hence (C) should be the answer.

A – The passage never states this

B – True but this is so because it is not a creation of the human mind

D – True again but this is mentioned with reference to why it has not been converted into a science or system

E – The passage never states this

Q2) Which of the following can be inferred about Schiller from the passage?

- A. He considered natural beauty inferior to man-made beauty
- B. A majority of his works are related to aesthetics**
- C. He lived at the same time as several other great philosophers
- D. His work was more concerned with beauty that was the offspring of the mind
- E. He was against excluding natural beauty from the realm of Aesthetics

The passage mentions Schiller only in the first line and 'greater part' is the same as 'majority', so the correct answer should be (B).

- A – This is true for philosophers in general but may or may not be true for Schiller
- C – The passage never states this
- D – Again true for other philosophers but may or may not be true for Schiller
- E – The passage never states this

Q3) Which of the following CANNOT be inferred from the passage?

- A. Aesthetics is in some way related to beauty
- B. An object is not truly beautiful if it is not a creation of the mind
- C. Some people have disputed the non-inclusion of natural beauty in Aesthetics
- D. It's uncertain nature is not the reason why thinkers have not attempted to convert natural beauty into science**
- E. A school of philosophy believes that mind is the true being

The 3<sup>rd</sup> para of the passage clearly states that the *uncertain and fluctuating* nature of natural beauty is the reason thinkers have not attempted to convert it into a science. Hence (D) cannot be inferred from the passage and is the correct answer.

- A – This can be easily inferred from the passage
- B – The passage states this in the 2<sup>nd</sup> para
- C – The passage states that some people find the non-inclusion of natural beauty in aesthetics arbitrary
- E – This can be inferred from the 2<sup>nd</sup> para as well

Q4) Which of the following assertions is best supported by the information in the passage?

- A. There has been controversy amongst philosophers over the issue of including natural beauty in the realm of philosophy
- B. Natural beauty is not a reflection of beauty of the mind
- C. The relation between man-made art and natural beauty is part of the science of aesthetics**
- D. Natural beauty finds no mention in the study of Aesthetics
- E. Natural beauty is permanent in nature

(C) best summarises the last line of the passage and is the correct answer.

A – The passage mentions no such controversy

B – The 3<sup>rd</sup> para states the opposite

D – Incorrect, since the interrelation of natural and man-made beauty is a part of aesthetics

E – Opposite. The 3<sup>rd</sup> para states that natural beauty is 'too uncertain and fluctuating'

### **Passage 7**

#### **Topic and Scope**

The passage states that the amount of impurities present in water has a great impact on the use of that water and explains this point by giving examples from several different fields

#### **Passage Map**

Para 1 states that the amount of impurities present in water has a great effect on how that water is used. The paragraph goes on to state that hard water can have a negative impact on the health of humans

Para 2 explains the importance of soft water in brewery operations

Para 3 explains the importance of soft water in dyeing and painting

Para 4 explains the importance of soft water in cooking

Q1) Which of the following would the author of the passage most likely agree with?

- A. Pure water can never be found in nature
- B. Spring water is better than saline water
- C. At times the effects of impure water tend to be underestimated**
- D. The purity of water employed in the arts is of less consequence than the purity of water that humans drink
- E. Hard water can cause colours to bleed

The second sentence of the passage states that the effects of impure water are much more considerable than what might have been imagined. From this it can be inferred that at times these effects are underestimated i.e. (C) should be the correct answer.

- A – Extreme option. The first sentence of the passage states that perfectly pure water is scarcely ever met but 'scarcely' does not mean 'never'
- B – The passage makes no mention of spring water and we cannot use our knowledge of the same to answer questions
- D – The first line of the 2<sup>nd</sup> para implies that this is not the case
- E – The passage never states this

Q2) From the information in the passage, each of the following can be inferred about hard water EXCEPT:

- A. It contains considerable amounts of earthy matter
- B. It should not be used for drinking purposes
- C. It is not suitable for boiling vegetables
- D. It increases the extractive matter obtained from malt**
- E. It can make colours look dull

The last line of the 2<sup>nd</sup> para states that soft water increases the quantity of extractive matter obtained from malt, so (D) cannot be inferred from the passage and is the correct answer.

