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Digital SAT[®] Practice Questions 2024

Philip Geer, Ed.M.,
and Stephen A. Reiss, M.B.A.

Dedication

To my teaching colleagues in the United States, Singapore, Hong Kong, and Australia, particularly Dr. Peter Saunders and Dr. Robert Wilks, with whom I enjoyed many interesting discussions about the English language and other subjects over the years.

And, as always, to my wife Susan for all her help and support.

—Philip Geer

To Iris Lowe-Reiss, my in-home editor and wife-for-life. And thanks to my parents, Elinor and Oscar Reiss, who supported me in all of my endeavors.

To Jennifer Goodenough, my editor, cheerleader, and friend.

—Steve Reiss

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Introduction

What Is the SAT? How Is It Used?

As you probably know, many colleges use the SAT as one of several ways to assess a student's readiness for college-level work. Other important measures used are high school grades and teacher recommendations. Unlike many countries, the United States does not have a common national exam that must be taken by all students to earn a high school diploma. In one sense, therefore, the SAT can be seen as a means to give colleges a common standard by which to assess students' proficiency.

The SAT tests skills in reading, writing, and mathematics, using predominantly multiple-choice questions. (Some of the mathematics questions require you to type in the answers.) Because the test aims to assess readiness for college, the level of the material on it is about the level of work done in the first and second years of college. However, the SAT does not require you to have specialized knowledge of any subject.

The SAT is prepared by the College Board, an organization that promotes college education in the United States. Students can go to the College Board's website at <http://sat.collegeboard.org/home> for detailed information on when the test is given and how to register for it.

Students typically take the SAT in their junior or senior year of high school. They can also retake the test to improve their scores. The College Board has a policy called Score Choice that allows students to have only their best score report sent to colleges to which they have applied for admission. Some colleges accept Score Choice, and others do not. To find out if your selected colleges accept Score Choice and to find further information about how this process works, go to

<http://sat.collegeboard.org/register/sat-score-choice>.

The SAT tests the skills that you have developed over the entire course of your education. Whenever you write an essay or solve a mathematics problem, you are developing these skills. However, this does not mean that you should not do additional preparation for this important test. Carefully focused preparation over several weeks (or, even better, a number of months) will almost certainly help you to do better—in many cases, much better. Experts with many years of experience preparing students for the SAT and students who have achieved high scores on the SAT agree that the best way to do well is to practice using well-designed materials that provide full explanations of the answers. This is where this book will help you succeed!

The New Digital SAT

Beginning in the fall of 2023, the SAT will no longer be a paper test. International students will be the first to take this digital test followed by U.S. students in the spring of 2024. The new digital exam will continue to test mathematics, reading, and grammar. However, the length of the test will be reduced from three hours to two and calculator use will be permitted on all math sections. The reading passages will also change, featuring shorter passages and fewer questions. In addition, the new computer-based exam will be adaptive; i.e., it will increase or decrease the level of difficulty based on the test taker's performance. This book will provide you with the most additional practice with drills on Reading, Writing, and Math questions you will see on test day.

The SAT Format

The SAT is now a little over two hours and contains two parts: Reading and Writing and Math. Each test contains two modules. The first module is of standard difficulty, while the second module is based on adaptive difficulty, meaning how well you did on the first module for Reading and Writing and Math. The Math modules now allow you to use a calculator whenever you need to. You can either bring your own or use the one provided for you within the exam interface.

Reading and Writing Modules—32 Minutes, 27 Questions

Reading

Passages are shorter, no longer than 150 words, with just one attached question and the same great variety of genres, including drama and poetry.

Questions are broken down into the following categories:

- Words in Context
- Structure and Purpose
- Central Ideas and Details
- Quantitative Evidence
- Textual Evidence
- Inferences

Writing

Questions are broken down into the following categories:

- Number and Tense Agreement
- Punctuation
- Sentence Structure and Organization
- Transitions
- Notes Analysis (Rhetorical Analysis)

Math Modules—35 Minutes, 22 Questions

There is a mix of multiple-choice and student-response questions as follows:

- Algebra
- Problem Solving and Analysis
- Advanced Math
- Geometry and Trigonometry

Your Test Scores

After you take the SAT, you will receive scores that will help you to evaluate your performance and tell you where your strengths and weaknesses lie. These scores usually fall between 200–800 in all Reading and Writing modules as well as the Math modules for a total perfect score of 1600.

The SAT can be taken multiple times.

Percentile Scores

You will receive a percentile ranking of 1 to 99 for your total composite score as well as for each of your section scores in Reading and Writing and in Math. The percentiles tell you how well you performed compared with other students taking the test. For example, if you receive a composite percentile ranking of 92%, you have achieved a higher score than 92% of all students taking the test.

Using This Book

The practice questions in this book are modeled after what we expect to see on the new digital exam. They closely resemble the new question types in Reading, Writing, and Math you will most likely see on test day in format, content, and level of difficulty. If you work diligently on them, you will greatly improve the skills you need to do well.

Work through each section, starting with the area you may need more practice in. When you go over your answers, carefully read the answer explanation for every question you answered incorrectly so that you fully understand the question and how to answer it. This will enable you to concentrate on developing the skills needed for each type of module of the test. Good luck!

Reading and Writing

The ability to understand what you read and to put that knowledge to work for you in other applications is an important skill that spans almost every interest, subject, or future dream you have. Consequently, the College Board includes on the digital SAT a portion that tests your reading and writing skills.

Do you want to earn a high score on the digital SAT? First, learn to read, and then learn to read well. What does that mean? To answer that question, let's break down the process into a few of its basic parts.

Learn to Read, Part 1: Sight Vocabulary

Learn as many words as you can. Know what each word means and how it's used in sentences. "What words should I learn before the test?" That's the wrong question. No one can predict exactly what unfamiliar words you will encounter on the digital SAT, in your college classes, or in the career you choose. You can make reasonable assumptions as you prepare, however, and you should do exactly that. A pragmatic approach is to learn as many words as you can using word games and puzzles in as many applications as possible. In other words, make learning new words a way of life.

"How do I answer a digital SAT Reading question if I don't understand what a word means?" Now, that is a good question! Well, there are tricks to the trade—ways to help you figure out what a word means even if you've never seen it before in your life, which leads us to the next key point. The next part contains one of the best ways to answer vocabulary-based questions correctly.

Learn to Read, Part 2: Context, Context, Context

You have years of reading classes in your rearview mirror, so you probably already know about context clues and how to use them. But be smart. Context can be your best friend when you're taking your reading skills to the next level. Context is so important that about 34% of the reading questions on the digital SAT will be about "words in context."

It's easy to practice. Whatever you're reading—whether it is a textbook, newspaper, novel—when you encounter a word that you don't recognize or know what it means, pause a minute. Don't put the term into your search engine to find the definition—yet. First, use all of those context clue ideas you learned in reading class to figure it out. Then, when you look up the definition, one of two things will happen: either you'll feel really, really good because you got it correct, or if you didn't figure out the meaning, you'll have learned a new word that you will probably never forget. It's a win-win.

Learn to Read Well: Application

Application puts together several important skills that you need for success on the Reading portion of the digital SAT.

What's the point of reading? Why do we learn to read? Reading is an amazing form of communication. It allows us to learn from others in a tangible form that reaches into the intangible world. Like stepping into a time machine, you can read a written work and discover the thoughts and ideas of people long gone, of different nationalities and cultures, and of almost every field of endeavor ever done by humans. When you know how to read and to read well, you can tap into the thoughts, motives, emotions, and ideas of others.

So what do we get out of reading? Sometimes just pleasure. Becoming part of a story, learning a new skill, and discovering a different way to view something can all be a lot of fun. But reading well is also a survival skill. To know how to read well is to know how to succeed. We live in a world that spins around written words—in print and in digital formats. Inestimable billions and billions of words are generated moment by moment, with a

person behind each one of those words. Most writers are trying to get your attention, to have you at least understand what they are communicating, and often those writers are attempting to convince you to agree with them. To read well is to be aware of the aims behind what has been written.

The ability to read well is very powerful. Written words should be handled with care, which is why the application step is so very important. Once you understand how words are defined and used in context, you must decide what the author means by using those words in that way. You can easily see the magnitude of this when you realize that in the digital SAT, about 66% of the reading questions are dedicated to the application step.

Here are the main components of the application step.

Structure and Purpose

In these questions, you must identify the main purpose of the text. Doesn't that make sense? Of course, figuring out why—for what purpose—the author wrote the text will help you better understand what is being said. Sometimes you will be asked to select the function or purpose of an underlined sentence or word(s) within the text, or the question might ask you to select the overall structure of the text. In other words, you need to be able to spot what organizational tools or approaches the writer used to convey ideas.

Cross-Text Connections

Think of all the works that have been written in the last 1,500-plus years in just the various forms of English alone. Could there be very many subjects that have escaped the written word? Consequently, you can expect to find multiple writers who view any given subject from every possible point of view. You name it; you'll find it. Conflict and agreement. Shades of difference and outright hostility. Fence straddling and pushing-the-opponent-into-the-deep-end-of-the-pool-type approaches. The digital SAT Reading portion will include fewer questions of this type on the test. Remember that each question will include two passages, so Cross-Text Connections will still be a significant part of the test.

Cross-Text Connections require you to compare the views, arguments, points of agreement, opinions, and so forth of two different writers, usually on the same topic. This type of question tests your skills on several levels as you evaluate what a given author says and determine how that relates to the writing of the other author. In the twenty-first century, having these skills is essential. Technology has allowed writers to post online opinions, how-to articles, advice, and so forth in forms ranging from blogs to e-books about every subject under the sun. Yet, for the most part, very little of what is posted is fact-checked. You need to develop the ability to spot errors in logic and to identify sound reasoning, to understand conflicting viewpoints, and to compare shades of agreement as well as differences.

The digital SAT Reading test writers are spot-on and include this question type in the test to motivate you to hone your Cross-Text Connection skills.

Central Ideas and Details

You may be comfortable with the Central Ideas and Details portion of the test because it consists of more traditional types of questions. Of course, you need to recognize the main idea of the text as well as the details that surround that main idea. What point is the writer making? Do be careful, however, not to confuse Central Ideas and Details questions with Structure and Purpose questions. For example, I am writing this paragraph to help you do better on the digital SAT Reading test (my purpose). My structure includes using a rhetorical question, some cautionary advice, and an example to communicate my purpose. The main idea of this paragraph is that Structure and Purpose questions can be easily confused with Central Ideas and Details questions.

Here's the point: When a question asks you, "Which choice best states the main idea of the text?" be sure your answer choice is the main idea and not the writer's purpose.

Quantitative Evidence and Textual Evidence

Quantitative Evidence and Textual Evidence both center on their common word: evidence. In both types of questions, you will be looking to see what

the author of the given text is claiming or what conclusion the author has drawn. Then you will use the available evidence to see if the claim or conclusion has any merit. The questions will ask you to select which answer choice supports, weakens, or illustrates the author's claim. The biggest difference between the two question types is where you will look to find the evidence.

- In the case of Quantitative Evidence, you will be looking at images such as maps, graphs, and charts to find the evidence. So be sure to look at the fine details of whatever graphic accompanies the text in order to recognize the correct answer.
- In Textual Evidence questions, the evidence (to a certain degree) will be found among the answer choices. For example, a researcher claims that yellow jelly beans taste better than red jelly beans based on his observations of children eating only the yellow jelly beans at a party. If the question asks you to find the answer choice that weakens the researcher's claim, you will want to look for that one answer choice that provides the best evidence that yellow jelly beans do not really taste better than red jelly beans. This is an example of a possible correct answer choice: "An independent study of the effects of eating jelly beans on the taste receptor cells found that red jelly beans stimulated more positive gustatory responses than any other color."

Inferences

Inference is a type of logic in which you make an educated guess (using your reasoning powers) based on clues in the text and information based on your own experiences (forms of evidence) in order to determine what the writer is suggesting or implying. Once you have made inferences, you can use them to draw conclusions. Historically, making inferences was called "reading between the lines."

Inference questions are often based on lengthy passages resulting in the reader needing to pull clues from several different places in the selection. On the digital SAT Reading test, however, you will be given just a few sentences from which to gather the clues. Don't assume that this will make

It easier. Because the clues will be more concentrated, your reasoning skills will need to be razor focused as well.

Notes Analysis (Rhetorical Analysis)

The College Board has added a new question type in the digital SAT Reading and Writing test that requires you to use your rhetorical synthesis skills.

These questions incorporate a bit of storytelling within the questions themselves. They usually begin with a sentence telling you that a student took some notes while researching a topic. A bulleted list of notes follows. Then they give you more information about the student and what the student wants to do with the notes. Sometimes the student's goal is to prove or disprove a point, suggest a plan of action based on information from the notes, emphasize a conclusion, summarize the information, and so forth. Your job is to decide which of the answer choices supplies the best statement based on the notes that accomplish the student's goal.

Be careful not to get confused by all those notes. Find out what the goal is first, and then read the notes to see which ones are relevant to the student's goal. By establishing that information first, you should be able to eliminate the incorrect answer choices quickly.

The digital SAT also includes the types of grammar and punctuation questions you have come to expect on a standardized test. These include:

TIP

Pay close attention to conjunctive adverbs.

-
- Number and Tense Agreement (subject/verb agreement, pronoun/antecedent agreement, verb tense agreement, and so forth)
 - Punctuation
 - Sentence Structure and Organization
 - Transitions

Math

There are two Math modules on the new digital SAT. The first module will be standard difficulty. The second module will be adaptive, meaning it has a difficulty level based on how you did on the first module. Each module contains 22 questions.

Both multiple-choice and student-response (fill-in) questions will appear in the new Math modules. The fill-in questions are sprinkled in about 25% of the exam. They do not appear together the way they did on the paper-based SAT.

The questions will be about 35% Algebra, 35% Advanced Math, 15% Problem-Solving/Data Analysis, and 15% Geometry and Trigonometry. All numbers used in the digital SAT are real numbers. The SAT no longer includes imaginary and complex numbers.

Calculators

Calculators are now permitted on this portion of the SAT. You can bring your own calculator or use the one provided in the program. Also available is a math reference sheet with geometry and trigonometry facts and formulas. Both features can be clicked on right from your computer screen.

- Make sure your calculator has fresh batteries the week of the test.
- Do not purchase a calculator for the test that is more sophisticated than the one you use in school. A graphing calculator may be useful, but most of the graphs can be sketched quickly by hand.
- Try to do as many of the calculations as you can mentally; use your calculator or the one provided by the program to make computations that would waste valuable time if done by hand.

The level of difficulty on the Math section of the digital SAT generally proceeds from easy to medium to hard. The following question would appear in the difficult section.

▶ Example

$$-16x^2 - 24x + m = 0$$

In the equation above, m is a constant. If the equation has exactly one solution, what is the value of m ?

- (A) -9
- (B) -3
- (C) 0
- (D) 9

The correct answer is (A). When looking for the number of solutions, use the discriminant. For exactly one solution, the discriminant states:

$$\begin{aligned}b^2 - 4ac &= 0 \\-16x^2 - 24x + m &= 0 \\a = -16 \quad b = -24 \quad c = m \\(-24)^2 - (4)(-16)(m) &= 0 \\576 + 64m &= 0 \\576 &= -64m \\m &= -9\end{aligned}$$

The digital SAT includes negative answers for the first time.

▶ Example

What is the *least* value of $\sqrt{(x+2)^2} = \sqrt{4x+13}$??

Square both sides, and solve for x .

$$\begin{aligned}(\sqrt{(x+2)^2})^2 &= (\sqrt{4x+13})^2 \\(x+2)^2 &= 4x+13 \\x^2+4x+4 &= 4x+13 \\x^2-9 &= 0 \\(x+3)(x-3) &= 0 \\x = -3 \quad x = 3\end{aligned}$$

Check for extraneous solutions.

$$x = -3$$

$$\sqrt{(-3 + 2)^2} = \sqrt{4x + 13}$$

$$1 = 1$$

$$x = 3$$

$$\sqrt{(3 + 2)^2} = \sqrt{4(3) + 13}$$

$$\sqrt{25} = \sqrt{25}$$

$$5 = 5$$

Both 3 and -3 are solutions to the problem. However, the question asks for the *least* value, so enter your -3 on your digital test form.

Reading

Reading Practice Questions

Words in Context

When you are attempting to discover the meanings of words, look for context clues, such as:

- **Definition** (Some older churches contain feretories, shrines used to house relics of saints.)
- **Example** (There are some members of the lily family that we eat every day,—for example, garlic.)
- **Comparison** (An oriel is like a large bay window with attitude.)
- **Contrast** (Unlike the silk flowers in the hall, origami is made of paper.)
- **Restatement** (She realized that her new boss was irascible. In other words, the boss had a quick temper.)
- **Synonym** (He sent in troops to quash, or subdue, the rioting crowd.)
- **Detail** (Frontogenesis occurred over central Texas last night. Cold air from the north collided with warm Gulf air to produce thunderstorms.)

Remember, context clues can lead to the identity of any word you may see in an online article, a book you may be reading, or instructional materials you see in your classroom. The bulleted items mentioned above will be your tools (clues) to do just that!

Try to practice by observing interesting words you may see throughout your busy day that you are not sure the meaning of. Then look for the context

clues to help! This is a good type of SAT question. It also helps to build your vocabulary.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

1. This text is from Anne Fadiman, *Ex Libris: Confessions of a Common Reader*, copyright © 1998 by Anne Fadiman.

I call the “to each his own” quandary the His’er Problem, after a solution originally proposed by Chicago school superintendent Ella Young in 1912: “To each his’er own.” I’m sorry. I just can’t. My reactionary self has aesthetic as well as grammatical standards, and his’er is hideous. Unlike Ms., his’er could never become reflexive. (I might interject here that when I posed the His’er Problem to my brother, who was raised in the same grammatical hothouse as I, he surprised me by saying, “I won’t say his’er. That would be a capitulation to barbarism. But I would be willing to consider a more rhythmically acceptable neologism such as hyr or hes, which would be preferable to having to avoid his by plotting each sentence in advance like a military campaign.”)

As used in the text, what does the word “neologism” most nearly mean?

- (A) New word
 - (B) Contraction
 - (C) Pronoun
 - (D) Correct word
2. The following text is from the beginning of short stories by F. Scott Fitzgerald in *Flappers and Philosophers*, originally published in 1920.

There he paused for a moment until his eyes became accustomed to the sun, and then seeing the girl under the awning he uttered a long even grunt of disapproval. If he had intended thereby to obtain a rise of any sort he was doomed to disappointment. The girl calmly turned over two pages, turned back one, raised the lemon mechanically to tasting distance, and then very faintly but quite unmistakably yawned.

As used in the text, what does the word “rise” most nearly mean?

- (A) Increase
- (B) Greeting
- (C) Reaction
- (D) Wave

3. This passage is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

I’ve already noted what “a few more days” would mean to the luckless troops and sailors on the spot, and as to being thoughtful when “opening up the age of nuclear warfare,” of course no one was focusing on anything as portentous as that, which reflects a historian’s tidy hindsight. The U.S. government was engaged not in that sort of momentous thing but in ending the war conclusively, as well as irrationally remembering Pearl Harbor with a vengeance.

As used in the text, what does the word “tidy” most nearly mean?

- (A) Clean
- (B) Orderly
- (C) Substantial
- (D) Satisfactory

4. This passage also is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

Understanding the past requires pretending that you don’t know the present. It requires feeling its own pressure on your pulses without any ex post facto* illumination. That’s a harder thing to do than Joravsky seems to think.

As used in the text, what does the word “illumination” most nearly mean?

- (A) Exaggeration
- (B) Intellectual enlightenment
- (C) Pretension to knowledge
- (D) Spiritual enlightenment

5. This passage is from Irving Kristol, *Reflections of a Neoconservative*, copyright © 1983 by Irving Kristol.

A _____ society, a society whose civilization is shaped by market transactions, is always likely to reflect the appetites and preferences of common men and women. Each may not have much money, but there are so many of them that their tastes are decisive.

Which choice completes the text with the most logical and precise word or phrase?

- (A) socialistic
- (B) commercial
- (C) philosophic
- (D) philanthropic

6. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Some emerging zoonoses cause major economic impacts for _____ because of their presence in food production species such as poultry (H5N1) and swine (Nipah virus). For example, the highly pathogenic H5N1 avian influenza virus that appeared in Asia during 1997 and reached 51 countries by early 2010 caused billions of dollars in losses for the poultry industries of those countries.

Which choice completes the text with the most logical and precise word or phrase?

- (A) horticulture
- (B) forestry
- (C) hydroponics

(D) agriculture

7. The following passage is from Alexis de Tocqueville, *Democracy in America*, translated from French into English by Henry Reeve and originally published in 1835. Alexis de Tocqueville was a French writer and visitor to the United States.

When I _____ to obey an unjust law, I do not contest the right of the majority to command, but I simply appeal from the sovereignty of the people to the sovereignty of mankind.

Which choice completes the text with the most logical and precise word or phrase?

- (A) demand
- (B) acquiesce
- (C) refuse
- (D) assent

8. The following passage is from “Sustainability and Renewable Resources” by Steven Hayward, Ph.D., Elizabeth Fowler, and Laura Steadman, copyright © 2000 by the Mackinac Center for Public Policy, Midland, Michigan.

Renewable resources are subject to a variety of _____, often more powerful than those acting on non-renewables. They are inexhaustible in the sense that they can be continually recycled, but this does not mean they are infinite in amount and does not prevent their degradation.

Which word choice completes the text with the most logical and precise word or phrase?

- (A) stresses
- (B) conditioned responses
- (C) protections
- (D) refuges

9. The following passage is from OECD/Nuclear Energy Agency (2000), “Nuclear Energy in a Sustainable Development Perspective,” www.oecd-nea.org/sd.

Many instances of unsustainable resource use can be attributed not only to a lack of a well-functioning market, but to perverse institutional or legal incentives, such as a lack of property rights to resources, or (especially in underdeveloped nations) a lack of ready resource alternatives.

As used in the text, what does the word “perverse” most nearly mean?

- (A) Convoluted
 - (B) Corrupt
 - (C) Caused by selfishness
 - (D) Arising from obstinate persistence in an error
10. This passage is from Freeman Dyson, *Disturbing the Universe*, copyright © 1979 by Freeman J. Dyson.

If a scientist asserts that the stars at these immense distances have a decisive effect on the possibility of human existence, he will be suspected of being a believer in astrology. But it happens to be true that we could not have survived if the average distance between stars were only two million million miles instead of twenty.

As used in the text, what does the word “decisive” most nearly mean?

- (A) Resolute
 - (B) Important
 - (C) Extreme
 - (D) Conclusive
11. This passage is from Elizabeth Zubritsky, “NASA Finds Friction from Tides Could Help Distant Earths Survive, and Thrive,” NASA’s Goddard Space Flight Center.

As anybody who has started a campfire by rubbing sticks knows, friction generates heat. Now, computer modeling by NASA scientists

shows that friction could be the key to survival for some distant Earth-sized planets traveling in dangerous orbits.

As used in the text, what does the word “dangerous” most nearly mean?

- (A) Likely to cause harm
- (B) Threat
- (C) Certain to be destroyed
- (D) Risky

12. This passage is from John L. O’Sullivan, “The Great Nation of Futurity.” It was originally published in 1839.

We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on a seat of supremacy.

As used in the text, what does the word “suffered” most nearly mean?

- (A) Felt guilty
- (B) Endured pain
- (C) Objected to
- (D) Permitted

13. This poem, lines 1–6 are from “The Hurricane” by Philip Freneau, published in 1785.

Happy the man who, safe on shore,

Now trims, at home, his evening fire;

Unmov’d he hears the tempests roar,

That on the tufted groves expire:

Alas! On us they doubly fall.

Our feeble barque must bear them all.

As used in the text, what does the word “barque” most nearly mean?

- (A) Sailor
- (B) Sailing vessel
- (C) Storm
- (D) Pilot

14. This passage is from Sir Arthur Conan Doyle, *The Great Boer War*, published in 1900.

But it was different with the Dutch. That very rudeness of climate which had so impressed the Portuguese adventurer was the source of their success. Cold and poverty and storm are the nurses of the qualities which make for empire. It is the men from the bleak and barren lands who master the children of the light and the heat. And so the Dutchmen at the Cape prospered and grew stronger in that robust climate.

As used in the text, what does the word “nurses” most nearly mean?

- (A) Things that foster certain characteristics in people
- (B) Persons trained to look after the sick and injured
- (C) Persons who are skilled in conserving precious resources
- (D) Foods that are nutritious in a cold, inhospitable climate

15. This passage is from “Scientists Locate Deep Origins of Hawaiian Hotspots,” press release 09-232, December 3, 2009, National Science Foundation.

The location of the Hawaiian Islands in the middle of the Pacific Ocean had hampered past efforts to _____ its deep structure. Seismometer deployments limited to land sites on the islands did not provide sufficient coverage for high-resolution imaging, and Hawaii is also far from the most active circum-Pacific zones of earthquakes. Therefore, scientists turned to a more technologically challenging, marine approach by placing temporary instrumentation on the seafloor to record seismic waves.

Which choice completes the text with the most logical and precise word?

- (A) transform
- (B) exclude
- (C) resolve
- (D) counteract

16. This passage is from W. E. B. Du Bois, *The Souls of Black Folk*, originally published in 1903.

Being a problem is a strange experience,—peculiar even for one who has never been anything else, save perhaps in babyhood and in Europe. It is in the early days of rollicking boyhood that the revelation first bursts upon one, all in a day, as it were. I remember well when the shadow swept across me. I was a little thing, away up in the hills of New England, where the dark Housatonic winds between Hoosac and Taghkanic to the sea. In a wee wooden schoolhouse, something put it into the boys' and girls' heads to buy gorgeous visiting-cards—ten cents a package—and exchange. The exchange was merry, till one girl, a tall newcomer, refused my card,—refused it peremptorily, with a glance. Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil.

As used in the text, what does the word “revelation” most nearly mean?

- (A) The author's realization that despite their different skin color, whites and blacks are fundamentally the same
- (B) The author's realization that blacks are not part of the white people's world
- (C) The author's learning that not everyone is kind
- (D) The author's realization that he could beat his white classmates at examinations and in a footrace

17. This passage is from W. E. B. Du Bois, *The Souls of Black Folk*, originally published in 1903.

After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world,—a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity.

As used in the text, what does the word “second-sight” most nearly mean?

- (A) The unique ability of Negroes to visualize future events
- (B) An awareness of the injustice of how the whites treat Negroes
- (C) The whites' view of the world
- (D) A mystical ability to perceive reality directly

18. This passage is from W. E. B. Du Bois, *The Souls of Black Folk*, originally published in 1903.

This, then is the _____ of his striving: to be a co-worker in the kingdom of culture, to escape both death and isolation, to husband and use his best powers and his latent genius.

Which choice completes the text with the most logical word or phrase?

- (A) estimate
- (B) estrangement
- (C) end
- (D) enhancement

19. This passage is from Joseph Conrad, *Lord Jim*, originally published in 1917.

When a water-clerk who possesses Ability in the abstract has also the advantage of having been brought up to the sea, he is worth to his employer a lot of money and some _____.

Which choice completes the text with the most logical word or phrase?

- (A) chastening
- (B) cautious encouragement
- (C) audacious criticism
- (D) humoring

20. This passage is from Gilbert Highet, *The Art of Teaching*, copyright © 1950 by Gilbert Highet.

His methods were, first, the modest declaration of his own ignorance—which imperceptibly flattered the other man and made him eager to explain to such an intelligent but naive inquirer; second, his adaptability—which showed him the side on which each man could be best approached; and, third, his unfailing good humor—which allowed him always to keep the conversation going and at crises, when the other lost his temper, to dominate it.

As used in the text, what does the word “naive” most nearly mean?

- (A) Innocent
- (B) Guileless
- (C) Uninformed
- (D) Credulous

21. This passage is from Charles A. Eastman (Ohiyesa), *The Indian Today: The Past and Future of The First American*, originally published in 1915.

It was not, then, wholly from ignorance or improvidence that he failed to establish permanent towns and to develop a material civilization. To the untutored sage, the concentration of population was the prolific mother of all evils, moral no less than physical. He argued that food is good, while surfeit kills; that love is good, but lust destroys; and not less dreaded than the pestilence following upon crowded and unsanitary dwellings was the loss of spiritual power inseparable from too close contact with one’s fellow men.

As used in the text, what does the phrase “untutored sage” most nearly mean?

- (A) A wise person who lacks formal education
- (B) A wise person who has not received religious instruction from tribal elders
- (C) A teacher pretending to be knowledgeable but who, in reality, has little knowledge
- (D) A foolish person

22. This passage is from Anne Fadiman, *Ex Libris: Confessions of a Common Reader*, copyright © 1998 by Anne Fadiman.

He replied, “Males. I was thinking about males. I viewed the world of literature—indeed, the entire world of artistic creation—as a world of males, and so did most writers. Any writer of fifty years ago who denies that is lying. Any male writer, I mean.”

I believe that although my father and E.B. White were not misogynists, they didn’t really see women, and their language reflected and reinforced that blind spot. Our invisibility was brought home to me fifteen years ago, after *Thunder Out of China*, a 1946 best-seller about China’s role in the Second World War, was reissued in paperback.

As used in the text, what does the phrase “see women” most nearly mean?

- (A) Regard women as human beings
- (B) Notice women
- (C) Take women seriously
- (D) Have women as friends

23. This passage is from Anne Fadiman, *Ex Libris: Confessions of a Common Reader*, copyright © 1998 by Anne Fadiman.

What I am saying here is very simple. Changing our language to make men and women equal has a _____. That doesn’t mean it shouldn’t

be done. High prices are attached to many things that are on the whole worth doing.

Which choice completes the text with the most logical and precise word or phrase?

- (A) calling
- (B) following
- (C) cost
- (D) market

24. This passage is from Henry Van Dyke, *The Americanism of Washington*. It was originally published in 1906.

They were really imprudent, and at heart willing to take all risks of poverty and death in a struggle whose cause was just though its issue was dubious. If it be rashness to commit honor and life and property to a great adventure for the general good, then these men were rash to the verge of reckless.

As used in the text, what does the word “issue” most nearly mean?

- (A) Offspring
- (B) Moral principle
- (C) Outcome
- (D) Controversial topic

25. This passage is from Henry Van Dyke, *The Americanism of Washington*. It was originally published in 1906.

He _____ profitable office and sure preferment under the crown, for hard work, uncertain pay, and certain peril in behalf of the colonies.

Which choice completes the text with the most logical word or phrase?

- (A) pursued
- (B) garnered
- (C) glorified

(D) forfeited

Answer Explanations

1. **(C)** The author is discussing new words that have been suggested to replace the word “his” used to refer to both males and females.
2. **(C)** Immediately before the word “rise” is used, the old man is described as grunting: “There he paused . . . grunt of disapproval,” suggesting that he intended to communicate something to the girl. Thus, in context, “rise” means “reaction.”
3. **(B)** In context, the word “tidy” means “orderly.” The author is saying that the historian can use hindsight to analyze events of the past in an orderly manner. An example of this is that they know the implications (such as “opening up the age of nuclear warfare”) of events, whereas the people involved in them could not know such implications. Thus, the historian, using hindsight, can fit everything into an orderly view of what happened.
4. **(B)** In context, the word “illumination” means “intellectual enlightenment.” The author is saying that to understand the past one, must put aside one’s knowledge of subsequent events and not consider any intellectual enlightenment that comes with considering these later events.
5. **(B)** The clause that follows the blank defines the correct word choice: “A society whose civilization is shaped by market transactions, . . .” Of the choices given, only (B), a commercial society, would be shaped by “market transactions.”
6. **(D)** Once again, the correct answer choice has, by definition, a characteristic that is unique in contrast to the other three answer choices. In this case, only agriculture includes domestic farm animals, such as poultry and swine.
7. **(C)** The clue to the correct answer here is in “I do not contest the right of the majority to command. . . .” The subordinate clause that

introduces the sentence begins with “when,” which means in this context “at the same time.” In other words, “At the same time I _____ to obey . . . , I do not contest the right. . . .” To contest something is to oppose it. Logically, then, to oppose obeying an unjust law would mean to refuse to obey it.

8. **(A)** The key point of the excerpt is that just because some resources are renewable does not mean they are infinite in amount. That distinction is significant, and the correct answer will provide a word that correctly labels the “powerful” elements that are working against renewable resources. Of the four choices, only “stresses” is logical in this context.
9. **(D)** In context, “perverse” means “arising from obstinate persistence in an error.” The author is saying that often unsustainable resource use is encouraged by policies that continue despite evidence that they do not work.
10. **(D)** The main argument in the passage is that the universe seems designed for life, so it is reasonable that the word “decisive” means “conclusive.” The author is saying that without the great distances between stars, life would be impossible.
11. **(A)** In context, “dangerous” means “likely to cause harm.” This can be inferred because the sentence in which the word “dangerous” is used is about “the key to survival for some . . . planets.” A dangerous orbit is one likely to cause harm to the planet in that orbit.
12. **(D)** From the context, it can be inferred that “suffered” means “permitted.” The author is pointing out that Americans never suffered (permitted or allowed) themselves to be motivated by acquiring crowns or thrones, the symbols of “a seat of supremacy.”
13. **(B)** A barque is a sailing vessel. The poem contrasts the man who is safe on shore during the hurricane and those people on whom the storm is falling. In the context of this scene, “Our feeble barque must bear them all” reveals that the barque, the boat, must bear the raging storm and must bear the people seeking survival in it.

14. **(A)** The author says, “Cold and poverty and storm are the nurses of the qualities which make for empire.” Clearly, he means that hardships fostered these characteristics in the Boers. The author explains: “It . . . climate” (lines 64–67).
15. **(C)** Context tells us that scientists were having difficulty conducting their studies of the deep structure of the Hawaiian Islands. The text includes such words and phrases as “hampered,” “limited,” and “not provide sufficient coverage.” These words denote negative outcomes. The focus is that “the location . . . hampered past efforts to its deep structure.” The word “resolve” implies dealing with difficulties, and one of the synonyms of “to resolve” is “to determine,” making (C) the logical choice.
16. **(B)** The author describes how as a child he came to realize that black people are treated differently than white people and are not accepted by them.
17. **(C)** The author says, “The Negro is . . . gifted with second-sight in this American world,—a world which . . . only lets him see himself through the revelation of the other world.”
18. **(C)** The word “striving” implies a goal (an end). What is the writer striving for? “To be a co-worker . . . , to escape . . . , to husband and use. . . .”
19. **(D)** Logically, an employer will go to extreme measures to keep an employee who has “Ability in the abstract,” meaning one who has knowledge and skill and who instinctively knows how to apply that knowledge and that skill to bring the employer “a lot of money.” Chastening and criticism will not make a valuable employee want to remain. Encouragement is a positive; however, “humoring” is the correct choice because to humor is to attempt to please and indulge someone by complying with what the person wants, whether his or her wishes are reasonable or not,—in this case, for the purpose of encouraging the water-clerk to stay.

20. (C) In context, “naive” means “uninformed,” someone who is intelligent but ignorant concerning a particular subject.
21. (A) A “sage” is a “wise person,” and “untutored” means “lacking formal education.”
22. (C) The author quotes her father to illustrate the fact that in the past, men “viewed the world . . . of artistic creation—as a world of males.” She says she doesn’t believe her father was a misogynist (a man who hates women) but that he and other men in the past didn’t “really see women.” In context, therefore, “see women” means “take women seriously.” Clues to the meaning are “blind spot” and “invisibility.”
23. (C) “High prices” relate to having a cost (a required payment); a gain in one area results in the loss in another (a cost).
24. (C) The author says, “They were . . . willing to take all risks . . . in a struggle whose course was just though its issue was dubious.” It makes sense that the word “issue” means “outcome” here because a struggle results in an outcome.
25. (D) First, “profitable office” contrasts with “uncertain pay.” “Sure preferment” contrasts with “certain peril.” Next, add to these contrasts the pivotal conjunction “for,” which can mean “in place of” or “instead of.” Finally, look in the answer choices for the verb that supports the idea of giving up “profitable office and sure preferment” (the one side of the contrast) for “uncertain pay, and certain peril” (the other side of the contrast). By definition, “forfeited” can mean “to lose or give up.”

*Ex post facto means “after the fact.”

Structure and Purpose

What should you remember for Structure and Purpose questions on the SAT?

You can remember it this way:

Structure = Purpose

The structure, or how a passage or text is written, helps a reader determine the reason the author wrote the text.

What should you look for?

Keep alert for sequence patterns (such as chronological order) and the use of organizational principles (such as cause and effect relationships). Once you figure out the sequence and organization, you will realize the purpose—the reason behind what is written, a statement of why the author wrote the text.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

1. This passage is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

In an exchange of views not long ago in *The New York Review of Books*, Joseph Alsop and David Joravsky set forth the by now familiar argument on both sides of the debate about the “ethics” of the bomb. It’s not hard to guess which side each chose once you know that Alsop experienced capture by the Japanese at Hong Kong early in 1942, while Joravsky came into no deadly contact with the Japanese: a young, combat-innocent soldier, he was on his way to the Pacific when the war ended. The editors of *The New York Review* gave the debate the tendentious title “Was the Hiroshima Bomb Necessary?” surely an unanswerable question (unlike “Was It Effective?”) and one

precisely indicating the intellectual difficulties involved in imposing
*ex post facto a rational and even a genteel ethics on this event.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It demonstrates that Americans are still so deeply divided about this event that no definitive answer can yet be given.
- (B) It suggests that the wording of the question is unfair and rhetorically leans toward Joravsky's position on the issue.
- (C) It underscores that ethical issues can never be conclusively decided.
- (D) It implies that questions about the past are meaningless because the past remains the past no matter what is decided about it in retrospect.

2. This passage is from Paul Fussell, "Hiroshima: A Soldier's View," copyright © 1981 by *The New Republic*.

U.S. government was engaged not in that sort of momentous thing but in ending the war conclusively, as well as irrationally remembering Pearl Harbor with a vengeance. It didn't know then what everyone knows now about leukemia and various kinds of carcinoma and birth defects. Truman was not being sly or coy when he insisted that the bomb was "only another weapon." History, as Eliot's "Gerontion" notes,

. . . has many cunning passages, contrived corridors

And issues, deceives with whispering ambitions,

Guides us by vanities . . .

Think

Neither fear nor courage saves us. Unnatural vices

Are fathered by our heroism. Virtues

Are forced upon us by our impudent crimes.

Which choice best describes the function of the underlined quotation in the text as a whole?

- (A) It reminds historians that to understand an event in the past, they must imagine that they are ignorant of what the consequences of the event were.
- (B) It makes the point that a heroic action might result in evil and a cowardly action might result in good.
- (C) It encourages the reader to investigate what great poets have written about both the heroism war inspires and the horrors it entails.
- (D) It reinforces the point that the consequences of an action (for good or ill) are not known by those who decide to take the actions at the time of their decision.

3. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

Still, the term [prose poem] leads us to expect a combination of and tension between prose and poetic elements. Unfortunately, these expectations aren’t always met. Examples abound. Here are two excerpts from “Doubt,” by Fanny Howe, which appeared in *The Best American Poetry: 2001*, edited by David Lehman and Robert Hass, both long associated with writing programs:

Virginia Woolf committed suicide in 1941 when the German bombing campaign against England was at its peak and when she was reading Freud whom she had staved off until then.

Edith Stein, recently and controversially beatified by the Pope, who had successfully worked to transform an existential vocabulary into a theological one, was taken to Auschwitz in August 1942.

Which choice best describes the overall structure of the text?

- (A) It provides examples to support the author’s contention that many prose poems do not successfully combine prose elements and poetic elements.

- (B) It provides support for the view that prose poetry is a legitimate genre.
- (C) It textually demonstrates that prose poems can make effective use of traditional poetic devices.
- (D) It demonstrates that prose poems are uniquely suited for literary criticism because they combine the analytic precision of prose with the intuitive insight of poetry.

4. This passage is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

And in explanation of “the two bombs,” Alsop adds: “The true, climactic, and successful effort of the Japanese peace advocates . . . did not begin in deadly earnest until *after* the second bomb had destroyed Nagasaki. The Nagasaki bomb was thus the trigger to all the developments that led to peace.”

Which choice best states the main purpose of the italicized word in the text?

- (A) It underscores that time was not on the side of the Allied forces at the time the bombs were dropped.
- (B) It connects the efforts of the peace advocates to those who were supporting the use of a second bomb.
- (C) It argues that the second bomb was not necessary because the peace efforts had already begun.
- (D) It emphasizes the significance of sequence to the outcome; consequently, it supports the idea that the second bomb was necessary for peace.

5. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

Most obvious is the “prosaification” of poetry—the publication of flat, pedestrian prose with the assurance, explicit or implied, that it is the real thing. The notion that lineation is a magic wand that can turn prose into poetry has been uncritically accepted by too many literary

editors. So many poets publish lineated prose today that it would be unfair to single out one or two.

Which choice best describes the function of the underlined phrase in the text as a whole?

- (A) It defines “prosification” in a way that commends it to the reader.
- (B) It demonstrates the major feature of “prosification.”
- (C) It serves to define “prosification” by pointing out its major contradictory element.
- (D) It analyzes “prosification” in terms of form and structure.