A – Para 1 states this

B – This can be inferred from the information in para 1

C – This can be inferred from the last para

E – The 3<sup>rd</sup> para states that hard water can reduce the brilliancy of the dye i.e. make colours look dull

Q3) If perfectly pure water were not available in the world, which of the following could be an effect of the same?

- A. The incidence of water-borne diseases would increase amongst humans
- B. Several breweries would have to shut down their operations
- C. It would be impossible to soften certain vegetables by boiling them
- D. Painters would not be able to make certain colours**
- E. New methods of dyeing would have to be created

The last line of the 3<sup>rd</sup> para states that if perfectly pure water were not available, it would be impossible to create certain colours. Thus (D) should be the best answer

A – The passage never mentions *water-borne* diseases

B – This is not implied by the passage. Even if perfectly pure water were not available, the quality of water may not necessarily be so bad as to impact brewery operations

C – Again 'impossible' is an extreme term. Same as B

E – This is not implied by the passage

Q4) According to the information in the passage, why is soft water important for a dyer?

**A. It does not alter the natural colour of the dye**

B. It makes the fabric softer

C. It makes the fabric more brilliant

D. It is used to make certain specific colours

E. It improves the colour of the fabric

Be careful this question is asking you something about *soft water* and not hard water. The 3rd para states that hard water should not be used by a dyer because it alters the natural tints of some colours. Thus it can be inferred that soft water would not alter the natural tint of colours i.e. (A) should be the best answer

B – The passage never states that hard water makes the fabric hard

C – The passage states that hard water reduces the brilliance of fabrics but that does not mean that soft water increase this brilliance. It may have no effect on the brilliance

D – This is true of a painter and not dyer

E – Again just because it does not make the colours worse does not necessarily mean that it improves the colours

### Passage 8

#### Topic & scope/Passage map

The passage discusses the three periods of Pope's life and how the nature of his work and the money he made from the same varied among the same

Q1) According to the information in the passage, which of the following can be inferred with reference to the first two periods of Pope's writings?

- A. The public in general appreciated Pope's original works
- B. Pope finally made money by copying other people's works
- C. The critics did not think too highly of Shakespeare**
- D. Pope made money by translating Shakespeare's works
- E. Pope decided to stop writing original poetry and began translating other people's works in order to make money

The passage clearly states that Pope did not make much money by editing Shakespeare's works because the critics considered him, i.e. Shakespeare, a Philistine. Even if you do not know the meaning of 'Philistine', you can easily infer that this cannot be a positive word. Hence the best answer is (C)

A – Opposite. Pope made little money when he wrote original poetry

B – Distortion. 'Translating' is not the same as 'copying'

D – The passage actually states the opposite

E – Out of scope. The passage never clarifies why Pope made this decision

Q2) From the information in the passage, each of the following can be inferred about Pope EXCEPT:

- A. He lived through several reigns
- B. His most famous works primarily deal with different aspects of human life
- C. He made the most money under the reign of George 1**
- D. The public was impressed with his original works
- E. In the initial periods of his life, he made more money translating other people's works than writing original poetry

The passage only states that Pope made more money under George 1 than he did under Queen Anne. This does not mean that he did not go on to make even more money in the 3<sup>rd</sup> phase of his life. Hence (C) cannot be inferred and is the correct answer.

A – This is definitely true from the passage

B – The last part of the passage states this

D – This is a trap answer. Just because the public was not impressed with his works under Queen Anne (and the passage never states this) does not mean that in general the public was not impressed with his original works. The latter part of the passage describes several such works with which the public was very impressed

E – This can be inferred from the passage

Q3) In context of the passage, what do these lines imply - *'as a mariner who will no longer hug the coast but crowds all sail to cross the storms of a wide unknown sea'*?

- A. Pope stopped translating other people's works and began creating original works
- B. The public started taking more interest in the real issues of life
- C. Pope started writing about the various aspects of human life
- D. Pope worked as a sailor on a ship which changed his outlook of the world and was responsible for his subsequent writings
- E. Pope decided to venture away from the tried and tested style of writing and attempt new writing styles and subjects**

The quoted lines provide an analogy to Pope's actions at that time. To hug the coast means to stick to the safe zone and not take risks so this mariner is not sticking to the safe zone but rather he is crowding his sails and taking the unknown sea head on. (E) follows best as the answer.

A – This is true but has no connection with the meaning of the quoted lines

B – Same as A

C – Same as A

D – Out of Scope. The passage mentions no such thing.



### **Passage 9**

#### **Topic and Scope**

The passage begins with a mention of two literary works of Nietzsche and goes on to state that these works have been erroneously interpreted by many people leading to an incorrect perception of Nietzsche amongst the people

#### **Passage map**

Para 1 introduces two literary works of Nietzsche

Para 2 states one incorrect interpretation of these works – that they were motivated by Nietzsche’s personal animosity towards Wagner

Para 3 states another incorrect interpretation of these works - that they are concerned more with religious issues than with music

Para 4 asserts that both these interpretations are false

Q1) From the passage it can be inferred that the author viewed Nietzsche as:

- A. A revengeful person
- B. A deceitful individual
- C. A misunderstood person**
- D. A literary genius
- E. An envious person

From the last line of the passage it is clear that the author believes that people’s negative view of Nietzsche’s two works is incorrect, yet a lot of people seem to have this view. (C) follows best from this as the correct answer.

A – The author actually disagrees with this

B – Not stated by the author

D – The passage never mentions anything about Nietzsche’s genius

E – Again this is the view of some people that the author does not agree with

Q2) Each of the following can be inferred from the passage EXCEPT:

- A. The works of Nietzsche mentioned in the passage had a negative tone
- B. According to some people Nietzsche envied Wagner
- C. Nietzsche criticised Wagner for including religion in his texts**
- D. Wagner's literary works were not entirely devoid of Christian elements
- E. A lot of people have, over the years, disagreed with the negative perception of Nietzsche created by his two works on Wagner

In the last line of the 3<sup>rd</sup> para the author states that Nietzsche actually pointed out that Christian elements had found their way into Wagnerian music and not Wagnerian texts (in which they were anyways present). Thus (C) cannot be inferred from the passage and is the correct answer.

- A - The first line of the 2<sup>nd</sup> para states that these works had a virulent and forcible tone i.e. same as negative tone
- B - Supported by the 2<sup>nd</sup> para of the passage
- D - Supported by the last lines of the 3<sup>rd</sup> para
- E - The 2<sup>nd</sup> para states that many people have a negative perception of Nietzsche '*despite all that has been said to the contrary*'. So obviously there have been people who have disagreed with the negative perception of Nietzsche

Q3) Why do some people continue to have a negative perception of Nietzsche with regards to his works mentioned in the passage?

- A. They feel his language is very rude and demeaning
- B. They have chosen to believe rumours rather than verify the facts for themselves**
- C. They have become biased by the personal animosity between Nietzsche and Wagner
- D. They are against the mixing of music with religion
- E. They found Nietzsche's comments blasphemous

The author clearly states in the 2<sup>nd</sup> para that despite enough having been said to the contrary, some people have chosen to believe the rumours about Nietzsche's dislike towards Wagner. (B) follows best as the answer from this.