6. This passage is from S. Jeffress Williams, Kurt Dodd, and Kathleen Krafft Gohn, “Coasts in Crisis, Coastal Change,” *U.S. Geological Survey Circular 1075*, 1990.

Coastal lands and sediments are constantly in motion. Breaking waves move sand along the coast, eroding sand in one area and depositing it on an adjacent beach. Tidal cycles bring sand onto the beach and carry it back into the surf. Rivers carry sediment to the coast and build deltas into the open water. Storms cause deep erosion in one area and leave thick overwash deposits in another. Plants retain sediment in wetlands and impede movement of coastal dunes. Natural processes that change the water level also affect coastal dynamics. Taken individually, each natural process of coastal transport is complex; taken collectively, they create an intricate system that attempts to achieve a dynamic balance.

What is the main purpose of the text?

- (A) It discusses the natural processes of the coastal transport system to demonstrate that they are individually complex and to suggest that the system they collectively create is intricate.
- (B) It presents a chronological sequence of tidal effects.
- (C) It dynamically balances the effects of coastal tides against the larger system they collectively create.
- (D) It provides evidence of the sedentary nature of the coastal transport system, implying that ships would be at the mercy of

such an intricate system.

7. This passage is from Dai Sijie, *Balzac and the Little Chinese Seamstress*, copyright © 2001 by Alfred A. Knopf (English translation copyright © 2001 by Ina Rilke).

“What you are about to hear, comrade, is a Mozart sonata,” Luo announced, as coolly as before.

I was dumbfounded. Had he gone mad? All music by Mozart or indeed by any other Western composer had been banned years ago. In my sodden shoes my feet turned to ice. I shivered as the cold tightened its grip on me.

“What’s a sonata?” the headman asked warily.

“I don’t know,” I faltered. “It’s Western.”

“Is it a song?”

“More or less,” I replied evasively.

At that instant the glint of the vigilant Communist reappeared in the headman’s eyes, and his voice turned hostile.

“What’s the name of this song of yours?”

“Well, it’s like a song, but actually it’s a sonata.”

“I’m asking you what it’s called!” he snapped, fixing me with his gaze.

“Mozart . . .” I muttered.

“Mozart what?”

“Mozart Is Thinking of Chairman Mao,” Luo broke in.

The audacity! But it worked: as if he had heard something miraculous, the headman’s menacing look softened. He crinkled up his eyes in a wide, beatific smile.

Which choice best describes the function of the underlined exclamation in the text as a whole?

- (A) It establishes a point of contrast in the narrative that leads to character development.
- (B) It provides a point of climax to the narrative.
- (C) It creates the dramatic setting against which the narrative can continue.
- (D) It introduces a new relationship to the narrative.

8. This passage is from Irving Kristol, *Reflections of a Neoconservative*, copyright © 1983 by Irving Kristol.

“Scientific” socialism promised to remove the conflict between actual and potentially ideal human nature by creating an economy of such abundance that appetite as a social force would, as it were, wither away. Behind this promise, of course, was the profound belief that modern science—including the social sciences, and especially including scientific economics—would gradually but ineluctably provide humanity with modes of control over nature (and human nature, too) that would permit the modern world radically to transcend all those limitations of the human condition previously taken to be “natural.” The trouble with implementing this belief, however, was that the majority of men and women were no more capable of comprehending a “science of society” than they were of practicing austere self-denial. A socialist elite, therefore, was indispensable to mobilize the masses for their own ultimate self-transformation.

Which choice best states the main purpose of the text?

- (A) It summarizes the conflict inherent within human nature and how modern science can provide a cure.
- (B) It compares the elite classes with the majority of men and women within a “science of society.”
- (C) It explains why an “elite” group would be indispensable to the realization of a scientific socialist society.
- (D) It links the socialist elite to the limitations of the human condition that most consider to be “natural.”

9. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

What are zoonoses? The common dictionary definition in scientific journals and media coverage of zoonotic disease conveys the limited concept of infectious disease transmissible from animals to humans. However, that perspective is inadequate. Zoonotic disease is multidimensional and ecologically complex, as are many of the pathogens involved. . . . Here, it is sufficient to recognize that zoonoses are infectious diseases transmissible between vertebrate animals and humans and vice versa.

Which choice best states the function of the underlined sentence in the text as a whole?

- (A) It sets the tone for the selection.
 - (B) It introduces the subject of the sentences that follow.
 - (C) It questions the validity of the definitions currently in place.
 - (D) It suggests that the definition is not easily deduced from the available scientific journals and media coverage.
10. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Threats from EIDs [Emerging Infectious Diseases] are unlikely to decrease, because the ever-changing relations between humans and the environment are a major factor driving disease emergence. The separation between the relevance of zoonoses to wildlife management and conservation and to public health issues has rigidly existed in the past but has been greatly eroded by the current wave of EIDs, many of which are zoonoses. Further, the great costs of zoonoses for society demand that these diseases be aggressively dealt with. For example, of the 868 zoonoses identified at the start of the 21st century, a review of 56 of them revealed approximately 2.5 billion cases of human illness and 2.7 million human deaths worldwide per year.

What is the main purpose of the text?

- (A) It argues that zoonoses are real and dangerous.

- (B) It narrates the story behind the rise of EIDs.
- (C) It informs readers of the dangers behind EIDs.
- (D) It attempts to persuade readers that they must demand that zoonoses be dealt with aggressively.

11. The following passage is from Alexis de Tocqueville, *Democracy in America*, translated from French into English by Henry Reeve and originally published in 1835. Alexis de Tocqueville was a French writer and visitor to the United States.

A general law, which bears the name of justice, has been made and sanctioned, not only by a majority of this or that people, but by a majority of mankind. The rights of every people are therefore confined within the limits of what is just. A nation may be considered as a jury which is empowered to represent society at large and to apply justice, which is its law. Ought such a jury, which represents society, to have more power than the society itself whose laws it executes?

What is the function of the underlined sentence in the text as a whole?

- (A) It concludes that justice is a law that has universal application.
 - (B) It outlines the circumstances in which a representative jury should have more power than society.
 - (C) It summarizes the justice-law-jury cycle that leads to empowered representation.
 - (D) It analyzes each step of how just laws are made, sanctioned, and represented in a just society.
12. The following passage is from Alexis de Tocqueville, *Democracy in America*, translated from French into English by Henry Reeve and originally published in 1835. Alexis de Tocqueville was a French writer and visitor to the United States.

The main evil of the present democratic institutions of the United States does not arise, as is often asserted in Europe, from their weakness, but from their irresistible strength. I am not so much alarmed at the excessive liberty which reigns in that country as at the inadequate securities which one finds there against tyranny; if an

individual or a party is wronged in the United States, to whom can he apply for redress? If to public opinion, public opinion constitutes the majority; if to the legislature, it represents the majority and implicitly obeys it; if to the executive power, it is appointed by the majority and serves as a passive tool in its hands. The public force consists of the majority under arms; the jury is the majority invested with the right of hearing judicial cases; and in certain states even the judges are elected by the majority. However iniquitous or absurd the measure of which you complain, you must submit to it as well as you can.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It describes the democratic process in cases of unsubstantiated wrongs.
- (B) It rhetorically introduces the writer's argument presented as a series of answers to the question.
- (C) It argues that the United States has reached a position of uncontrollable power amid irresistible strength.
- (D) It connects the European assertions of America's weakness to the realities of its irresistible strength.

13. This passage is from Sir Arthur Conan Doyle, *The Great Boer War*, published in 1900.

Look at the map of South Africa, and there, in the very center of the British possessions, like the stone in a peach, lies the great stretch of the two republics, a mighty domain for so small a people. How came they there? Who are these Teutonic folk who have burrowed so deeply into Africa? No one can know or appreciate the Boer who does not know his past, for he is what his past has made him. It was in 1652 that the Dutch made their first lodgment at the Cape of Good Hope. The Portuguese had been there before them, but, repelled by the evil weather, and lured forwards by rumors of gold, they had passed the true seat of empire and had voyaged further to settle along the eastern coast. . . .

Which choice best describes the overall structure of the text?

- (A) It decries the epicenter position of the Boers in relation to the British Empire.
- (B) It explains the geographical existence of the Boers in South Africa by presenting their historical context.
- (C) It questions the significance of the Boers as a two-republic domain when their numbers are so small.
- (D) It provides a deeper insight into why the British view the Boers as a stone in the center of British possessions.
14. This passage is from David Alpaugh, “What Poets Can Learn from Songwriters,” copyright © 2011 by David Alpaugh, copyright © 2011 *Scene4 Magazine*.

And yet, the line between song and poem is not as firm as Sondheim suggests. William Blake called his greatest books of poetry *Songs of Innocence* and *Songs of Experience*. Walt Whitman called the opening poem of *Leaves of Grass* “Song of Myself.” In both cases, their work straddles the line between the genres. Blake’s

Piping down the valleys wild,

Piping songs of pleasant glee,

On a cloud I saw a child,

And he laughing said to me

practically begs to be set to music, and has been by more than one composer.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It illustrates how very different a poem is from a lyric.
- (B) It provides an example of a poem that is very much like a lyric.
- (C) It shows that only a simple poem can successfully be set to music.
- (D) It shows that there is no difference between melody in music and repetition in poetry.

15. This passage is from David Alpaugh, “What Poets Can Learn from Songwriters,” copyright © 2011 by David Alpaugh, copyright © 2011 *Scene4 Magazine*.

Whitman’s great elegy, beginning

In the dooryard fronting an old farm-house

near the white-wash’d palings,

Stands the lilac-bush tall-growing . . .

is one of the loveliest “songs” in the Kurt Weill/Langston Hughes musical, *Street Scene*. Perhaps the most significant divergence between these sister arts today is the way in which poets and songwriters imagine their audiences.

Which choice best describes the function of the underlined phrase in the text as a whole?

- (A) It contrasts the diversity that pervades both poems and songs.
(B) It suggests that poems and songs are really one and the same.
(C) It emphasizes the close relationship between poetry and music.
(D) It conveys a sense of family between songwriters and poets.
16. This passage is from David Alpaugh, “What Poets Can Learn from Songwriters,” copyright © 2011 by David Alpaugh, copyright © 2011 *Scene4 Magazine*.

Frost acknowledged poetry’s ambition to be heard again and again when he explained that his goal was “to lodge a few poems where they will be hard to get rid of.” Too many poets programmatically eschew the memory cues songwriters unabashedly use to accomplish this mission. After talking to writing students, conditioned by their professors to tolerate no rhyme or meter in poetry, James Fenton suggests (in *American Scholar*) that they would “be happier if they accepted that the person who was studying creative writing, with the aim of producing poetry, was the same person who had a car full of

country and western tapes, or whatever the music was that delighted them.”

Which choice best describes the function of the underlined quotation in the text as a whole?

- (A) It gives a reason why more music lovers should enroll in writing courses aimed at producing poets.
- (B) It explains why writing students should listen to more music.
- (C) It suggests that writing students wanting to become poets should draw on their knowledge and appreciation of music in their attempts to produce poetry.
- (D) It argues that writing students are not happy because their professors do not allow them to draw on their knowledge and appreciation of music in their writing of poetry.

17. This passage is from Preston Dyches, “*Cassini Catches Titan Naked in the Solar Wind*,” *NASA News and Features*, January 28, 2015.

At Earth, our planet’s powerful magnetic field acts as a shield against the solar wind, helping to protect our atmosphere from being stripped away. In the case of Venus, Mars, and comets—none of which is protected by a global magnetic field—the solar wind drapes around the objects themselves, interacting directly with their atmospheres (or in the comet’s case, its coma). *Cassini* saw the same thing at Titan. Researchers thought they would have to treat Titan’s response to the solar wind with a unique approach because the chemistry of the hazy moon’s dense atmosphere is highly complex. But *Cassini*’s observations of a naked Titan hinted at a more elegant solution. “This could mean we can use the same tools to study how vastly different worlds, in different parts of the solar system, interact with the wind from the sun,” Bertucci said.

Which choice best describes the overall structure of the text?

- (A) It describes the relationship of the solar winds to planetary atmospheres.

- (B) It suggests that specialized tools are necessary for studying atmospheric conditions on far planets.
- (C) It questions the need for specialized tools when existing instruments can be adapted and used.
- (D) It narrates the story of how previously used observational tools were found to have universal applications.

18. This passage is from John Okada, *No-No Boy*, published by the University of Washington Press, copyright © 2001. The passage tells about the experiences of people of Japanese heritage living in the United States at the beginning of World War II.

First, the real Japanese-Japanese were rounded up. These real Japanese-Japanese were Japanese nationals who had the misfortune to be diplomats and businessmen and visiting professors. They were put on a boat and sent back to Japan. Then the alien Japanese, the ones who had been in America for two, three, or even four decades, were screened, and those found to be too actively Japanese were transported to the hinterlands and put in a camp. The security screen was sifted once more and, this time, the lesser lights were similarly plucked and deposited. An old man, too old, too feeble, and too scared, was caught in the net.

Which choice best states the main purpose of the text?

- (A) It chronologically presents the systematic approach taken to contain those of Japanese lineage living in the United States at the beginning of the Second World War.
- (B) It argues the point of the injustices suffered during the last world war.
- (C) It legitimizes the need for security screens and illustrates their effective and comprehensive uses, as seen in the containment of those of Japanese lineage living in the United States at the beginning of the Second World War.
- (D) It underscores the necessity of an organized home front in the event of war.

19. This passage is from Freeman Dyson, *Disturbing the Universe*, copyright © 1979 by Freeman J. Dyson.

The facts of astronomy include some other numerical accidents that work to our advantage. For example, the universe is built on such a scale that the average distance between stars in an average galaxy like ours is about twenty million million miles—an extravagantly large distance by human standards. If a scientist asserts that the stars at these immense distances have a decisive effect on the possibility of human existence, he will be suspected of being a believer in astrology. But it happens to be true that we could not have survived if the average distance between stars were only two million million miles instead of twenty.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It shows that he is familiar with ways of thinking outside of conventional science.
- (B) It supports his assertion that stars greatly affect human beings.
- (C) It emphasizes how remarkable it is that faraway stars affect life on Earth.
- (D) It supports his contention that faraway stars can come near the sun and disrupt Earth's orbit around it.

20. This passage is from Lewis Thomas, *The Medusa and the Snail*, copyright © 1974.

For the real revolution in medicine, which set the stage for antibiotics and whatever else we have in the way of effective therapy today, had already occurred one hundred years before penicillin. It did not begin with the introduction of science into medicine. That came years later. Like a good many revolutions this one began with the destruction of dogma. It was discovered, sometime in the 1830s, that the greater part of medicine was nonsense.

Which choice best states the main purpose of the text?

- (A) It reveals penicillin as the precursor to modern medicine.

- (B) It demonstrates that the field of medicine was not taken seriously until the 1830s.
- (C) It cuts away the false notions of what precipitated the revolution in medicine to highlight the true catalyst.
- (D) It compares the elements in place before the real revolution in medicine with those purported to occur after the revolution began.

21. This passage is from Lewis Thomas, *The Medusa and the Snail*, copyright © 1974.

Gradually, over succeeding decades, the traditional therapeutic ritual of medicine was given up, and what came to be called the “art of medicine” emerged to take its place. In retrospect, this art was really the beginning of the science of medicine. It was based on meticulous, objective, even cool observations of sick people. From this endeavor we learned the details of the natural history of illness, so that, for example, it came to be understood that typhoid and typhus were really two entirely separate, unrelated disorders, with quite different causes. Accurate diagnosis became the central purpose and justification for medicine, and as the methods for diagnosis improved, accurate prognosis also became possible.

Which choice best describes the overall structure of the text?

- (A) It prioritizes the various levels of medical endeavors throughout history.
 - (B) It presents examples of what innovations were made in medicine that brought it to the point of being a science.
 - (C) It outlines the procedures that constitute the science of medicine.
 - (D) It creatively expresses the various theories behind the beginning of the science of medicine.
22. This passage is from Elizabeth Zubritsky, “NASA Finds Friction from Tides Could Help Distant Earths Survive, and Thrive,” NASA’s Goddard Space Flight Center.

As anybody who has started a campfire by rubbing sticks knows, friction generates heat. Now, computer modeling by NASA scientists shows that friction could be the key to survival for some distant Earth-sized planets traveling in dangerous orbits.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It helps the reader visualize a phenomenon.
- (B) It shows that terrestrial and astronomical phenomena are fundamentally different.
- (C) It creates humor.
- (D) It introduces a mystery that will be explained later in the passage.

23. This passage is from Elizabeth Zubritsky, “NASA Finds Friction from Tides Could Help Distant Earths Survive, and Thrive,” NASA’s Goddard Space Flight Center.

In this new study Henning and his colleague Terry Hurford explored the effects of tidal stresses on planets that have multiple layers, such as rocky crust, mantle or iron core. One conclusion of the study is that some planets could move into a safer orbit about 10 to 100 times faster than previously expected—in as little as a few hundred thousand years, instead of the more typical rate of several million years.

Which choice best states the purpose of the text?

- (A) It names two remarkable scientists in the field of planetary study and reveals their significant findings.
- (B) It compares the findings of Henning to those of Hurford to extrapolate the results.
- (C) It explains in detail how planets move into a safer orbit faster than previously expected.
- (D) It presents the findings of Henning and Hurford to explain the effects of tidal stress on the orbits of more earthlike planets.

24. This passage is from Elizabeth Zubritsky, “NASA Finds Friction from Tides Could Help Distant Earths Survive, and Thrive,” NASA’s Goddard Space Flight Center.

Surprisingly, another way for a terrestrial planet to achieve high amounts of heating is to be covered in a very thick ice shell, similar to an extreme “snowball Earth.” Although a sheet of ice is a slippery, low-friction surface, an ice layer thousands of miles thick would be very springy. A shell like this would have just the right properties to respond strongly to tidal stress, generating a lot of heat. (The high pressures inside these planets could prevent all but the topmost layers from turning into liquid water.)

Which choice best states the function of the underlined word in the text as a whole?

- (A) It suggests, in context, a paradoxical relationship.
 - (B) It implies that the idea is inexplicable.
 - (C) It shows that planet heating is actually very simple to explain.
 - (D) It emphasizes the mysterious elements in planet heating.
25. This passage is from John L. O’Sullivan, “The Great Nation of Futurity,” a work originally published in 1839 about the relatively new United States of America.

We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell”—the powers of aristocracy and monarchy—“shall not prevail against it.”

Which choice best states the main purpose of the text?

- (A) It links the ideas of the present to those of the past in an emerging nation.
- (B) It underscores the reason why the United States is “the nation of human progress.”
- (C) It legitimizes the efforts of the aristocracy and monarchy to stop an emerging nation.
- (D) It demonstrates a defiant attitude toward learning from the past.

Answer Explanations

1. **(B)** The author’s point is that the question does not fairly and objectively present the crucial issue for debate because it can only be answered “no.” A person, such as the author, who on balance favored the use of the atomic bomb, is forced to answer “no” because, strictly speaking, dropping the atomic bomb was not really necessary because the war could have been ended by other means.
2. **(D)** The lines from the poem “Gerontion” suggest that when a person acts, it is difficult for the person to know the consequences of those actions and that acting neither from fear nor from courage ensures that history will judge the person’s acts as being virtuous. In the context of the passage, these lines are appropriate because the author is arguing that the people who decided to drop atomic bombs on Japan could not know the full implications of their decision. Perhaps “unnatural vices” (the consequences of the atomic bombings) were “fathered by [their] heroism” in their deciding to drop the bombs, or perhaps their “impudent crimes” (dropping the bombs) resulted in their being considered virtuous.
3. **(A)** The author says that the term “prose poem” leads one to expect a work designated as such to be comprised of “a combination of and tension between prose and poetic elements” but that “these expectations aren’t always met.” The sentence “Examples abound” signals that the two excerpts from “Doubt” are examples in which prose poetry does not meet these expectations.

4. **(D)** As Alsop directly states, the second bomb was “the trigger to all the developments that led to peace.” This is proved by the fact that the peace efforts did not gain momentum until after the Japanese had experienced the dropping of the second bomb.
5. **(C)** The author discusses the phenomenon of poetry becoming more like prose. The “real thing” refers to writing that has not lost the essential character of poetry—that is poetry. The contradiction lies in the idea that “flat, pedestrian prose” can be real poetry, which is set apart by its distinctive meanings, sounds, and rhythms.
6. **(A)** Beginning with the premise that “coastal lands and sediments are constantly in motion,” the writer takes each natural process, one by one, and summarizes the motion. The purpose is found in the last sentence. We can expect that when such complex natural processes combine, they will “create an intricate system that attempts to achieve a dynamic balance.”
7. **(B)** Luo and the narrator are in obvious danger from the headman. At this point, the dramatic tension is broken because Luo’s answer to the headman (“Mozart Is Thinking of Chairman Mao”) worked and the headman smiled.
8. **(C)** This selection describes utopian-type promises implicit in the structure of scientific socialism and isolates the main deterrent to its implementation: most people don’t understand scientific socialism and can’t live the life of self-denial necessitated by it. “A socialist elite, therefore, was indispensable to mobilize the masses for their own ultimate self-transformation.” This elite class, then, would tell the masses how to live.
9. **(B)** The writer uses a question to pique the interest of the readers, thus allowing the definition of zoonoses to satisfy the readers’ sense of curiosity that was stimulated by his question.
10. **(D)** Argumentative purpose is to convince readers of the truth of a proposition, but in this case the writer uses persuasion (persuasive purpose) to convince readers that “these diseases be aggressively dealt

with.” In persuasive writing, the purpose is not only to convince readers of the truth of the proposition but also to convince them that some action needs to be taken. Here that means people should “demand” action concerning zoonoses.