- A - The passage never implies that Nietzsche's language was demeaning
- C - The passage never states that there was personal animosity between Nietzsche and Wagner, the people assumed this
- D - The passage never mentions people's views on religion
- E - Same as D

### **Passage 10**

#### **Topic and Scope**

The passage discusses how the prosperity or poverty of a nation directly depends on two factors related to the break-up of its population and argues that one of these factors is more important than the other

#### **Passage map**

Para 1 defines annual labour of a nation and states that the prosperity or poverty of a nation depends on the proportion of the produce to the consumers of that produce

Para 2 states that this proportion depends on two factors – the skill in applying this labour and the proportion of employed to unemployed

Para 3 argues that of the above two factors, the first is more important and explains the same by comparing the situation in uncivilised and civilised nations.

Q1) What is the connotation of the term 'savage nations' in context of the passage?

- A. Countries which are for the most part covered with forests
- B. Countries which are primarily uncivilised**
- C. Countries having a large number of old, young, or infirm people
- D. Countries in which hunting and fishing are the main occupations
- E. Countries which are full of wild beasts

The 3<sup>rd</sup> para contrasts savage nations with 'civilized and thriving nations', implying that savage should mean the opposite of this i.e. uncivilised. Hence (B) is the best answer.

A – The passage never states this of savage countries

C – The passage never states that savage nations have a large number of such people

D – The passage does not state that these are the 'main' occupations

E – The passage never states this

Q2) According to the information in the passage, under which of these hypothetical situations will a country be most prosperous?

- A. When the country has a high annual labour produce and high population
- B. When the country has a low annual labour produce and low population
- C. When the country has a low annual labour produce and high population
- D. When the country has a high annual labour produce and low population**
- E. When the country has many highly skilled workers

The opening paragraph of the passage states that the prosperity of a nation depends on the proportion of its produce to the number of consumers for this produce i.e. its population. Obviously this proportion will be the highest when the produce is very high and the number of consumers is very low making every consumer very prosperous. Hence (D) is the best answer.

Q3) According to the information in the passage, each of the following could be a characteristic of a savage nation EXCEPT:

- A. Some part of the population is involved in hunting and fishing
- B. Almost everyone who is capable of working is employed
- C. Poverty is prevalent across the nation
- D. The unemployed consume several times more labour than the employed**
- E. At times people end up dead for want of food

The passage states that in a civilised (and not uncivilised) nation the unemployed at times consume several times more labour than the employed. Thus (D) cannot be inferred about savage or uncivilised nations and is the correct answer.

A, B, C, and E are clearly implied by the last paragraph of the passage.

Q4) Which of the following can most reasonably be inferred from the information in the passage?

- A. The best way for a poor nation to become prosperous is by drastically reducing its population of unemployed
- B. The nature of work that a majority of people in a country are involved with largely determines the prosperity of that country**
- C. Between two nations, the nation with a higher annual labour will always be more prosperous
- D. In uncivilised countries, people take extra care of their infants and elders
- E. Prosperous nations are characterised by an unequal distribution of wealth with the rich getting richer and the poor getting poorer

According to the 2<sup>nd</sup> paragraph, the two factors that determine the prosperity of a country are the intelligence with which people apply their skills and the proportion of the employed to unemployed. The passage subsequently goes on to show that the first of these reasons is more important. **Thus (B) should be the correct answer.**

A – This is the second best way for a nation to become prosperous. The best way is by showing more intelligence in the application of its skills

- C – This may not necessarily be true. If the nation with the higher annual labour has a very high population than it may actually be poorer than the nation with a lower annual labour but lower population as well
- D – Opposite. The passage actually states that at times people in savage or uncivilised countries leave their infants and elderly to die
- E – The passage never mentions the distribution of wealth

### **Passage 11**

#### **Topic and scope**

To state that the aim of politics should be to make the lives of individuals as good as possible and that this cannot be done by encouraging everyone to behave similarly but by allowing individuals to have their own separate points of view

#### **Passage Map**

Para 1 asserts that the aim of politics should be to make the lives of individuals as good as possible and attempts to find what is meant by 'good' in this context

Para 2 states that one way lives of individuals *cannot* be made good is by encouraging them to be alike

Para 3 explains why the concept of different ideals for different individuals makes logical sense

Q1) What is the function of the second paragraph in the passage?

- A. To prove a point stated earlier in the passage
- B. To explain one way in which a particular aim cannot be achieved**
- C. To criticise the teaching style of certain teachers
- D. To conclude that people in general like uniformity in their subordinates
- E. To describe why individual initiative needs to be encouraged

The 'function' of the second paragraph does not mean that we have to summarise what is stated in this paragraph but rather explain why the author is providing this information. Obviously the author talks about the desire for uniformity to explain that this is one way by which good cannot be done for people. Hence (B) is the best answer.

A – There is no such point stated earlier in the passage

C – Too specific; we need to answer why the author does this and not what he does

D – Same as C

E – This description actually comes in the 3<sup>rd</sup> paragraph

Q2) Which of the following is implied by the information in the passage?

- A. It would lead to a lot of confusion if every individual was to have his or her own views
- B. External forces do not determine whether a man turns out good or bad
- C. Most teachers prefer homogeneity among their students' views**
- D. The most important duty of a politician is to ensure the happiness of people
- E. Bernard Shaw was a big fan of Shakespeare's works

The 2<sup>nd</sup> paragraph clearly states that most teachers prefer that their students have a common view on some doubtful point and that they do not like heterodox or unorthodox views. Thus (C) should be the best answer.

A – The passage never states this

B – The last para states that an individuals' *circumstances* i.e. external forces, determine whether he turns out good or bad

D. According to the passage the most important duty of a politician is to make the lives of people as *good* as possible but that may not necessarily mean making their lives 'happy'

E. There is nothing in the passage to suggest this

Q3) Which of the following can be concluded about the author of the passage?

- A. He dislikes politicians who don't try to make the lives of people good
- B. He would be happy if people disagreed with his views**
- C. He is not too fond of Shakespeare's works
- D. He has an oversimplified view of politics
- E. He would be critical of a teacher who encourages his pupils to ask questions

The author clearly supports the point of view that every individual should have his or her own views so he would not want everyone to agree with his views. (B) should be the best answer.

A – The passage never implies that the author 'dislikes' such politicians

C – The passage never states this

D – There is nothing in the passage to suggest this and we cannot use outside knowledge while answering questions. Remember the question does not ask for our opinion of the author

E – Opposite. He would most likely applaud such a teacher.

## **Passage 12**

### **Topic and Scope**

The passage discusses colonial window designs that were recreated by American carpenters and concludes that such windows lend character to a house

### **Passage Map**

Para 1 states that even though American carpenters picked up colonial window designs from the English, they did not blatantly copy these designs but rather introduced some aspect of their earnestness into the same

Para 2 praises the craftsmen who have built these windows and states that these windows can still be found in houses in certain parts of the country

Para 3 concludes that these windows add character to any house as long as the house has a colonial design and that the revival of interest in these windows can partly be attributed to the revival of interest in colonial houses

Q1) Which of the following can be concluded about the colonial windows made by American craftsmen?

- A. Some of them were blatantly copied from the English windows
- B. They may not have been of the same quality as the windows in England**
- C. They were free from all blemishes
- D. They have been copied by craftsmen from other countries
- E. They were primarily found in the Southern plantation areas

The last line of the 1<sup>st</sup> para states that the English windows were much more refined than the American ones. Hence (B) should be the answer.

A – The author states that they were never blatantly copied

C – The author states that the some of these windows were occasionally clumsy

D – This might be true of the English windows but not of the American ones

E – The 2<sup>nd</sup> para states that they are found in several other areas as well



Q2) How does the author prove that the American windows are not a copy of the English ones?