11. **(A)** The author is deductively reaching a conclusion that if justice has been made and sanctioned as a law by the majority of mankind, “The rights of every people are therefore confined within the limits of what is just,” “—in other words, justice. The clue not to be overlooked in this example is the use of “therefore” in the underlined sentence. It is an adverb that suggests a consequential line of reasoning.
12. **(B)** Immediately after posing the question (“If an individual or a party is wronged in the United States, to whom can he apply for redress?”), the writer answers the question piece by piece by examining established American means of redress, including public opinion, legislature, executive power, and so forth. In each case, the answer logically is the same: the majority is in the power position. The majority rules.
13. **(B)** The text begins with “look at the map.” It then poses questions about the Boers: How? Who? At this point, the writer expresses his intent: “No one can know or appreciate the Boer who does not know his past, for he is what his past has made him.” We can assume that the next sentence (“It was in 1652 that. . .”) begins the historical synopsis of the Boers’ background and will continue until it gives the reader some insight into the answers to the questions posed earlier.
14. **(B)** The author says, “[Blake’s] *Songs of Innocence* and *Songs of Experience* . . . [and Whitman’s] *Song of Myself* . . . [straddle] the line between genres.” He then quotes from *Songs of Innocence* and says the lines “practically [beg] to be set to music.”
15. **(C)** An elegy is a serious poem that often contains deep moments of reflection and sometimes laments the dead. Yet, it was turned into a song in *Street Scene*. By calling poetry and music “sister arts,” the author is cleverly accenting a relationship that is so close that the one

art form (poetry) can be converted into the other (a song). Notice, however, that he does not call them twin arts, only sisters. They are each individuals; hence, as with most sisters, there are some points of “significant divergence.”

16. (C) Robert Fenton is suggesting that writing students tend to be one “person”—that is, they think in a certain way—when listening to music and another “person” when writing poems, and thus they do not apply what they know about music to their writing of poetry.
17. (D) Even in scientific writing, which is so often confined to technical jargon and advanced-level concepts, you will find elements of narrative writing (telling a story). In this case, after learning the background details (the exposition), the story unfolds as researchers face an issue concerning how to study Titan’s response to solar winds without developing a “unique” (and we can assume expensive and time-consuming) approach. That is the point of conflict. The main character, *Cassini*, comes to the rescue (the resolution to the conflict) with his observations that “hinted at a more elegant solution.” What is the solution? “We can use the same tools to study how vastly different worlds, in different parts of the solar system, interact with the wind from the sun.”
18. (A) “First, the real Japanese-Japanese were rounded up. . . . Then the alien Japanese, . . . were transported. . . . The security screen was sifted . . . and . . . this time the lesser lights were plucked and deposited.” The writing is in chronological order, and the approach taken by the government was systematic, meaning that it was intentional and step-by-step.
19. (C) Astrology is a form of divination based on the positions of the planets, sun, stars, and moon. As such, it is not given much credence among scientists. Consequently, by saying that a scientist who asserts the effects of stars at great distances on human existence would be accused of believing in astrology serves to emphasize facts that are so amazing they are difficult to believe.

20. **(C)** The author states that the real revolution in medicine was not penicillin or the introduction of science into medicine. He states directly that the revolution began with the discovery that “the greater part of medicine was nonsense.”
21. **(B)** The author states, “In retrospect, this art was really the beginning of the science of medicine. It was based on” At this point, the writer lists examples, such as “observation . . . natural history of illness . . . ,” and so on.
22. **(A)** The reference to a common terrestrial experience helps the reader to visualize a process governed by the same fundamental physical laws but on a far larger scale.
23. **(D)** The writer directly names Henning and Hurford in conjunction with a study on tidal stresses on layered planets. We can assume that Earth would fall into this category because Earth has three layers (crust, mantle, and core). The writer then reveals one of their conclusions: tidal stresses can affect a planet’s orbit.
24. **(A)** It can be described as paradoxical because a thick covering of something very cold—ice—helps the planet become warmer.
25. **(B)** At the point in history when this work was written, the United States of America had no history as a nation other than its struggles to become a nation. Consequently, the author is underscoring the point that as such, the United States will look not to a past that does not exist, but rather to the future as a history about to be written. The author has confidence in that future being one of progress by writing, “We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can.”

*Ex post facto means “after the fact.”

Cross-Text Connections

Cross-text connections are the relationships we can find in two different pieces of text. The key word here is “connections.” You will know you have come to a Cross-Text Connection question on the exam when you see two small pieces of text labeled “Text 1” and “Text 2.” When these questions pop up on the SAT, try to ask yourself the following after reading:

- What do the two texts have in common?
- How do they differ?
- How are they “connected”?

Remember to keep specific to the point of the question being asked. If you need to refer back to each piece of text while answering the question, it is OK.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

1. Each of the following passages is from the beginning of short stories by F. Scott Fitzgerald in *Flappers and Philosophers*, originally published in 1920.

Text 1

About half-way between the Florida shore and the golden collar a white steam-yacht, very young and graceful, was riding at anchor and under a blue-and-white awning aft a yellow-haired girl reclined in a wicker settee reading *The Revolt of the Angels*, by Anatole France. She was about nineteen, slender and supple, with a spoiled alluring mouth and quick gray eyes full of a radiant curiosity. Her feet, stockingless, and adorned rather than clad in blue-satin slippers which

swung nonchalantly from her toes, were perched on the arm of a settee adjoining the one she occupied.

Text 2

Up in her bedroom window Sally Carrol Happer rested her nineteen-year-old chin on a fifty-two-year-old sill and watched Clark Darrow's ancient Ford turn the corner . . . Sally Carrol gazed down sleepily. She started to yawn, but finding this quite impossible unless she raised her chin from the windowsill, changed her mind and continued silently to regard the car, whose owner sat brilliantly if perfunctorily at attention as he waited for an answer to his signal. After a moment the whistle once more split the dusty air.

Which of the following words best describes both girls as they are portrayed in Text 1 and Text 2?

- (A) Pretty
- (B) Relaxed
- (C) Intelligent
- (D) Indolent

2. Each of the following passages is from the beginning of short stories by F. Scott Fitzgerald in *Flappers and Philosophers*, originally published in 1920.

Text 1

The second half-lemon was well-nigh pulpless and the golden collar had grown astonishing in width, when suddenly the drowsy silence which enveloped the yacht was broken by the sound of heavy footsteps and an elderly man topped with orderly gray hair and clad in a white-flannel suit appeared at the head of the companionway. There he paused for a moment until his eyes became accustomed to the sun, and then seeing the girl under the awning he uttered a long even grunt of disapproval. If he had intended thereby to obtain a rise of any sort he was doomed to disappointment. The girl calmly turned over two pages, turned back one, raised the lemon mechanically to tasting distance, and then very faintly but quite unmistakably yawned.

Text 2

Up in her bedroom window Sally Carol Happer rested her nineteen-year-old chin on a fifty-two-year-old sill and watched Clark Darrow's ancient Ford turn the corner. The car was hot—being partly metallic it retained all the heat it absorbed or evolved—and Clark Darrow sitting bolt upright at the wheel wore a pained, strained expression as though he considered himself a spare part, and rather likely to break. He laboriously crossed two dust ruts, the wheels squeaking indignantly at the encounter, and then with a terrifying expression he gave the steering-gear a final wrench and deposited self and car approximately in front of the Happer steps. There was a heaving sound, a deathrattle, followed by a short silence; and then the air was rent by a startling whistle.

In both Text 1 and Text 2, the arrival of a male character

- (A) primarily helps to create humor.
- (B) is followed by a condemnation of self-indulgence.
- (C) interrupts a tranquil mood.
- (D) establishes a serious atmosphere.

3. Each of the following passages is from the beginning of short stories by F. Scott Fitzgerald in *Flappers and Philosophers*, originally published in 1920.

Text 1

This unlikely story begins on a sea that was a blue dream, as colorful as blue-silk stockings, and beneath a sky as blue as the irises of children's eyes. From the western half of the sky the sun was shying little golden disks at the sea—if you gazed intently enough you could see them skip from wave tip to wave tip until they joined a broad collar of golden coin that was collecting half a mile out and would eventually be a dazzling sunset.

Text 2

The sunlight dripped over the house like golden paint over an art jar, and the freckling shadows here and there only intensified the rigor of the bath of light. The Butterworth and Larkin houses flanking were entrenched behind great stodgy trees; only the Happer house took the full sun, and all day long faced the dusty road-street with a tolerant kindly patience. This was the city of Tarleton in southernmost Georgia, September afternoon.

What do these two narrative texts have in common?

- (A) They are both describing places that have an otherworldly atmosphere.
- (B) They both provide a setting that focuses on the sun.
- (C) They have nothing in common because Text 1 is set at sea and Text 2 is set in Georgia.
- (D) They both use personification to describe the sunlight.

4. Text 1 is from Samuel P. Huntington, “The Clash of Civilizations?” copyright © 1993 by the Council on Foreign Relations, Inc. Text 2 is from Albert L. Weeks, “Do Civilizations Hold?” copyright © 1993 by Albert L. Weeks.

Text 1

Civilization identity will be increasingly important in the future, and the world will be shaped in large measure by the interactions among seven or eight major civilizations. These include Western, Confucian, Japanese, Islamic, Hindu, Slavic-Orthodox, Latin American, and possibly African civilization. The most important conflicts of the future will occur along the cultural fault lines separating these civilizations from one another. Why will this be the case?

Text 2

Huntington’s classification identifies determinants on a grand scale by “civilizations.” His endeavor, however, has its fault lines. The lines are the borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces. With the cultural and religious glue of these “civilizations” thin and cracked,

with the nation-state's political regime providing the principal bonds, crisscross fracturing and cancellation of Huntington's macro-scale, somewhat anachronistic fault lines are inevitable.

How does the author of Text 2's use of the term "fault lines" differ from that of the author of Text 1?

- (A) The author of Text 2 is repeating the term "fault lines" as a play on words, suggesting that the true "fault lines" are elsewhere and that Huntington's theory is faulty.
- (B) The author of Text 1 uses the term "fault lines" to become the first to use it in this application; however, the author of Text 2 reuses the term as a means of criticism.
- (C) The author of Text 2 takes the term "fault lines" into the areas of geopolitical theory rather than only as a geological feature.
- (D) The author of Text 1 displays a sense of candor in directly calling differences in cultures "fault lines" that could end in the earthquakes of war, yet the author of Text 2 is more covert in his rationale, attacking the author of Text 1 rather than directly addressing the issue.

5. Text 1 is from Samuel P. Huntington, "The Clash of Civilizations?" copyright © 1993 by the Council on Foreign Relations, Inc. Text 2 is from Albert L. Weeks, "Do Civilizations Hold?" copyright © 1993 by Albert L. Weeks.

Text 1

First, differences among civilizations are not only real; they are basic. Civilizations are differentiated from each other by history, language, culture, tradition and, most important, religion. . . . They are far more fundamental than differences among political ideologies and political regimes. Differences do not necessarily mean conflict, and conflict does not necessarily mean violence. Over the centuries, however, differences among civilizations have generated the most prolonged and the most violent conflicts.

Text 2

Huntington's classification identifies determinants on a grand scale by "civilizations." His endeavor, however, has its fault lines. The lines are the borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces. With the cultural and religious glue of these "civilizations" thin and cracked, with the nation-state's political regime providing the principal bonds, crisscross fracturing and cancellation of Huntington's macro-scale, somewhat anachronistic fault lines are inevitable.

Based on these two selections, which of the authors would agree with this statement: "Most people in the world identify more strongly with the religion they profess than with the political party to which they belong"?

- (A) Both authors
- (B) The author of Text 1 only
- (C) Neither author
- (D) The author of Text 2 only

6. Text 1 is from Samuel P. Huntington, "The Clash of Civilizations?" copyright © 1993 by the Council on Foreign Relations, Inc. Text 2 is from Albert L. Weeks, "Do Civilizations Hold?" copyright © 1993 by Albert L. Weeks.

Text 1

First, differences among civilizations are not only real; they are basic. Civilizations are differentiated from each other by history, language, culture, tradition and, most important, religion. The people of different civilizations have different views on the relations between God and man, the individual and the group, the citizen and the state, parents and children, husband and wife, as well as differing views of the relative importance of rights and responsibilities, liberty and authority, equality and hierarchy. These differences are the product of centuries. They will not soon disappear. They are far more fundamental than differences among political ideologies and political regimes. Differences do not necessarily mean conflict, and conflict does not necessarily mean violence. Over the centuries, however, differences

among civilizations have generated the most prolonged and the most violent conflicts.

Text 2

The world remains fractured along political and possibly geopolitical lines; cultural and historical determinants are a great deal less vital and virulent. Politics, regimes, and ideologies are culturally, historically, and “civilizationally” determined to an extent. But it is willful, day-to-day, crisis-to-crisis, war-to-war political decision-making by nation-state units that remains the single most identifiable determinant of events in the international arena. How else can we explain repeated nation-state “defections” from their collective “civilizations”? As Huntington himself points out, in the Persian Gulf War “one Arab state invaded another and then fought a coalition of Arab, Western, and other states.”

What would the author of Text 1 most likely consider to be the most significant implication of the underlined statement that places it in direct opposition to the opinions of the author of Text 2?

- (A) Differences among civilizations rather than differing political ideologies are likely to cause serious future conflict in the world.
- (B) All future conflicts among civilizations will be violent and long-lasting.
- (C) Differences among civilizations cause wars of great destruction, but these wars serve, paradoxically, to purify and thus strengthen civilizations.
- (D) There will ultimately be a major conflict between all the major civilizations of the world resulting in the destruction of all but one of them.

7. Text 1 is from Samuel P. Huntington, “The Clash of Civilizations?” copyright © 1993 by the Council on Foreign Relations, Inc. Text 2 is from Albert L. Weeks, “Do Civilizations Hold?” copyright © 1993 by Albert L. Weeks.

Text 1

Civilization identity will be increasingly important in the future, and the world will be shaped in large measure by the interactions among seven or eight major civilizations. . . . The most important conflicts of the future will occur along the cultural fault lines separating these civilizations from one another. Why will this be the case? First, differences among civilizations are not only real; they are basic. Civilizations are differentiated from each other by history, language, culture, tradition and, most important, religion. . . . Second, the world is becoming a smaller place. The interactions between peoples of different civilizations are increasing; these increasing interactions intensify civilization consciousness and awareness of differences between civilizations and commonalities within civilizations. . . . Third, the processes of economic modernization and social change throughout the world are separating people from longstanding local identities. They also weaken the nation-state as a source of identity. . . . Fourth, the growth of civilization-consciousness is enhanced by the dual role of the West. On the one hand, the West is at a peak of power. At the same time, however, and perhaps as a result, a return to the roots phenomenon is occurring among non-Western civilizations.

Text 2

But it is willful, day-to-day, crisis-to-crisis, war-to-war political decision-making by nation-state units that remains the single most identifiable determinant of events in the international arena. How else can we explain repeated nation-state “defections” from their collective “civilizations”? As Huntington himself points out, in the Persian Gulf War “one Arab state invaded another and then fought a coalition of Arab, Western, and other states.”

The author of Text 1 would be most likely to respond to the example of the Persian Gulf War cited in Text 2 by saying that

- (A) there will continue to be cases in which nation-states act against the interests of the civilization to which they belong, but the more significant trend is for civilizational loyalty to take precedence over loyalty to the nation-state.

- (B) most of the Arab states involved in the Persian Gulf War owe their allegiance primarily to the West, not to Islamic civilization.
- (C) the Arab states that allied themselves with the West in the Persian Gulf War were forced to do so for larger geopolitical and economic reasons that transcend civilizational concerns.
- (D) civilizational loyalty cannot be assessed by the amount of intracivilizational aggression that occurs.

8. Text 1 is from Samuel P. Huntington, “The Clash of Civilizations?” copyright © 1993 by the Council on Foreign Relations, Inc. Text 2 is from Albert L. Weeks, “Do Civilizations Hold?” copyright © 1993 by Albert L. Weeks.

Text 1

Civilization identity will be increasingly important in the future, and the world be shaped in large measure by the interactions among seven or eight major civilizations.

Text 2

Huntington’s classification identifies determinants on a grand scale by “civilizations.” His endeavor, however, has its fault lines. The lines are the borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces.

The author of Text 2 most likely put quotation marks around the word *civilizations* to

- (A) suggest that it is very possible that what Huntington defines as civilizations are not in actuality civilizations.
- (B) make it clear that his definition of civilization is not the same as Huntington’s.
- (C) suggest the term “civilization” has no meaning.
- (D) express his scorn for scholars who use important terms carelessly.

9. Text 1 is from “Sustainability and Renewable Resources” by Steven Hayward, Ph.D., Elizabeth Fowler, and Laura Steadman, copyright ©

2000 by the Mackinac Center for Public Policy, Midland, Michigan. Text 2 is from OECD/Nuclear Energy Agency (2000), “Nuclear Energy in a Sustainable Development Perspective,” www.oecd-nea.org/sd.

Text 1

[A] river system can be dedicated to a variety of purposes: power generation, drinking water, irrigation, industrial use, sport and commercial fishing, recreation in various forms such as rafting and canoeing, swimming, sailing or motor-boating on lakes and reservoirs, scenery for hikers and campers, sites for resorts or cottages, or pure wilderness. Once dedicated, it cannot be used again without disturbing the constituencies that use its features and whose property values depend on them. Some of these uses may degrade the quality of the water, or spoil it for other uses. In some cases, so much water is withdrawn for various uses that not much reaches the sea or ocean—the Nile and the Colorado are in this condition at times. This in turn can have an impact on coastal currents and water quality, salinity of water in the delta, etc.

Text 2

Groundwater resources in the U.S., for instance, are often overused because of subsidies, a lack of tradable rights to water (“use it or lose it”), and a lack of clear property rights to water tables. Overfishing in the oceans provides a better example. It is easy to imagine that cattle might be scarce, just as buffalo became scarce, if they were owned in common and were taken from one vast domain, rather than being privately owned on separate ranches. While the exact analogue to barbed wire for fishing grounds in the ocean may be hard to conceive, assigning ownership rights to the ocean should not be much more difficult than assigning ownership rights to the radio frequency spectrum, as is currently being done throughout the world.

Text 1 and Text 2 are similar in that they both

- (A) center on the significance of water resources as the primary agenda in renewable resource conservation.
 - (B) point out areas in which the current efforts at regulating the use of renewable resources are failing.
 - (C) fear for the future of renewable resources as they relate to private ownership.
 - (D) resist the efforts made by governmental agencies, no matter how well-meaning, to interfere with the free-market system of environmental resource management,
10. Text 1 is from “Sustainability and Renewable Resources” by Steven Hayward, Ph.D., Elizabeth Fowler, and Laura Steadman, copyright © 2000 by the Mackinac Center for Public Policy, Midland, Michigan. Text 2 is from OECD/Nuclear Energy Agency (2000), “Nuclear Energy in a Sustainable Development Perspective,” www.oecd-nea.org/sd.

Text 1

Renewable resources, including air, water, and land, are subject to pressures for different uses, which may be incompatible. Air and water are particularly susceptible to pollutants because of the ease with which they can be used as open-access resources for receiving and disseminating waste. Habitat for plant and animal species may be very sensitive to environmental impacts, and easily destroyed. For example, a river system can be dedicated to a variety of purposes: power generation, drinking water, irrigation, industrial use, sport and commercial fishing, recreation in various forms such as rafting and canoeing, swimming, sailing or motor-boating on lakes and reservoirs, scenery for hikers and campers, sites for resorts or cottages, or pure wilderness. Once dedicated, it cannot be used again without disturbing the constituencies that use its features and whose property values depend on them. Some of these uses may degrade the quality of the water or spoil it for other uses.