- A. By pointing out that the American carpenters added their own vitality and expression to these windows
- B. By highlighting that the American windows have a slightly different design from the English ones
- C. By providing examples of craftsmen who had never visited England and yet who have successfully made these windows
- D. By pointing out the occasional flaw in the design of these windows**
- E. By stating that the proportions of the American windows were different from the English ones

At the end of the 1<sup>st</sup> para the author states that the American windows are not an imitation because of the occasional clumsiness in their design. Hence (D) should be the correct answer

- A – While this is true, the author does not use this fact to prove that American windows were not copies
- B – The author highlights no such fact
- C – The passage never discusses any such craftsmen
- E – The passage never states this either

Q3) Which of the following would the author of the passage NOT agree with?

- A. The American colonial windows were not copies of the English ones
- B. Colonial windows have always been popular in America
- C. Colonial windows can make a house with any design look more graceful**
- D. American colonial windows were not as refined as the English ones
- E. The American craftsmen used their memory to design these windows

The author states in the last para that colonial windows can make any house with a *colonial* design look good. Hence he would not agree with (C), the correct answer.

- A – The author makes this point at the beginning of the passage itself
- B – This can also be inferred from the passage
- D – This can be inferred from the last line of the 1<sup>st</sup> para
- E – The author refers to the craftsmens' *remembrances* and *remembered motives* while describing how they constructed these windows. This shows that the craftsmen did indeed use their memory to design these windows

Q4) According to the information in the passage, which of these could be a characteristic of American colonial windows?

- A. Unmatched levels of refinement
- B. Well-proportioned design**
- C. Use of high quality wood
- D. Asymmetric design
- E. Standing out in the design of a house

The first paragraph states that the reason for the lasting success of these windows in America are the perfect proportions of these windows. Hence (B) should be the answer.

A – The author actually states that the English windows were more refined than the American ones

C – The passage never mentions 'wood' anywhere

D – The 2nd para actually states these windows had a very well balanced design

E – Again the 2<sup>nd</sup> para implies that these windows blended with the exteriors and interiors of a house very nicely, so they definitely did not stand out

### **Passage 13**

#### **Topic and Purpose**

The passage starts off by stating that Italy views Machiavelli's contribution to it in a positive light and goes on to illustrate how Machiavelli was just an average statesman but an excellent author

#### **Passage Map**

Para 1 states that most nations view Machiavelli in a negative light but Italy views him positively. Also states that the traditional negative view of Machiavelli may not be entirely accurate

Para 2 describes Machiavelli as an average statesman and provides examples of the same. The last line states that he was a flawless author, however

Q1) What is the primary purpose of the second paragraph in the passage?

- A. To highlight major contributions of Machiavelli
- B. To praise Machiavelli's keen observation skills
- C. To discuss contrasting aspects of Machiavelli's personality**
- D. To conclude that Machiavelli was a great author
- E. To state that Machiavelli was not as wicked as a person as he has been historically made out to be

The 2<sup>nd</sup> para states that Machiavelli was an average statesman and provides several examples of the same. However it also states that he had great observation skills and was a flawless writer. Hence (C) should be the best answer.

A – The paragraph does not highlight any major contributions of Machiavelli

B – This is just mentioned in the first line but the para does more than just this

D – While this is also stated, this is not the main purpose of the entire para

E – This is actually stated in the first para and not the second

Q2) Which of the following can be inferred about Machiavelli from the passage?

- A. He was renowned for his oratory skills
- B. The people of his time did not view him as harshly as did later generations**
- C. He was a great statesman and author
- D. He was a poor soldier
- E. Machiavelli was buried in Italy

The first para states that '*the harsh construction of his doctrine.....was unknown to his own day*'; this clearly implies that people at his time did not have as negative a view of Machiavelli as did later generations i.e. (B) is the correct answer.

- A – The passage never mentions Machiavelli's oratory skills
- C - He was just a great author but a poor statesman
- D – The passage states that the soldiery raised by Machiavelli was poor but we can't say that this was necessarily true for Machiavelli as well
- E – The first line of the passage states that it is not clear where Machiavelli's bones rest

Q3) According to the information in the passage, why did Italy provide Machiavelli a cenotaph next to her most famous sons?