Text 2

It is easy to imagine that cattle might be scarce, just as buffalo became scarce, if they were owned in common and were taken from one vast domain, rather than being privately owned on separate ranches. While the exact analogue to barbed wire for fishing grounds in the ocean may be hard to conceive, assigning ownership rights to the ocean should not be much more difficult than assigning ownership rights to the radio frequency spectrum, as is currently being done throughout the world.

What comment would the author of Text 1 most likely make about the suggestion in Text 2 that ownership rights to the ocean could be assigned?

- (A) It might have some merit, but the results would have to be closely monitored because habitats could be destroyed and what is done by one owner could have a great effect on the areas of the ocean owned by others.
- (B) It has some merit, but ownership rights to the ocean should be given only for fishing.
- (C) It would be an excellent idea both for fostering economic activity and for environmental conservation.
- (D) It is a good idea if owners are prohibited from oil exploration and promise to provide scientists with information on the effects of their commercial activities on the ecosystem.

11. Text 1 is from “Sustainability and Renewable Resources” by Steven Hayward, Ph.D., Elizabeth Fowler, and Laura Steadman, copyright © 2000 by the Mackinac Center for Public Policy, Midland, Michigan. Text 2 is from OECD/Nuclear Energy Agency (2000), “Nuclear Energy in a Sustainable Development Perspective,” www.oecd-nea.org/sd.

Text 1

Habitat for plant and animal species may be very sensitive to environmental impacts, and easily destroyed. Thus renewable resources should be seen as finite and vulnerable to pressures. . . . Policy for renewable resources, including pricing policy, should

reflect their scarcity value, multiple uses, and susceptibility to degradation or irreversible loss.

Text 2

There is much enthusiasm for “getting the incentives right.” This produces nods of agreement on the general level, and furious disagreement about its specific application. “Getting the incentives right” should mean chiefly assigning property rights to environmental goods, rather than using government power to set the “correct price” for the use of a commonly held environmental good. Any so-called “market-based incentive” policy that involves government setting the “correct price” to establish a “level playing field” is inherently flawed, because it misunderstands the nature of markets and prices. The government will always lack the necessary knowledge to set the “right” price, and such policies will usually introduce new distortions into the marketplace that will likely be counterproductive and wasteful of resources.

Which of the following best describes a fundamental difference of opinion between the two authors?

- (A) The role of capitalism in government policy making
- (B) The significance of the global market to commonly held environmental goods
- (C) Renewable resource conservationist versus entrepreneur
- (D) The appropriate role of government policy for renewable resources

12. Text 1 is from “Hotspots: Mantle Thermal Plumes” in *This Dynamic Earth: The Story of Plate Tectonics* by Jacqueline Kious and Robert I. Tilling, U.S. Geological Survey, 1996. Text 2 is from “Scientists Locate Deep Origins of Hawaiian Hotspots,” press release 09-232, December 3, 2009, National Science Foundation.

Text 1

The vast majority of earthquakes and volcanic eruptions occur near tectonic plate boundaries, but there are some exceptions. For example,

the Hawaiian Islands, which are entirely of volcanic origin, have formed in the middle of the Pacific Ocean more than 3,200 km from the nearest plate boundary. How do the Hawaiian Islands and other volcanoes that form in the interior of plates fit into the plate-tectonics picture? In 1963, J. Tuzo Wilson came up with an ingenious idea that became known as the “hotspot” theory. Wilson noted that in certain locations around the world, such as Hawaii, volcanism has been active for very long periods of time. This could only happen, he reasoned, if relatively small, long-lasting, and exceptionally hot regions—called hotspots—existed below the plates that would provide localized sources of high heat energy (thermal plumes) to sustain volcanism.

Text 2

The Hawaiian Islands are one of the outstanding volcanic features on Earth, but their origins have been shrouded in mystery. Still in debate has been a theory proposed 40 years ago, which states that mid-tectonic plate hotspots such as Hawaii are generated by upwelling plumes of lava from the base of Earth’s lower mantle. A team of scientists put the theory to the test. They deployed a large network of sea-floor seismometers in Hawaii, through an expedition called the Plume-Lithosphere Undersea Melt Experiment (PLUME), opening up a window into the Earth. PLUME allowed scientists to obtain the best picture yet of a mantle plume originating from the lower mantle and revealed Hawaii’s deep roots.

Which best describes the relationship between Text 1 and Text 2?

- (A) Text 1 describes a theory in detail and provides some evidence for it; Text 2 describes two experiments that have been done to test the theory described in Text 1.
- (B) Text 1 describes two competing theories and the evidence for one of them; Text 2 evaluates the two theories described in Text 1 and reaches a conclusion about which one is better supported by the evidence.
- (C) Text 1 describes the main geological processes involved in creating the Hawaiian Islands; Text 2 describes an experiment

done to gather information about these processes.

- (D) Text 1 introduces readers to the hotspot theory; Text 2 describes an experiment that produced evidence supporting the theory described in Text 1.

13. Text 1 is from “Hotspots: Mantle Thermal Plumes” in *This Dynamic Earth: The Story of Plate Tectonics* by Jacqueline Kious and Robert L. Tilling, U.S. Geological Survey, 1996. Text 2 is from “Scientists Locate Deep Origins of Hawaiian Hotspots,” press release 09-232, December 3, 2009, National Science Foundation.

Text 1

Wilson hypothesized that the distinctive linear shape of the Hawaiian Island-Emperor Seamounts chain resulted from the Pacific Plate moving over a deep, stationary hotspot in the mantle, located beneath the present-day position of the Island of Hawaii. Heat from this hotspot produced a persistent source of magma by partly melting the overriding Pacific Plate. The magma, which is lighter than the surrounding solid rock, then rises through the mantle and crust to erupt onto the seafloor, forming an active seamount. Over time, countless eruptions cause the seamount to grow until it finally emerges above sea level to form an island volcano.

Text 2

Combining the timing measurements from earthquakes recorded on many seismometers allowed scientists to construct a sophisticated 3-dimensional image of the Hawaiian mantle. In the upper mantle, the Hawaiian Islands are underlain by low shear-wave velocities, linked with hotter-than-average material from an upwelling plume. Low velocities continue down into the Earth’s transition zone, at 410 to 660 km depth, and extend even deeper into the Earth’s lower mantle down to at least 1,500 km depth.

Why would a three-dimensional image of the Hawaiian mantle in Text 2 be of significance to Wilson’s hypothesis about the Hawaiian Islands in Text 1?

- (A) There is no correlative significance between the two.
- (B) The three-dimensional image would most likely prove Wilson's hypothesis to be incorrect because "the Hawaiian Islands are underlain by low shear-wave velocities."
- (C) The three-dimensional image and Wilson's hypothesis both involve the mantle below the Hawaiian Islands.
- (D) The presence of magma contradicts the idea of hotter-than-average material from the plume.
14. Text 1 is from David Alpaugh, "The Professionalization of Poetry," in *Heavy Lifting*, copyright © 2007 by Alehouse Press. Text 2 is from David Alpaugh, "What Poets Can Learn from Songwriters," copyright © by 2011 David Alpaugh, copyright © 2011 *Scene4 Magazine*.

Text 1

Examples abound. . . . These excerpts [from "Doubt" by Fanny Howe] are part of a "prose poem" that goes on for four pages. Howe offers interesting insights in a style appropriate for a scholarly or critical journal. But it's hard to find any definition from Aristotle to the present that would admit such writing as poetry, certainly not under the term free verse or open form; for it has been the concern of responsible poets in those movements to find nontraditional, personalized strategies for making poetry musical. "Poetry atrophies, when it gets too far from music," Ezra Pound observes in his *ABC of Reading*.

Text 2

In *Finishing the Hat*, Stephen Sondheim zeroes in on the essential difference between the art of the lyricist and that of the poet: "Poetry doesn't need music," he writes, "lyrics do." Poetry is the art of "concision," written to stand on its own; lyrics, the art of "expansion," written to accommodate music.

As defined by these two texts, what is the difference between a prose poem and a lyric in relationship to poetry?

- (A) Concise prose versus expanded rhythms

- (B) The degree of musical elements incorporated into the work
- (C) Lyric poetry's expansive response to the independence of the stand-alone poem form
- (D) The degree to which the poem is open verse, determining its classification
15. Text 1 is from David Alpaugh, "The Professionalization of Poetry," in *Heavy Lifting*, copyright © 2007 by Alehouse Press. Text 2 is from David Alpaugh, "What Poets Can Learn from Songwriters," copyright © 2011 by David Alpaugh, copyright © 2011 *Scene4 Magazine*.

Text 1

The current popularity of the genre is attested to by Peter Johnson, editor of *The Best of the Prose Poem: An International Journal*. "I have read so many prose poems," he complains, "that I feel as if a large gray eraser is squatting in the hollow of my head. I am not even sure what my criteria are, anymore."

Text 2

Poets who want to achieve wider readership might consider the qualities that attract millions of intelligent men and women to their sister art [lyrics]. First in importance, the primary mission of the poem should be the same as the primary mission of the song: to make the listener want to hear the song again and again.

Based on the "primary mission" expressed in Text 2, Peter Johnson would probably agree with which of the following statements?

- (A) The primary mission of lyric poetry is to become divorced from its musical elements to become more adept at conversational components.
- (B) The primary mission of all forms of poetry should be to take each form to its most prose-like function.
- (C) The primary mission of poets should be to incorporate as much lyricism in their poetry as possible and shun elements of prose.
- (D) The primary mission of the prose poem sometimes becomes lost in its radical departure from the lyric elements of traditional

poetry.

16. Text 1 is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press. Text 2 is from David Alpaugh, “What Poets Can Learn from Songwriters,” copyright © 2011 by David Alpaugh, copyright © 2011 *Scene4 Magazine*.

Text 1

The ever-increasing prosification of poetry assures prospective students that they needn’t employ meter or rhyme or cadence or figurative language, or any of the devices, for that matter, in a standard poet’s dictionary; that the drabest encyclopedia prose, even technical jargon, can be hailed as “poetry” of the highest order. It’s the profession’s way of redefining the art downward to accommodate its talent pool.

Text 2

Whereas poetry is aimed almost exclusively at a limited number of fellow poets, hundreds of millions of men and women listen to songs on power of advertising, remind us that our desire for repetition is based on pulse and heartbeat and the nature of the human brain. It’s suicidal for poets to reject their own biology!

What point is being made in both Text 1 and Text 2?

- (A) The rejection of the lyric elements of poetry is an error that reveals inadequacies within the poet.
 - (B) Both prose and poetry are being burdened with such boring and unresponsive elements as technical jargon.
 - (C) The prose poet’s talent pool and the poet’s brain are calling for more lyrical elements to be included in their works of art.
 - (D) Rejection of prose poetry is due to a low talent pool, but the acceptance of lyric poetry is due to advertising.
17. Text 1 and Text 2 are from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Text 1

Here, it is sufficient to recognize that zoonoses are infectious diseases transmissible between vertebrate animals and humans and vice versa. In addition, the animal component has an essential role in maintaining the pathogen in nature for diseases transmitted to humans, for example, foxes and rabies. Humans serve that same role for diseases being transmitted to lower vertebrates, for example, measles and great apes. These revelations have direct ramifications for wildlife conservation.

Text 2

This interfacing of previously disparate cohorts of the same and other wildlife species provides fresh opportunities for pathogen transfers resulting in disease events. Furthermore, the infection of transient cohorts by their resident urban cohorts can facilitate disease transfer to other areas as those migrants continue their journey.

A key player in Text 1 that is not included in Text 2 includes

- (A) pathogens.
- (B) transient cohorts.
- (C) humans.
- (D) vertebrate animals.

18. Text 1 and Text 2 are from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Text 1

Globally, an estimated 200–500 million people were sickened during the 1917–19 H1N1 influenza virus “Spanish flu” pandemic, more than 20 million of whom died. The specter of that pandemic contributed greatly to the unprecedented global response following the 1997 diagnoses of highly pathogenic H5N1 avian influenza virus in Asia and the subsequent spread of that virus throughout much of Asia and Europe.

Text 2

Urban waterfowl commonly litter park areas and golf courses with their feces. That type of contamination periodically results in public health agencies closing public swimming areas because of *E. coli* from waterfowl feces. An extremely hazardous feces shed parasite is *Echinococcus multilocularis*, a tapeworm of foxes. People who accidentally ingest the eggs of this parasite may develop alveolar hydatid disease. Because dogs and cats can also become infected and serve as definitive hosts, usually by feeding on infected small rodents (intermediate hosts), they can bring the parasite to one's home as well as to public areas where companion animals are walked or allowed to roam.

How does the scope of governmental response to outbreaks of disease caused by interaction with wildlife in Text 1 differ from that in Text 2?

- (A) Text 1: Asia and Europe; Text 2: the United States
- (B) Text 1: quarantine; Text 2: animal containment
- (C) Text 1: H1N1; Text 2: *E. coli*
- (D) Text 1: global; Text 2: local

19. Text 1 and Text 2 are from Milton Friend, "Why Bother About Wildlife Disease?" from *U.S. Geological Survey Circular 1401*, 2014.

Text 1

The emergence of highly pathogenic H5N1 is just one of a number of recent Emerging Infectious Diseases (EIDs) that have wildlife roots, including numerous diseases that have caused epizootics of great concern for society. The World Health Organization reported that in 2006, 39.5 million people were currently infected with HIV/AIDS worldwide and that for the next year alone (2007), 18 billion dollars would be needed to prevent future HIV transmission and provide care for those already infected. A myriad of other emerging zoonoses followed HIV/AIDS to the headlines of major newspapers as well as serving as subject matter for major media venues of all types. These diseases have also become a major focus for scientific investigations

and the development of specialized programs and facilities to address them.

Text 2

Duck plague first appeared in North America in 1967 as the cause for a major epizootic* in the Long Island, New York white Pekin duck industry. The subsequent eradication of duck plague from the commercial duck industry of the United States has been followed by numerous duck plague epizootics in urban, migratory, and other waterfowl flocks across the nation. In addition, there have been two large-scale epizootics involving migratory waterfowl. Aggressive actions taken to combat urban waterfowl duck plague epizootics may have contributed to the rare documentation of duck plague in migratory waterfowl populations despite recurring outbreaks in a variety of urban and suburban captive and free ranging wildlife populations.

Which of the following best describes the major similarity and the corresponding difference between the two texts?

- (A) Both texts are about epizootics, but Text 1 departs from that topic to address the HIV epidemic. Text 2, on the other hand, stays on topic.
- (B) Both texts are about infectious diseases involving animals. Text 1 focuses on the impact on people of such diseases, and Text 2 highlights the eradication measures taken to combat disease.
- (C) Both texts are about infectious diseases involving animals, but Text 1 addresses the topic from a more political perspective than Text 2.
- (D) There are no major similarities between the two texts because Text 1 is mainly about the HIV epidemic and Text 2 is about diseases in ducks.

20. Text 1 and Text 2 are from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Text 1

A recent major rabies epizootic that occurred among raccoons in the mid-Atlantic and northeastern United States illustrates that even a zoonosis of antiquity can reassert its prominence in the modern era as a challenge for humans and wildlife alike. Throughout history, zoonoses also have been the cause of humanity at local, regional, and global level.

Text 2

The establishment of parvovirus and heartworm infections in wolves and parvovirus and heartworm infections in wolves in the United States are examples of disease transfers from infected dogs to wild mammals. Pathogen-laden feces are a common means for disease transmission. Infection of the southern sea otter with toxoplasmosis is an example of the transfer of an infectious pathogen from the domestic cat to a marine mammal (via runoff into the nearshore environment with contaminated cat feces). In addition, during 2008 an *Escherichia coli* outbreak among a cluster of children was traced to elk droppings on football fields near Denver, Colorado and resulted in a decision to cancel football games on fields close to where elk graze.

Text 1 states that “throughout history, zoonoses also have been the cause of humanity at local, regional, and global level.” Which of the following events mentioned in Text 2 would probably illustrate that statement?

- (A) Parvovirus and heartworm infections in wolves
- (B) Wildlife rabies from infected dogs
- (C) The *Escherichia coli* outbreak from elk droppings in 2008
- (D) Infection of the southern sea otter with toxoplasmosis

21. Text 1 is from Peter Matthiessen, *Indian Country*, copyright © 1984 by Peter Matthiessen. Text 2 is from Charles A. Eastman (Ohiyesa), *The Indian Today: The Past and Future of the First American*, originally published in 1915.

Text 1

The Hopi chairman's brother, Wayne, a prosperous Mormon, proprietor of a thriving Hopi craft shop, with holdings in the family ranch and a construction company, complains in his progressive newspaper, *Qua Toqti*, of the poor attitude of the traditionals toward "their fellow tribesmen in business," and criticizes white supporters of the traditionals for "wanting to keep us in our 'primitive' state." He has declared, "We will never go back to our cornfields and orchards unless we are forced to." In another column in the newspaper, Wayne Sekaquaptewa inquires, "When will someone come along to convince us that we are squabbling like untrained children over everything in the name of our useless religion?" (Sekaquaptewa believes that the true story of the Hopi may be found in the *Book of Mormon*.) Not surprisingly, *Qua Toqti* vociferously supports the eviction of the "enemy Navajo" from Hopi land.

Text 2

The native American has been generally despised by his white conquerors for his poverty and simplicity. They forget, perhaps, that his religion forbade the accumulation of wealth and the enjoyment of luxury. To him, as to other single-minded men in every age and race, from Diogenes to the brothers of Saint Francis, the love of possessions has appeared a snare, and the burdens of a complex society a source of needless peril and temptation. Furthermore, it was the rule of his life to share the fruits of his skill and success with his less fortunate brothers. Thus he kept his spirit free from the clog of pride, cupidity, or envy, and carried out, as he believed, the divine decree—a matter profoundly important to him.

What is the relationship of Text 2 to Text 1?

- (A) Text 2 probably describes some of the beliefs held by the traditionals that are held in derision by Wayne in Text 1.
- (B) Text 1 represents a better and more progressive lifestyle, and Text 2 describes a lifestyle of backward notions without any ideals or goals.

- (C) Text 2 probably describes the belief system of the enemy Navajo, and Text 1 provides the reasons why the Hopi have not forced them from their lands.
- (D) Text 1 presents the views of Diogenes, but Text 2 is more closely aligned with the *Qua Toqti*.
22. Text 1 is from Peter Matthiessen, *Indian Country*, copyright © 1984 by Peter Matthiessen. Text 2 is from Charles A. Eastman (Ohiyesa), *The Indian Today: The Past and Future of the First American*, originally published in 1915.

Text 1

The traditionals have always been wary of the white man's consumer mentality, and now they were worried about what could happen when the Black Mesa mine was dead, when a dependent and poverty stricken people, having been left with waste and desecration where a sacred mountain had once stood, found themselves forced to accept more leases and more desolation. This threat was increased by the prospect of legal "termination," or dissolution of a people as a cultural unit, with which Indians are threatened every other year.

Text 2

All who have lived much out of doors know that there is a magnetic and nervous force that accumulates in solitude and that is quickly dissipated by life in a crowd; and even his enemies have recognized the fact that for a certain innate power and self-poise, wholly independent of circumstances, the American Indian is unsurpassed among men.

Which of the following statements best describes the relationship of Text 1 to Text 2?

- (A) There is no relationship between Text 1 and Text 2 except as a continuance of the narrative.
- (B) It can be inferred that the living conditions described in Text 1 would have resulted in the loss of the Native American's innate power described in Text 2.

- (C) The two texts provide a comparison and contrast of two different indigenous groups of people, one living in submission and one living in freedom.
- (D) Because the force described in Text 2 “is quickly dissipated by life in a crowd,” the Native American people have little choice but to succumb to the powers that want to subject them to “dissolution . . . as a cultural unit.”
23. Text 1 and Text 2 are taken from “Man-Woman” (ca. 1855) by Lydia H. Sigourney.

Text 1

Man's home is everywhere. On ocean's flood,
Where the strong ship with storm-defying tether
Doth link in stormy brotherhood
Earth's utmost zones together,
Where'er the red gold glows, the spice-trees wave,
Where the rich diamond ripens, mid the flame
Of vertic suns that ope the stranger's grace,
He with bronzed check and daring step doth rove;
He with short pang and slight. . . .

Text 2

It is not thus with Woman. The far halls
Though ruinous and lone,
Where first her pleased ear drank a nursing mother's tone';
Where breathed a parent's prayer around her bed;
The valley where, with playmates true,

She culled the strawberry, bright with dew;

The bower where Love her timid footsteps led;

The hearthstone where her children grew; . . .

Which of the following works best reflects the central contrast between Text 1 and Text 2?

- (A) *Women: The Misunderstood Majority*—an examination of myths about women
- (B) *Men Are from Mars, Women Are from Venus*—an exploration of gender-based differences
- (C) *The Husband's Message and The Wife's Lament*—two Old English poems calling for reunion with a missing spouse
- (D) *Gone With the Wind*—a woman determined to restore her home

24. Text 1 is from *The Importance of Being Earnest*, a play by Oscar Wilde. Text 2 is from Louisa May Alcott's *Work: A Story of Experience*.

Text 1

[In this scene, Algernon has told Lady Bracknell that his friend (Mr. Bunbury) will not be coming to Lady Bracknell's dinner party that evening.]

Algernon. Yes; poor Bunbury is a dreadful invalid.

Lady Bracknell. Well, I must say, Algernon, that I think it is high time that Mr. Bunbury made up his mind whether he was going to live or to die. This shilly-shallying with the question is absurd. Nor do I in any way approve of the modern sympathy with invalids. . . . I should be much obliged if you would ask Mr. Bunbury, from me, to be kind enough not to have a relapse on Saturday, for I rely on you to arrange my music for me. It is my last reception, and one wants something that will encourage conversation, particularly at the end of the season when everyone has practically said whatever they had to say, which, in most cases, was probably not much.

Text 2

Madame was intent on a water-color copy of Turner’s “Rain, Wind, and Hail,” that pleasing work which was sold upside down and no one found it out. Motioning Christie to a seat she finished some delicate sloppy process before speaking. In that little pause Christie examined her, and the impression then received was afterward confirmed. Mrs. Stuart possessed some beauty and chose to think herself a queen of society. She assumed majestic manners in public and could not entirely divest herself of them in private, which often produced comic effects.

In what way is the description of Lady Bracknell in Text 1 and that of Mrs. Stuart in Text 2 similar?

- (A) The descriptions suggest that both women are sincere and gracious hostesses.
- (B) The descriptions present both women as thoughtful and caring of others.
- (C) The descriptions reveal that both women are self-deprecatory in their attitudes.
- (D) The descriptions imply that both women are self-delusional, producing a comic effect.

25. Text 1 is from John L. O’Sullivan, “The Great Nation of Futurity.” It was originally published in 1839.

Text 2 comes from George Washington’s “Farewell Address” in 1796.

Text 1

What philanthropist can contemplate the oppressions, the cruelties, and injustice inflicted by them [monarchies and aristocracies of antiquity] on the masses of mankind, and not turn with moral horror from the retrospect? America is destined for better deeds. . . . We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on

a seat of supremacy. We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples.

Text 2

The unity of government which constitutes you one people is also now dear to you. It is justly so, for it is a main pillar in the edifice of your real independence. . . . But as it is easy to foresee that from different causes and from different quarters much pains will be taken, many artifices employed, to weaken in your minds the conviction of this truth, as this is the point in your political fortress against which the batteries of internal and external enemies will be most constantly and actively (although often covertly and insidiously) directed, it is of infinite moment that you should properly estimate the immense value of your national union to your collective and individual happiness. . . .

Which of the following pairs of words best expresses the difference of Text 1 and the message of the author of Text 2 toward the future of the United States of America?

- (A) Text 1: pride; Text 2: shame
- (B) Text 1: retaliation; Text 2: caution
- (C) Text 1: enthusiasm; Text 2: vigilance
- (D) Text 1: encouragement; Text 2: paranoia

Answer Explanations

1. **(B)** Both of the girls are depicted as being relaxed. The girl in Text 1 is sitting in a wicker settee, very relaxed, and reading a book. Sally Happer in Text 2 is resting her chin on a windowsill, gazing down sleepily at the car. Choice (A) is not correct because, although there is some suggestion that the girl in Text 1 is pretty (“Slender and supple . . . alluring mouth”), nothing is suggested about Sally Happer’s appearance. There is a suggestion that the girl in Text 1 is intelligent (“Quick gray eyes full of a radiant curiosity”), but there is nothing to suggest that Sally is intelligent. Neither girl can be described as indolent (habitually lazy) because not enough information is provided to show whether they are frequently lazy.

2. (C) In Text 1 “the drowsy silence” is broken by the “heavy footsteps” of the elderly man. In Text 2, Sally Happer looks down sleepily at Clark Darrow’s noisy arrival in his old Ford. In Text 1, the arrival of the elderly man does not mainly create humor. In Text 2, there is a stronger suggestion than in Text 1 that the arrival of the male character is intended, at least in part, to be humorous. However, in neither passage does the male character’s arrival mainly serve to create humor. It is possible that the elderly man grunts because he condemns the girl’s self-indulgence, but there is nothing to suggest a condemnation of self-indulgence in Text 2. In Text 1, the elderly man interrupts the mood briefly, but this does not really change the atmosphere; the girl ignores him and continues reading and eating a lemon. In Text 2, Clark Darrow’s arrival does not create a serious atmosphere. On the contrary, it creates a somewhat comical atmosphere.
3. (B) Obviously, these two texts are both introductions to stories and are both providing the reader with the settings. The sun plays a prominent role in both texts. In Text 1, “the sun was shying little golden disks at the sea—if you gazed intently enough you could see them skip from wave tip to wave tip until they joined a broad collar of golden coin that was collecting half a mile out and would eventually be a dazzling sunset.” Text 2 includes simile as the “sunlight dripped over the house like golden paint over an art jar.”
4. (A) Huntington’s social theory is that “The most important conflicts of the future will occur along the cultural fault lines separating these civilizations from one another,”; in other words, future conflicts will be between civilizations. Weeks takes exception to this idea by taking Huntington’s concept of “fault lines” and redefining it on two levels (using the term as a play on words). First, he says that Huntington’s “endeavor . . . has its fault lines,” suggesting weak spots in his rationale. Second, Weeks says that the real “fault lines” are the “borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces.” Of interest is Weeks’s use of the word “alleged” in describing “civilizations,” as this term

suggests that he would even differ with Huntington on what constitutes a civilization.

5. **(B)** The author of Text 1 writes, “Civilizations are differentiated from each other by history, language, culture, tradition and, most important, religion” and “[These differences] are far more fundamental than differences among political ideologies.” We can infer from this that the author believes that most people identify more strongly with their religion than with their political party. The author of Text 2, on the other hand, sees “the religious glue” as “thin and cracked.”
6. **(A)** The author of Text 1 is arguing that what he considers the most fundamental differences among civilizations (“Civilizations are differentiated . . . equality and hierarchy”) have “over the centuries . . . generated the most prolonged and the most violent conflicts.” It is reasonable to suppose that the author would consider the most important implication of the statement to be that differences among civilizations rather than differing political ideologies will cause serious future conflict in the world.
7. **(A)** The author of Text 1 does not argue that all conflict is at present caused by conflicts among civilizations or that this will be true in the future. He argues that “the world will be shaped in large measure by the interactions among seven or eight major civilizations” and that “the most important conflicts of the future will occur along the cultural fault lines separating these civilizations from one another.” Thus, he would be likely to say that the Persian Gulf War is an example of nation-states putting their interests ahead of the interests of the civilization to which they belong. However, this one example does not invalidate his four-point argument that civilizational loyalty is becoming more important than loyalty to the nation-state in causing conflict in the world.
8. **(A)** After describing Huntington’s classification as “[identifying] determinants [of international events] on a grand scale by ‘civilizations,’” the author of Text 2 describes what he sees as the difficulties with Huntington’s classification: “His endeavor, however,

has its own fault lines. The lines are the borders encompassing each distinct nation-state and mercilessly chopping the alleged civilizations into pieces.” From this we can infer that the author of Text 2 has serious doubts about whether the term “civilization” can be applied to the entities described as such by Huntington.

9. **(B)** Text 1 blames the overuse and degradation of river systems dedicated to commercial purposes on the fact that such water sources cannot be changed because of the impact on property values of constituencies. Text 2 blames overuse of groundwater resources on “a lack of tradable rights to water . . . , and a lack of clear property rights to water tables.”
10. **(A)** The author of Text 1 says, “Air and water are particularly susceptible to pollutants because of the ease with which they can be used as open-access resources for receiving and disseminating waste.” Thus, he would probably argue for close monitoring of the results of assigning ownership rights. In his discussion of the example of a river system, the author stresses that the various uses it is put to can have a great effect on other uses it has on the system itself and on things outside the system related to it. Thus, it is likely he would be concerned about the effects of the activity of one owner on the parts of the ocean owned by others.
11. **(D)** The author of Text 2 sees unsound government policies, particularly in pricing, as an unsuccessful means to protect natural resources from destruction, whereas the author of Text 1 suggests that we look to creating policy, including pricing, for renewable resources to protect them.
12. **(D)** Text 1 poses a question: “How do the Hawaiian Islands and other volcanoes that form in the interior of plates fit into the plate-tectonics picture?” The answer to that question introduces the reader to the hotspot theory, which says that hotspots exist “below the plates that would provide localized sources of high heat energy (thermal plumes) to sustain volcanism.” Text 2 not only tells us that an experiment (called PLUME) was conducted to “put the [hotspot] theory to the

test,” but also claims that the outcome of the experiment “obtain[ed] the best picture yet of a mantle plume originating from the lower mantle,” suggesting that they did find evidence supporting the theory.

13. **(C)** A data-producing three-dimensional image of the upper mantle, transition zone, and lower mantle under the Hawaiian Islands would enable researchers to pinpoint the areas that Wilson claims are instrumental in the formation of the island, including the “deep, stationary hotspot in the mantle,” “the melting [of] the overriding Pacific Plate,” as well as the formation of the seamount and eventual volcanic mountain.
14. **(B)** This is a matter of opposing extremes: the prose poem sometimes lacks the musical elements of poetry; the lyric can be so musical it is no longer concise as is a poem.
15. **(D)** Johnson “complains” about reading so many prose poems that we can assume that he does not want to read or listen to very many of them “over and over again,” as one would want to read or listen to a poem that, like a song, incorporates lyric elements.
16. **(A)** “It’s the profession’s way of redefining the art downward to accommodate its talent pool” in Text 1 implies that the writers of prose poems that are completely devoid of the traditional elements of poetry, which would include lyrical components, are incapable of writing true poetry. Text 2 continues the critique of poets by stating, “It’s suicidal for poets to reject their own biology!” This statement suggests that the poet’s own body is calling for lyric elements to be part of the poem.
17. **(C)** Text 2 focuses on transient cohorts/groups of wildlife that transfer disease to other wildlife as they migrate through an area; Text 1 is primarily concerned with disease transfer not just among wildlife but also between wildlife and humans.
18. **(D)** Text 1 tells us that H5N1 sparked an “unprecedented global response.” In Text 2 we can assume, because of the action taken (public health agencies closing public swimming areas), that the

response was on a more localized level. Text 2 never reveals in what country or area the public swimming areas were closed.

19. **(B)** Text 1 is about the “Emerging Infectious Diseases (EIDs) that have wildlife roots, including numerous diseases that have caused epizootics of great concern for society.” Text 2 likewise discusses epizootics, specifically duck plague. In contrast, however, the effects on people are the main area of concern in Text 1, citing the almost 40 million people with HIV/AIDS in 2006, the costs of combating the disease in people, and the investigations and programs the disease has spurred. Text 2 deals very little with the impact on humans and instead talks mostly about ramifications of duck plague from various perspectives.
20. **(C)** The *Escherichia coli* outbreak of 2008 involved contraction of the disease by children, a circumstance that we can reasonably assume would become a major cause of humanity at every level.
21. **(A)** We can infer that the religion that Wayne considers “useless” in Text 1 is that of the “traditionals.” Consequently, when Text 2 describes the Native American religion as one that “forbade the accumulation of wealth and the enjoyment of luxury,” the clash between Wayne, who is described as prosperous with many holdings, and the religion of the traditionals becomes easy to understand.
22. **(B)** Text 2 states “that for an innate power and self-poise, wholly independent of circumstances, the American Indian is unsurpassed among men.” That “innate power” was the result of “a magnetic and nervous force” acquired from living outdoors. However, the Native Americans described in Text 1 are no longer living outdoors but, rather, are living in fear, dependence, and poverty.
23. **(B)** “*Man’s home is everywhere*” in Text 1 but “*It is not thus with Woman*” in Text 2 immediately tells you that these texts are providing a contrast between man and woman. The fact that the poet italicized these lines indicates intent. Only choice (B) provides a title that

correlates to the idea that “home” means something different for man than it does for woman.

24. **(D)** Lady Bracknell in Text 1 has the idea that she can tell an ill man “not to have a relapse on Saturday, for I rely on you to arrange my music for me.” Likewise in Text 2, Mrs. Steward “chose to think herself a queen of society,” but the author tells us that her manners were “assumed” to the point that she even acted that way in private, implying that she was deluding herself.
25. **(C)** The enthusiasm of the author of Text 1 is evident when he says, “America is destined for better deeds.” He does not entertain even the possibility of the American government at some future point repeating any of the sins of other nations. Although Washington does express enthusiasm as well when he speaks of the value of the “unity of government” that the nation was enjoying at that point in time, he goes into detail warning the listeners against covert and insidious efforts on the part of enemies to destroy America’s unity in the future. The implication of this warning is the need for an increased sense of vigilance against such attacks.

*a disease that appears as new cases in a given animal population, during a given period, at a rate that substantially exceeds what is expected based on recent experience

Central Ideas and Details

Remember that the central or main idea is a statement of the writer’s point. Try not to confuse it with the author’s purpose. The central idea always comes with supporting details found in the text or passage. You want to look at the following:

- Who?
- What?
- Where?
- When?
- How?

After reading the entire passage, reread it first to identify the topic and then to see what the author is saying about the topic. Keep in mind that it is OK if you need to read the short passage a few times to find the correct details. Some are harder to see than others.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

1. This passage is from John Okada, *No-No Boy*, published by the University of Washington Press, copyright © 2001.

The lieutenant who operated the radar-detection equipment was a blond giant from Nebraska. The lieutenant from Nebraska said: “Where you from?” The Japanese-American who was an American soldier answered: “No place in particular.” “You got folks?” “Yeah, I got folks.” “Where at?” “Wyoming, out in the desert.” “Farmers, huh?” “Not quite.” “What’s that mean?” “Well, it’s this way. . . .” And then the Japanese-American whose folks were still Japanese-Japanese, or else they would not be in a camp with barbed wire and watchtowers with soldiers holding rifles, told the blond giant from Nebraska about the removal of the Japanese from the Coast, which was called the evacuation, and about the concentration camps, which were called relocation centers.

According to the text, at the time of this account the narrator’s parents are

- (A) living on their farm in Wyoming.
- (B) living in Japan.
- (C) living in a relocation camp in Wyoming.
- (D) deceased.

2. This passage is from Freeman Dyson, *Disturbing the Universe*, copyright © 1979 by Freeman J. Dyson.

There are some striking examples in the laws of nuclear physics of numerical accidents that seem to conspire to make the universe habitable. The strength of the attractive nuclear force is just sufficient to overcome the electrical repulsion between the positive charges in the nuclei of ordinary atoms such as oxygen or iron. But the nuclear forces are not quite strong enough to bind together two protons (hydrogen nuclei) into a bound system which would be called a diproton if it existed. If the nuclear forces had been slightly stronger than they are, the diproton would exist and almost all the hydrogen in the universe would have been combined into diprotons and heavier nuclei. Hydrogen would be a rare element, and stars like the sun, which live for a long time by the slow burning of hydrogen in their cores, could not exist. On the other hand, if the nuclear forces had been substantially weaker than they are, hydrogen could not burn at all and there would be no heavy elements.

According to the text, if the nuclear forces in atoms had been slightly stronger than they are,

- (A) there would be many more stars like the sun than there are.
- (B) the universe would be made up of over 99% hydrogen.
- (C) most of the hydrogen in the universe would have burned up.
- (D) stars like the sun would not exist.

3. This passage is from Lewis Thomas, *The Medusa and the Snail*, copyright © 1974.

It is customary to place the date for the beginnings of modern medicine somewhere in the mid-1930s, with the entry of sulfonamides and penicillin into the pharmacopoeia, and it is usual to ascribe to these events the force of a revolution in medical practice. This is what things seemed like at the time. Medicine was upheaved, revolutionized indeed. Therapy had been discovered for great numbers of patients whose illnesses had previously been untreatable. Cures were now available. It seemed a totally new world. Doctors could now

cure disease, and this was astonishing, most of all to the doctors themselves.

Why, according to the text, were doctors astonished around the mid-1930s?

- (A) They were amazed that drugs were able to cure diseases.
- (B) Cures were becoming available for some illnesses, whereas before these doctors had little capacity to cure illnesses.
- (C) The practice of medicine was being revolutionized by a bold young breed of doctors.
- (D) They were surprised that people still had so much respect for doctors and medicine.

4. This passage is from Irving Kristol, *Reflections of a Neoconservative*, copyright © 1983 by Irving Kristol.

Throughout history, artists and writers have been candidly contemptuous of commercial activity between consenting adults, regarding it as an activity that tends to coarsen and trivialize the human spirit. And since bourgeois society was above all else a commercial society—the first in all of recorded history in which the commercial ethos was sovereign over all others—their exasperation was bound to be all the more acute. Later on, the term “philistinism” would emerge to encapsulate this sentiment.

According to the text, the term “philistinism” arose because

- (A) artists and writers became aware that they would increasingly have to participate in commercial activities.
- (B) artists and writers became increasingly frustrated and annoyed as society became more commercial and bourgeois.
- (C) a new word had to be found to refer to the new commercial ethos that was emerging in the eighteenth century.
- (D) artists and writers needed a word to conveniently describe their changing role in bourgeois society.

5. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

The general importance of zoonoses for humanity has waxed and waned over time in concert with changing conditions including changes in the number of human cases and (or) exposures associated with enzootic areas, such as chronic disease presence and activity levels, for specific zoonoses. The occurrence of major epizootics or epidemics involving the expansion of established geographic range for specific diseases and (or) the appearance of “new” zoonoses within a geographic area is also of great concern.

According to the text,

- (A) the effects of zoonoses on human beings have remained relatively consistent through human history.
- (B) zoonoses have had little effect on human activities.
- (C) zoonoses have often been the decisive factor in the extinction of civilizations.
- (D) the effects of zoonoses on human beings have varied considerably through human history.

6. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Rabies is a well-established zoonosis and, except for anthrax, perhaps the next earliest zoonosis to confront humans. The first recorded description of canine rabies dates back to about 500 B.C. Rabies is an important zoonosis in much of the world, because death is the outcome once clinical signs appear. Human deaths from rabies are rare in the United States, but the disease is diagnosed annually in wildlife and other animals where it continues to cause periodic epizootics.

According to the text, rabies

- (A) is maintained in nature by animals.
- (B) affects only domesticated animals.
- (C) is no longer a threat to human life.
- (D) cannot be transmitted from an animal to a human.

7. The following passage is from Alexis de Tocqueville, *Democracy in America*, translated from French into English by Henry Reeve and

originally published in 1835. Alexis de Tocqueville was a French writer and visitor to the United States.

A majority taken collectively is only an individual, whose opinions, and frequently whose interests, are opposed to those of another individual, who is styled a minority. If it be admitted that a man possessing absolute power may misuse that power by wronging his adversaries, why should not a majority be liable to the same reproach?

According to the text,

- (A) it is possible for a majority to establish an unjust law.
- (B) what is decided by a majority in a society is always just.
- (C) what is just cannot be decided by human beings.
- (D) what is just can be decided only by the members of that society for that society.

8. The following passage is from Alexis de Tocqueville, *Democracy in America*, translated from French into English by Henry Reeve and originally published in 1835. Alexis de Tocqueville was a French writer and visitor to the United States.

I am therefore of the opinion that social power superior to all others must always be placed somewhere; but I think that liberty is endangered when this power finds no obstacle which can retard its course and give it time to moderate its own vehemence.

According to the text,

- (A) once superior power is placed into the hands of a single group, nothing will be able to limit its power.
- (B) to preserve freedom, it is necessary for there to be some opposition to the dominant power group in a society.
- (C) individual liberty is not possible when a society is dominated by a single principle.
- (D) individual liberty is possible only when society is dominated by a powerful minority.

9. This passage is from Peter Matthiessen, *Indian Country*, copyright © 1984 by Peter Matthiessen.

By eliminating an Indian nation termination quiets Indian claims to tribal lands that were never ceded to the U.S. government by treaty, which happens to describe almost all the “federal” land in the Far West; instead, the people must accept whatever monetary settlement has been bestowed upon them by the Court of Claims, which was set up not to administer justice but to expedite adjudication of land titles and head off any future claims that Indians might make on lands already coveted by the white economy.

According to the text, the Court of Claims

- (A) adjudicates cases fairly.
 - (B) almost always favors Indian claims to land over white claims to land.
 - (C) has little real effect on Indian affairs.
 - (D) is biased toward white people in its judgments.
10. This passage is from Henry Van Dyke, *The Americanism of Washington*. It was originally published in 1906.

I see Benjamin Franklin, in the Congress of 1776, already past his seventieth year, prosperous, famous, by far the most celebrated man in America, accepting without demur the difficult and dangerous mission to France, and whispering to his friend, Dr. Rush, “I am old and good for nothing, but as the store-keepers say of their remnants of cloth, ‘I am but a fag-end, and you may have me for what you please.’”