- A. Machiavelli was responsible for freeing Italy from the clutches of slavery
- B. Machiavelli's works made Italy famous amongst the European nations
- C. Machiavelli's works were responsible for the re-emergence of Italy as a unified nation**
- D. Machiavelli had been unjustly treated by other countries of the world
- E. Machiavelli started the Italian renaissance by encouraging Italians to be united

The first para states that '*Italy found in them the idea of her unity and the germs of her renaissance*'. (C) can clearly be inferred from this and is the correct answer.

- A – The passage makes no mention of 'slavery'
- B - The passage does not state this either
- D – While this may be true, this is not the reason why Italy so honoured Machiavelli
- E – Machiavelli did not consciously start the renaissance

Q4) The passage implies each of the following EXCEPT:

- A. Several of Machiavelli's assignments as a statesman did not bear any results
- B. At some point of time Machiavelli was assigned the task of protecting Florence
- C. Machiavelli was not very aggressive in his conduct
- D. Machiavelli was a better writer than his contemporaries**
- E. Modern research has helped diminish the negative aura around Machiavelli

While the passage does mention that Machiavelli was a great writer, it does not compare him with any of his contemporaries. Hence (D) is not implied by the passage and should be the correct answer.

- A – This is mentioned in the 2<sup>nd</sup> paragraph
- B - This is mentioned in the 2<sup>nd</sup> paragraph
- C - This is mentioned in the 2<sup>nd</sup> paragraph
- E – This can be inferred from the last sentence of the first paragraph

### **Passage 14**

#### **Topic and Scope**

The passage states that the job of an American housekeeper is a difficult one and describes one difficulty associated with this job

#### **Passage Map**

Para 1 states that the American housekeeper's job is one of the most difficult ones for a woman and that it would become easier if one took some time to acquaint oneself with the more important aspects of the same

Para 2 describes one difficulty associated with the job of a housekeeper – taking it for granted that one requires natural instinct for this job and that training would not be of much help

Q1) What is implied by the lines - *'if in the beginning we take ground from which the whole field may be clearly surveyed'* in the passage?

- A. The American housekeeper's job is one of the most difficult jobs in the world
- B. A survey should be conducted of American housekeepers to identify the more difficult areas of their job
- C. It might be a good idea to have a broad understanding of a housekeeper's job before taking it on**
- D. The job of a housekeeper in America should generally be avoided
- E. An American housekeeper's job might have several dangers associated with it

In context of the passage, the purpose of the quoted lines is to state that one could avoid the dangers associated with a housekeeper's job if one has a good understanding of the same beforehand. (C) states this best and should be the correct answer.

Q2) From the information in the passage, it can be concluded that each of the following may be part of an American housekeeper's job EXCEPT:

- A. To control the amount of food cooked
- B. To keep the house free from certain insects
- C. To keep the house dust free
- D. To prepare breakfast & supper
- E. To purchase groceries**

The passage does not mention that a housekeeper needs to buy groceries, so (E) should be the best answer.

- A - The 2<sup>nd</sup> para states that food is wasted by ignorance about the needed amount of food
- B - 'Moth infestation' is mentioned as a problem in the 2nd para
- C - Again mentioned in the 2<sup>nd</sup> para
- D - Clearly implied in the 2<sup>nd</sup> para

Q3) Which of the following would the author of the passage most likely agree with?

**A. Housekeeping skills can be improved through training**

- B. Housekeeping can make one short-tempered
- C. Housekeeping is for the most part an instinctive task
- D. In some aspects, housekeeping is similar to nest-building
- E. Housekeeping tasks can be done by both men and women

The opening lines of the 2nd para compare housekeeping with any other skill and state that it can be improved through training. Hence (A) should be the best answer.