According to the text, which of the following is not true about Benjamin Franklin?

- (A) He was wise.
- (B) He believed deeply in natural rights and liberty.
- (C) He never went to Europe.
- (D) He was widely admired in his country.

11. This passage is from Henry Van Dyke, *The Americanism of Washington*. It was originally published in 1906.

He made no extravagant claims for his own motives, and some of his ways were not distinctly ideal. He was full of prudential proverbs and claimed to be a follower of the theory of enlightened self-interest. But there was not a faculty of his wise old head which he did not put at the service of his country, nor was there a pulse of his slow and steady heart which did not beat loyal to the cause of freedom.

According to the text, Benjamin Franklin said that he was

- (A) motivated by what would benefit him.
 - (B) motivated to action by the highest ideals.
 - (C) chivalrous.
 - (D) the most useful person that his country could send on a mission to France.
12. This passage is from Suparna Choudhury, "Culturing the Adolescent Brain: What Can Neuroscience Learn from Anthropology?" in *Social Cognitive and Affective Neuroscience*, 2010.

All of these factors were thought to make Samoan adolescence relatively tranquil and enjoyable and led to Mead's assertion of the primacy of nurture over nature.

According to the text, from her observation that adolescence in Samoa is different from adolescence in America, Margaret Mead argued that

- (A) Samoan culture is different from American culture.
 - (B) culture has a larger part in shaping human behavior than does genetics.
 - (C) girls are treated better in Samoa than they are in America.
 - (D) people go through the same basic life experiences in all societies but do so at different times in their lives.
13. This passage is from Suparna Choudhury, "Culturing the Adolescent Brain: What Can Neuroscience Learn from Anthropology?" in *Social Cognitive and Affective Neuroscience*, 2010.

Schlegel and Barry's cross-cultural study of adolescents in tribal and traditional societies using data collected from over 175 societies around the world demonstrated that adolescence as a distinctive, socially marked stage of life is ubiquitous. These researchers put forward a biosocial theory, arguing that the social stage of adolescence is a response to the development of the reproductive capacity.

According to the text, Schlegel and Barry's cross-cultural study of adolescents in tribal and traditional societies showed that

- (A) the phenomenon of adolescence is found everywhere.
- (B) adolescence is a time of great conflict in every society.
- (C) antisocial behavior always increases during adolescence.
- (D) adolescent boys become aggressive in every society.

14. This passage is from Gilbert Highet, *The Art of Teaching*, copyright © 1950 by Gilbert Highet.

In that, perhaps, they are the ancestors of the modern journalists who have the knack of turning out a bright and interesting article on any new subject, without using special or expert information. The sophists dazzled everyone without convincing anyone of anything positive. They argued unsystematically and unfairly, but painted over the gaps in their reasoning with glossy rhetoric. They had few constructive ideas, and won most applause by taking traditional notions and showing they were based on convention rather than logic. They demonstrated that almost anything could be proved by a fast talker—sometimes they made a powerful speech on one side of a question in the morning and an equally powerful speech on the opposite side in the afternoon.

According to the text, what is not true about the sophists?

- (A) They used superficial elements of the art of persuasion in their arguments.
- (B) They were fast talkers.
- (C) Some of them were very effective at proving their points.
- (D) They were always scrupulously fair in arguments.

15. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

However, in some instances the culling of urban waterfowl collections infected by duck plague has been vigorously opposed by various segments of society. That opposition highlights one of the difficulties associated with wildlife disease management within urban environments; companion animal status conferred upon these waterfowl by segments of the public may interfere with needed disease control actions and facilitate disease establishment and spread when eradication was possible.

According to the text, a difficulty faced by authorities in charge of wildlife management in urban areas is that

- (A) people in urban areas often have little interest in wildlife.
- (B) many people in urban areas take action to destroy nonindigenous wildlife.
- (C) quite a few people can become quite emotionally attached to animals and seek to protect them despite the need for disease control measures.
- (D) the interests of fishermen, hunters, and wildlife conservationists seldom coincide.

16. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Another disease dynamic of increased importance within urban environments is the transfer of pathogens between wildlife and companion animals (dogs and cats). A recent study of urban areas in California has disclosed that domestic cats, wild bobcats and mountain lions that live in the same area share the same diseases. The passage of those pathogens from wildlife to domestic cats provides a vehicle for bringing those diseases into the home, thereby bridging an “infection gap” between people and wildlife. Rabies, plague, and tularemia are among the diseases of wildlife that cats and dogs have brought into the home. There is also potential for companion animals to transmit their pathogens to free-ranging wildlife.

According to the text, pet dogs and cats in urban areas

- (A) are immune to the diseases of wildlife in their area.
- (B) are rapidly beginning to share the characteristics of wildlife in their area.
- (C) frequently bring disease-causing agents from wildlife into homes but never bring disease-causing agents to wildlife.
- (D) sometimes bring diseases into homes and can also bring their disease-causing agents to wildlife.

17. This selection is taken from *The Trained Memory*, Vol. 4 of *Applications of Psychology to the Problems of Personal and Business Efficiency* by Warren Hilton (1920).

If you find it difficult to remember a fact or a name, do not waste your energies in “willing” it to return. Try to recall some other fact or name associated with the first in time or place or otherwise, and lo! When you least expect it, it will pop into your thought.

According to the author, when you apply the principle of association to recall information that you are struggling to remember, the result will be

- (A) instantaneous recall.
- (B) willful recall.
- (C) delayed recall.
- (D) unassociated recall.

18. This passage is from Joseph Conrad, *Lord Jim*, originally published in 1917.

He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charging bull. His voice was deep, loud, and his manner displayed a kind of dogged self-assertion which had nothing aggressive in it. It seemed a necessity, and it was directed apparently as much at himself as at anybody else. He was spotlessly neat, appareled in immaculate

white from shoes to hat, and in the various Eastern ports where he got his living as a ship-chandler's water-clerk he was very popular.

According to the text, Jim is

- (A) effeminate and extremely neat in appearance.
- (B) lonely and aggressive.
- (C) powerfully built and popular.
- (D) academically gifted, especially in abstract subjects.

19. This passage is from W. E. B. Du Bois, *The Souls of Black Folk*, originally published in 1903.

In a wee wooden schoolhouse, something put it into the boys' and girls' heads to buy gorgeous visiting-cards—ten cents a package—and exchange. The exchange was merry, till one girl, a tall newcomer, refused my card,—refused it peremptorily, with a glance. Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil. I had thereafter no desire to tear down that veil, to creep through; I held all beyond it in common contempt, and lived above it in a region of blue sky and great wandering shadows. That sky was bluest when I could beat my mates at examination-time, or beat them at a foot-race, or even beat their stringy heads.

According to the text, what is true about the lesson the narrator learns from his experience with the visiting-cards?

- (A) As a black man, he is fundamentally different from white people.
- (B) White people accept all blacks except him.
- (C) He is fundamentally the same as white people but separated from them by their attitudes toward blacks.
- (D) White boys but not white girls accept him.

20. This passage is from Simon Singh, *Fermat's Enigma*, copyright © 1997 by Simon Singh.

One theory suggests that the cicada has a parasite that also goes through a lengthy life cycle and that the cicada is trying to avoid. If the parasite has a life cycle of, say, 2 years then the cicada wants to avoid a life cycle that is divisible by 2, otherwise the parasite and the cicada will regularly coincide. Similarly, if the parasite has a life cycle of 3 years then the cicada wants to avoid a life cycle that is divisible by 3, otherwise the parasite and the cicada will once again regularly coincide. Ultimately, to avoid meeting its parasite the cicadas' best strategy is to have a long life cycle lasting a prime number of years. Because nothing will divide into 17, *Magicicada septendecim* will rarely meet its parasite. If the parasite has a 2-year life cycle they will meet only every 34 years, and if it has a longer life cycle, say 16 years, then they will meet only every 272 (16×17) years.

According to the text, why (theoretically) do cicadas have a 17-year life cycle?

- (A) Seventeen years is the optimum length of time for cicadas to most efficiently use available food and other resources in order to reproduce.
- (B) No parasite species can survive 17 years without reproducing.
- (C) It evolved as the most advantageous way for cicadas to coexist with a parasite that has now become extinct.
- (D) It evolved as a successful defense against a parasite.

21. The following poem was written in the late 1870s by Alfred, Lord Tennyson.

Popular, Popular, Unpopular!

'You're no Poet'—the critics cried!

'Why?' said the Poet. 'You're unpopular!'

Then they cried at the turn of the tide—

'You're no Poet' 'Why?'—“‘You're Popular!’

Pop-gun, Popular and Unpopular!

Which choice states the main idea of the poem?

- (A) Critics, influenced by perceptions of popularity, are like children playing with toys.
- (B) The poet is criticized for not being popular, despite his attempts.
- (C) Critics are defined by implication as those who analyze and review literary poetry.
- (D) Popularity and unpopularity both convey a sense of danger to the poet.

22. This selection is taken from a speech by Abbey Kelly Foster (1851).

My friends, I feel that in throwing out this idea, I have done what was left for me to do. But I did not rise to make a speech—my life has been my speech. For fourteen years I have advocated this cause by my daily life. Bloody feet, sisters, have worn smooth the path by which you have come up hither. You will not need to speak when you speak by your everyday life. Oh, how truly does Webster say, action, action is eloquence! Let us, then when we go home, go not to complain, but to work. Do not go home to complain of the men, but go and make greater exertions than ever to discharge your everyday duties.

Which choice best states the main idea of the text?

- (A) Put your money where your mouth is.
- (B) The early bird catches the worm.
- (C) A picture is worth a thousand words.
- (D) Don't just talk the talk, but walk the walk.

23. This selection is taken from Samuel Johnson's *The Rambler*, No. 4 (1750).

I remember a remark made by Scaliger upon Pontanus, that all his writings are filled with the same images; and that is you take from him his lilies and his roses, his satyrs and his dryads, he will have nothing left that can be called poetry. In like manner also most all the fictions of the last age will vanish. If you deprive them of a hermit and a wood, a battle and a shipwreck.

Which choice best states the main idea of the text?

- (A) The writings of Scaliger are critical.
- (B) The errors of Pontanus include overuse of certain images.
- (C) Fictions of the last age are difficult to understand.
- (D) Past writers have overused conventional characters and images.

24. The following selection is from Maria Edgeworth's *Letters for Literary Ladies* (1795).

Even if literature were of no other use to the fair sex than to supply them with employment, I should think the time dedicated to the cultivation of their minds well bestowed: they are surely better occupied when they are reading or writing than when coquetting or gaming, losing their fortunes or their characters. You despise the writing of women—you think that they have made at least as good a use of it as learned men did of the needle some centuries ago, when they set themselves to determine how many spirits could stand upon its point, and were ready to tear one another to pieces in the discussion of this sublime question.

Which choice best states the main idea of the text?

- (A) Despite the opinions of critics, women should engage in reading and writing.
- (B) Criticisms of women's writing efforts are justified.
- (C) Women waste their time and destroy their characters by coquetting or gaming.
- (D) Women should stop and learn to sew with divine needles, as learned men did years ago.

25. The following lines come from John Dryden's "The Art of Poetry" (circa 1680).

A poem, where we all perfections find,

Is not the work of a fantastic mind;

There must be care, and time, and skill, and pains:

Not the first heat of inexperienced brains.

Yet sometimes artless poets, when the rage

Of a warm fancy does their minds engage,

Puffed with vain pride, presume they understand,

And boldly take the trumpet in their hand:

Their fustian muse each accident confounds;

Nor can she fly, but rise by leaps and bounds,

Till, their small stock of learning quickly spent,

Their poem dies for want of nourishment.

Which choice best states the main idea of the poem?

(A) The best poems are the product of “a fantastic mind.”

(B) For poems to be perfect, they must engage the fustian muse.

(C) A poem written by an artless poet dies from the poet’s lack of knowledge.

(D) Most poetry has a basis in emotional presumptions on the part of the poet.

Answer Explanations

- (C)** Although he directly tells the blond lieutenant that his parents are in the Wyoming desert (A), the correct and most complete answer is inferred from the details of his explanation in answer to the blond lieutenant’s question about what he means when saying that his folks were “not quite” farmers. He answers with the account of how his parents were removed from the Coast and placed in concentration camps/relocation centers.
- (D)** The author directly states, “If the nuclear forces had been slightly stronger than they are . . . hydrogen would be a rare element, and stars like the sun . . . could not exist.”

3. (B) The correct answer combines what the author says about new cures (“Therapy [new and effective drugs] had been discovered for great numbers of patients whose illnesses had previously been untreatable”) and about the reactions of the doctors to these new cures (“Doctors could now cure disease, and this was astonishing, most of all to the doctors themselves.”).
4. (B) The phrase “this sentiment” refers to the “exasperation” of artists and writers with highly commercial society. Philistinism—an attitude of smug ignorance and conventionalism toward artistic and cultural values—neatly describes the attitude that artists and writers found exasperating.
5. (D) The author directly states, “The general importance of zoonoses for humanity has waxed and waned over time in concert with changing conditions. . . .”
6. (D) The author directly states that rabies “is diagnosed annually in wildlife and other animals where it continues to cause periodic epizootics.”
7. (A) The author asks, “If it be admitted that a man possessing absolute power may misuse that power by wronging his adversaries, why should not a majority be liable to the same reproach?” This rhetorical question makes the point that the majority can take actions, such as passing laws, that wrong people. Along this line of reasoning, such laws would be unjust.
8. (B) The author directly states the correct answer: “. . . liberty is endangered when this power [the dominant social power] finds no obstacle which can retard its course. . . .”
9. (D) When the author states that “the Court of Claims . . . was set up not to administer justice but to . . . head off any future claims that Indians might make on lands coveted by the white economy,” he is saying that the Court of Claims is biased toward white people.

10. (C) Franklin's acceptance of the "dangerous mission to France" contradicts the claim that he never went to Europe.
11. (A) According to his claim, Benjamin Franklin was a follower of the "theory of enlightened self-interest." Logically, then, he would seek what was in his self-interest (what would benefit him).
12. (B) "Nurture" refers to cultural influences, and "nature," in context, refers to the influence of a person's genetic makeup.
13. (A) In this context, "ubiquitous" means "existing everywhere," making choice (A) the only logical choice.
14. (D) The author directly states that they "argued unsystematically and unfairly," the exact opposite of being "scrupulously fair." That they used superficial elements in the art of persuasion (A) is seen in "painted over the gaps in their reasoning with glossy rhetoric." For rhetoric (the art of persuasion) to be "glossy" means that it includes elements that are superficial. Both (B) and (C) are clearly stated.
15. (C) The author states that some people living in urban areas regard resident waterfowl as companions ("companion animal status [is] conferred"). We can infer from this that many of these people would actively oppose the culling of resident waterfowl because of their emotional attachment to these animals, making wildlife management and disease control difficult.
16. (D) The author lists "Rabies, plague, and tularemia" as examples of wildlife diseases brought into homes. Also, the reciprocal relationship is stated directly: "There is also potential for companion animals to transmit their pathogens to free-ranging wildlife."
17. (C) The writer suggests to readers that "willing" (B) lost information to return is a waste of energy. Recalling facts or information associated with the lost information, on the other hand, results in recall. "When you least expect it" implies that you may not immediately remember (A). This statement further implies that your

mind has moved on to other thoughts—making the “lo!” moment delayed.

18. (C) Jim is directly described as “powerfully built” and “very popular.”
19. (C) The lesson he learned is best summarized in choice (C), based on the context of the narrative. A girl refused his card. “Then it dawned upon me . . . that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil.”
20. (D) The theory suggests that “to avoid meeting its parasite the cicadas’ best strategy is to have a long life cycle lasting a prime number of years.”
21. (A) That the poet is between a rock and a hard place is easy to see. He is the target for critics whether his works are popular or unpopular. But in the last line, we see a clue to his attitude toward all the negative reviews made by the critics. “Pop-gun, Popular and Unpopular!” A pop-gun is a children’s toy that that uses air to blow harmless corks or pellets. By using this comparison, the poet is telling us that the erratic behavior of the critics is childish and lacks any real impact on their target (the poet).
22. (D) “You will not need to speak when you speak by your everyday life.” Money (A), time (B), and visuals (C) are not the central idea here. If “action is eloquence,” then to walk is the only “action” or choice.
23. (D) Conventional characters and images, such as those mentioned in the selection, are those that recur in various literary forms. Even if you do not know what a satyr or dryad might be, you can tell his point from “his lilies and his roses.” The overuse of them can make the character or image become expected and stereotypical. Although choices (A) and (B) are in the passage, these statements are too narrow for the main idea or theme. The speaker generalizes to say that past writers (represented by Pontanus and those of the “last age”)

filled their poetry and fictions with conventional characters (represented by hermits) and images (represented by lilies and roses).

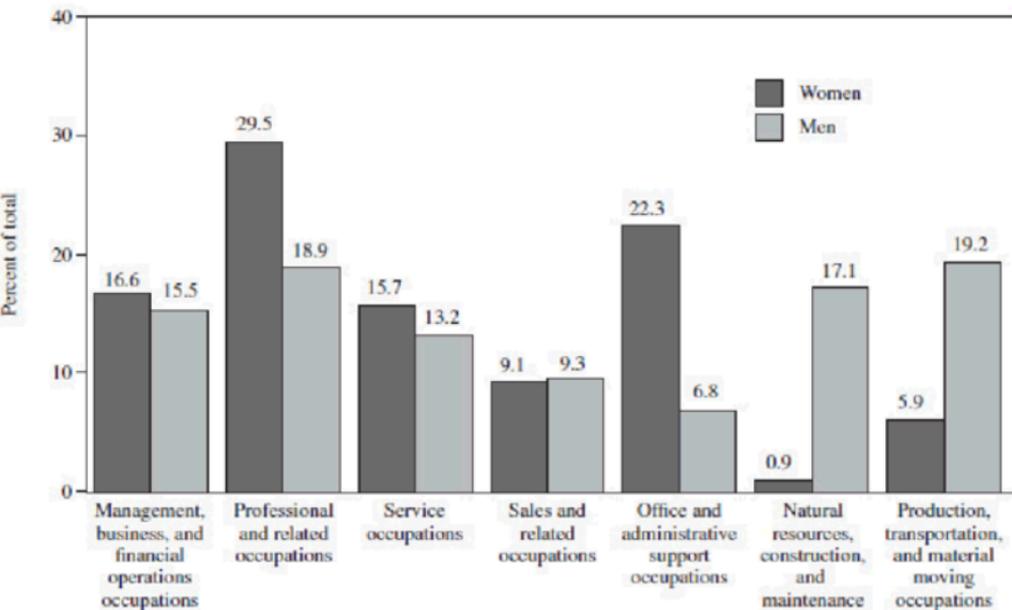
24. (A) This selection defends women who read and write by pointing out that these activities are less self-destructive than coquetting or gaming and that their literary efforts (plays, and poetry, and romances) are of as much value as that of some of the “learned men.”
25. (C) “A poem, where we all perfections find,” —in other words, a really well-written poem—is the product of “care, and time, and skill, and pains.” This observation sets the standard against which poetry is to be judged and brings the poet to his main point: the poems of artless poets written with pride and accident from a “small stock of learning” die “for want of nourishment.”