- B - The 1st para states that housekeeping can be a test of one's temper but this does not necessarily imply that it can make one short-tempered
- C - The first lines of the 2nd para state the opposite
- D - Opposite as described in C above
- E - The passage does not mention this anywhere. In fact the passage mostly ascribes housekeeping tasks to women

### **Passage 15**

#### **Topic and Scope**

The passage discusses the different types of manor courts and their features

#### **Passage Map**

Para 1 introduces the manor court with respect to its sphere of operations and duration between successive meetings

Para 2 discusses different types of manor courts - court baron, customary court, and court leet

Para 3 explains the concept of frank pledge and discusses who comprised the body of attendants at a court

Q1) Which of the following can be inferred from the information in the passage?

- A. The concept of frank pledge was created to promote solidarity within groups of people
- B. The duration between successive meetings of a manor court was not fixed**
- C. A court baron had more powers than a customary court
- D. The manor court was the highest legal authority during the period mentioned in the passage
- E. The manor court did not always have a presiding official

The 1st para states that successive meetings of a manor court were usually held every 3 weeks but this does not mean that they were compulsorily held every 3 weeks. Hence (B) can be inferred from the passage and is the correct answer.

- A - According to para 3, frank pledge was actually intended to deter people from committing dishonest acts
- C. The passage does not provide any such comparison
- D. Extreme option. There might have been higher legal authorities at that time
- E. The passage never states this. In fact from the passage it appears that the manor court always had a presiding official



Q2) Each of the following is mentioned in the passage as a power of the court baron EXCEPT:

- A. To judge matters related to inheritance
- B. To resolve disputes related to grants of land
- C. To punish tenants for negligence of duties
- D. To elect tenants to offices on the manor
- E. To fine petty criminals**

According to the 2nd para, a court leet could judge and punish petty crimes. Hence (E) is the correct answer.

A - Mentioned in the 2nd para

B - Mentioned in the 2nd para

C - Mentioned in the 2nd para (*'fining of tenants.....'*)

D - Mentioned in the 2nd para

Q3) According to the information in the first para, the fact that *'in some manors no trace of a meeting is found more frequently than three times, or even twice, a year'* does NOT necessarily suggest that:

- A. more meetings were actually not held during that period**
- B. meetings were not necessarily held every three weeks
- C. informal meetings may have been held during this period
- D. manor courts probably did not keep a record of all their meetings
- E. some courts met fewer times than the others

The last line of the 1st para states that just because in some manors meetings were held twice or thrice a year does not necessarily mean that in these manors more informal meetings were not held during that period. Hence the information in the quoted line does not suggest that more meetings were actually not held during that period i.e. (A) is the correct answer.

B - Opposite. This information actually does suggest that meetings were not always held every three weeks

C - Opposite. This information could suggest that informal meetings may have been held during that period

D - Again if unrecorded informal meeting are a possibility then the quoted lines do suggest that manor courts probably did not keep a record of all their meetings

E - Opposite. This information clearly suggests that some courts met fewer times than the others

Q4) According to the information in the passage, which of the following is a point of difference between a court baron and a court leet?

- A. A court baron could elect tenants to petty offices whereas a court leet could not
- B. A court leet was authorised by the king whereas a court baron was not
- C. A court baron treated a steward as a presiding official whereas a court leet treated a steward as a judge**
- D. A court baron could judge matters related to inheritance whereas a court leet could not
- E. A court leet was always connected to the frank pledge whereas a court baron was not

The 3rd para states that '*In the court baron and the customary court it was said by lawyers that the body of attendants were the judges, and the steward, representing the lord of the manor, only a presiding official, while in the court leet the steward was the actual judge of the tenants*'. Thus (C) is clearly the correct answer.

A - The passage describes a court leet as a body that could, in addition to what a court baron could do, also do a few other things such as punish petty crimes and breaches of contract. Hence a court leet could do everything that a court baron could do but a court baron could not do everything that a court leet could do.

B - A court leet may not always have been authorised by the king as implied by the lines '*authority to hold such a court either actually or supposedly from a grant from the king*'

D - Same as A

E - Again the passage states that a court leet was *usually* (and not 'always') connected to the concept of a frank pledge