Quantitative Evidence

For these questions, you will be using a graphic, such as a chart, map, or graph, to evaluate the writer’s claim, whether it is supported, not supported, or illustrated by the evidence. You will then choose which answer choice “effectively” uses the data you see in order to complete the statement.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

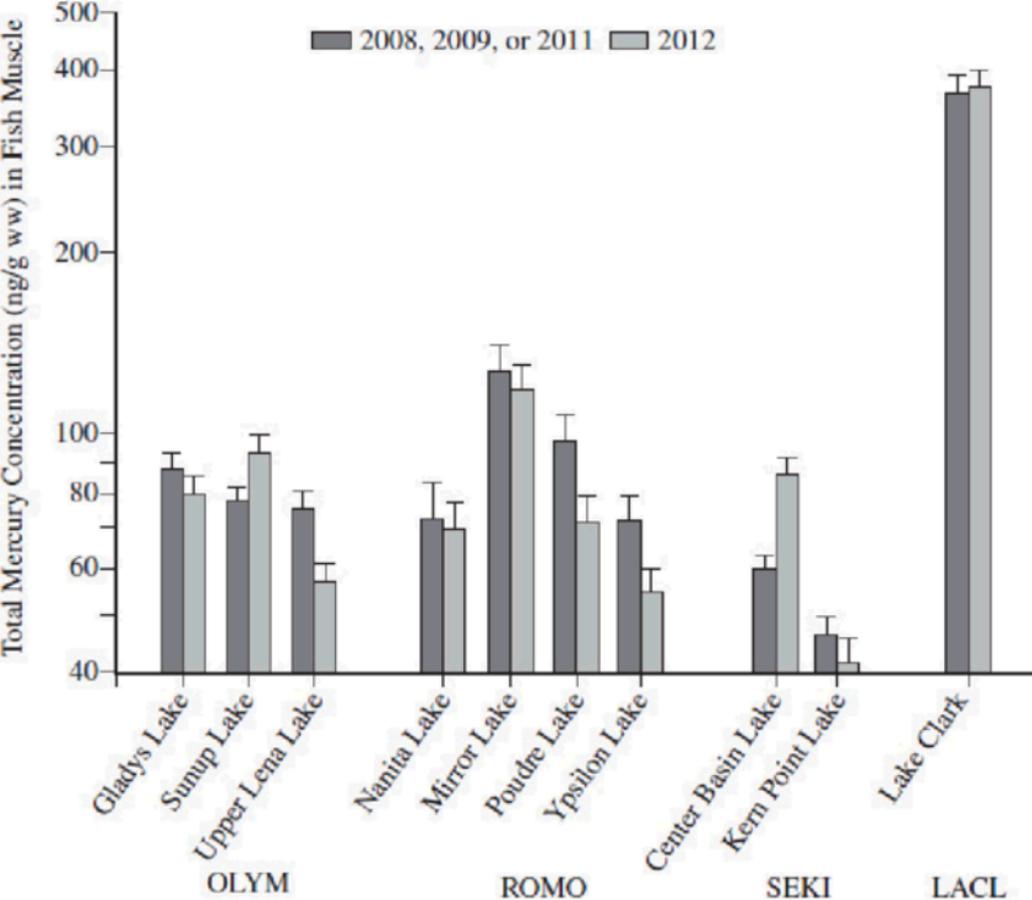


SOURCE: U.S. Bureau of Labor Statistics

1. The occupational distributions of female and male full-time workers differ significantly. Compared with men, relatively few women work in construction, production, or transportation occupations, and women are far more concentrated in _____.

Which choice most effectively uses information from the graph to complete the statement?

- (A) natural resources
 (B) sales and related occupations
 (C) office and administrative support occupations
 (D) management, business, and financial operations occupations

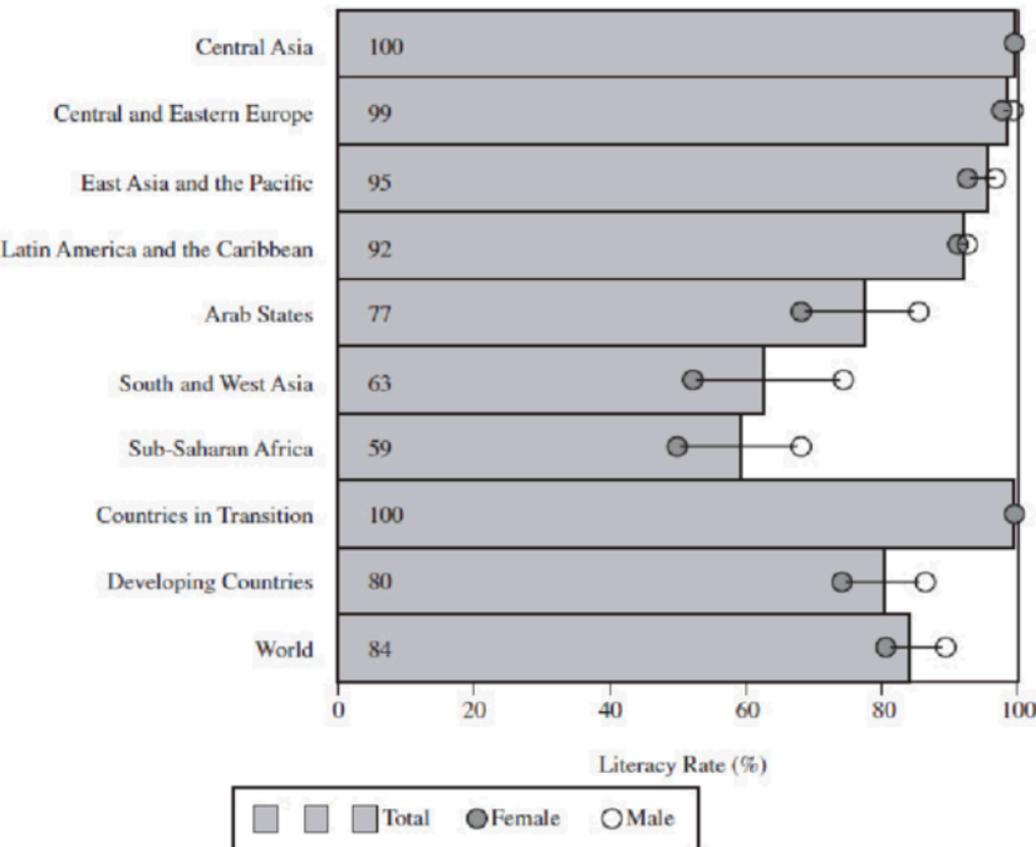


2. In this study, we examined mercury (Hg) concentrations in nonmigratory freshwater fish in 86 sites across 21 national parks in the western United States. There were no consistent patterns in interannual variability across the 10 sites sampled over separate years. Significant differences in mean Hg concentrations were observed at 5 of 10 sites. Fish total Hg (THg) concentrations increased significantly from the first sampling to the second at two sites: Sunup Lake and Center Basin Lake. Conversely, fish THg concentrations decreased significantly from the first sampling event to the second in three sites:

Which choice most effectively uses information from the graph to complete the statement?

- (A) Lake Clark, Mirror Lake, and Ypsilon Lake
- (B) Lake Clark, Poudre Lake, and Ypsilon Lake
- (C) Upper Lena Lake, Poudre Lake, and Ypsilon Lake
- (D) Upper Lena Lake, Mirror Lake, and Lake Clark

Adult Literacy Rate by Region and Sex, 2011



Note: 2011 data refer to the period 2005–2011.

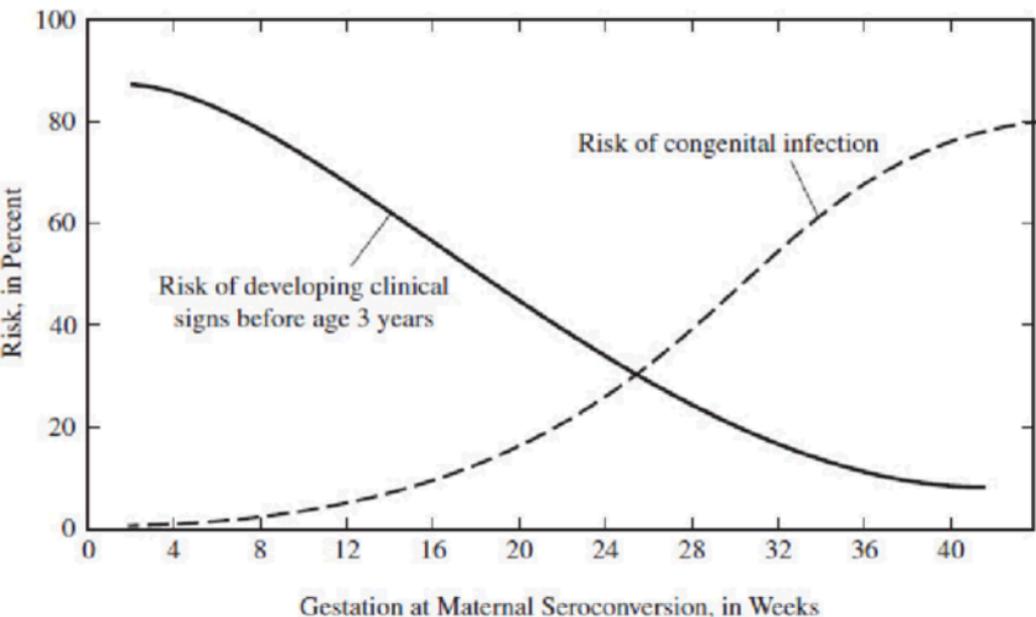
Source: UNESCO Institute for Statistics, May 2013.

3. In 2011, the global adult literacy rate for the population aged 15 and older was 84%. Regional averages of the adult literacy rate in 2011 were calculated for 151 countries and territories from eight regions

except _____ due to the limited number of countries in the regions that report literacy rates.

Which choice most effectively uses information based on the graph to complete the statement?

- (A) North America and Western Europe
- (B) East Asia and the Pacific
- (C) Sub-Saharan Africa and the World
- (D) South and West Asia

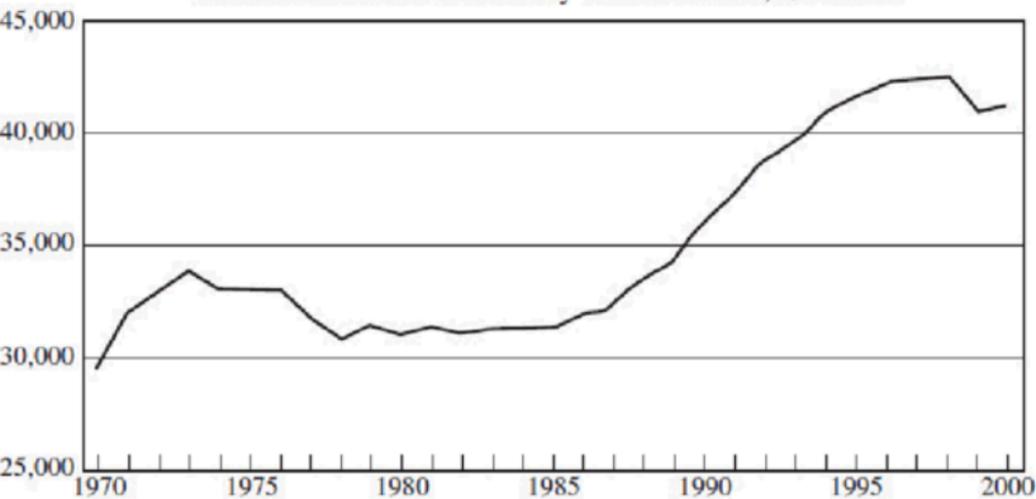


4. Toxoplasmosis is a zoonotic protozoal disease of humans and animals caused by the coccidian parasite *Toxoplasma gondii* (*T. gondii*). The organism is transmitted during gestation when the mother becomes infected for the first time. While the mother rarely has symptoms of infection, she does have parasites in the blood temporarily. The risk of congenital infection is lowest when maternal infection is during the first trimester and highest when infection is during the third trimester. However, _____.

Which choice most effectively uses data from the graph to complete the statement?

- (A) the risk of developing clinical signs before age 3 years is lower when congenital infection occurs during the first trimester than it is when the infection occurs during the third trimester.
- (B) the risk of developing clinical signs before age 3 years is higher when congenital infection occurs during the first trimester than it is when the infection occurs during the third trimester.
- (C) the risk of developing clinical signs before age 3 years increases when congenital infection occurs in the second or third trimester instead of the first trimester.
- (D) the risk of developing clinical signs before age 3 is the same whether congenital infection occurs during the first, second, or third trimester.

Number of Doctorates Awarded by U.S. Universities, 1970–2000



Source: National Science Foundation/SRS, Survey of Earned Doctorates

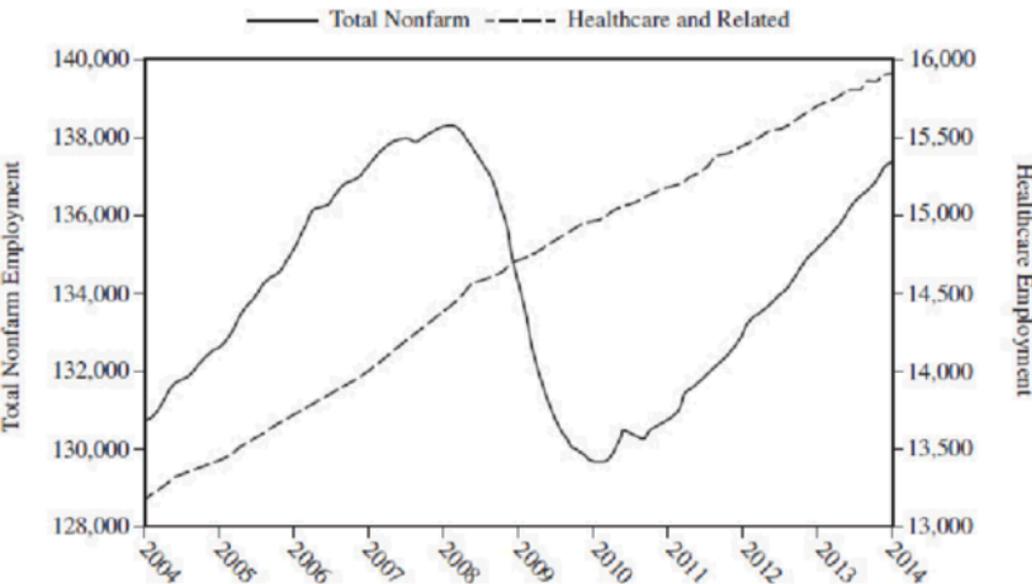
5. The Survey of Earned Doctorates shows that in 2000, more than half of all Ph.D. recipients held a bachelor's degree in the same subject as that of their doctoral study—and nearly three-fourths held a master's. According to the same survey, the total number of new research doctorates awarded each year in the late 1970s _____. After

rising steadily from the late 1980s, the total number of degrees awarded reached a high point in about 1998.

Which choice most effectively uses data from the graph to complete the statement?

- (A) remained constantly higher than in previous years
- (B) remained constantly higher than the following years
- (C) dipped slightly from previous years
- (D) dipped significantly lower than those awarded in 1970

Total Nonfarm Employment and Healthcare and Related Employment, January 2004–14 (in Thousands)



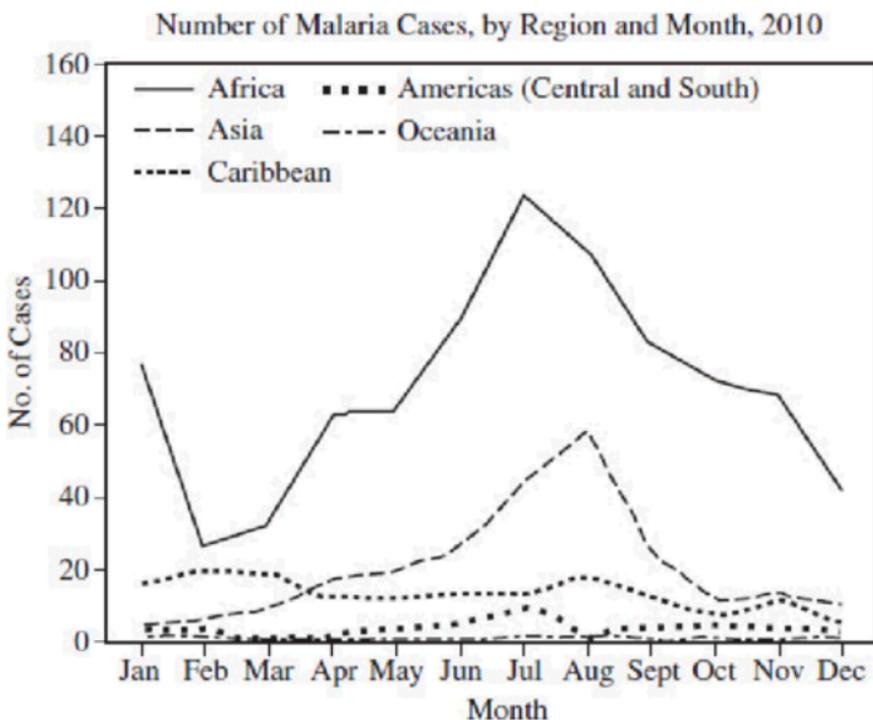
Note: Healthcare and related include series CEU6562000101, CEU9091622001, CEU9092262201, and CEU9093262201; January 2014 data are preliminary.
Source: U.S. Bureau of Labor Statistics, Current Employment Statistics (wage and salary employment, seasonally adjusted).

6. Employment in the healthcare industry has been growing steadily for years, U.S. Bureau of Labor Statistics data show. This growth is due, in part, to people depending on health services no matter what the economic climate. Even when total U.S. employment fell during the 2007–2009 recession, for example, healthcare employment

_____. And because healthcare-related jobs often require personal interaction, they are difficult to outsource or replace with automation, as happens in some other industries.

Which choice most effectively uses data from the graph to complete the statement?

- (A) had only a slight fall
- (B) remained stable
- (C) continued to rise
- (D) experienced a lull

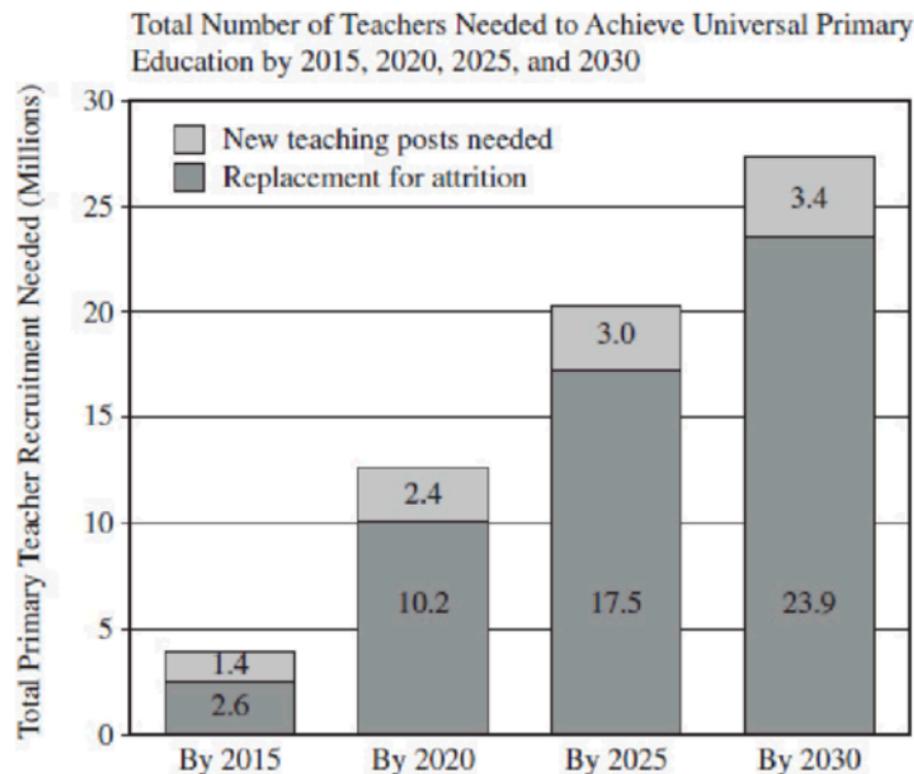


7. Most cases of malaria reported in the United States among persons who indicated travel to Africa peaked in January and July. These peaks likely correlated with peak travel times to African destinations related to winter and early-summer holidays. The majority of cases reported in the United States among those who indicated travel to Asia

(most of whom had traveled to India) peaked in August, followed by a smaller peak in _____.

Which choice most effectively uses data from the table to complete the statement?

- (A) December
- (B) October
- (C) November
- (D) February



Source: UNESCO Institute for Statistics database

8. Universal primary education (UPE) will not be achieved by 2015, as 58 million children are still out of school. For this reason, the analysis presented determines how many teachers would be needed if the goal of achieving UPE was shifted to 2020 or 2040. To achieve UPE by

2020, for example, countries will need to recruit a total of 12.6 million primary teachers. This includes the creation of about 2.4 million new teaching positions and the replacement of 10.2 million teachers expected to leave the profession due to attrition. By 2030, the total demand for teachers would rise to _____ million to compensate for attrition.

Which choice most effectively uses data from the table to complete the statement?

- (A) 27.3 million, with about 23.9 million new posts needed for UPE and the remaining 3.4 million
- (B) 27.3 million, with about 3.4 million new posts needed for UPE and the remaining 23.9
- (C) 12 million, with about 3.4 million new posts needed for UPE and the remaining 23.9
- (D) 20 million, with about 23.9 million new posts needed for UPE and the remaining 3.4

Period	Number	Live births			Marriages		Deaths		Infant deaths	
		Rate per 1,000 population	Unadjusted	Seasonally adjusted ¹	Number	Rate per 1,000 population ²	Number	Rate per 1,000 population	Number	Rate per 1,000 live births
2003:										
January	330,000	13.4	62.5	65.3	141,000	5.7	224,000	9.1	2,400	7.1
February	307,000	13.8	64.5	65.6	146,000	6.6	200,000	9.0	2,100	6.9
March	337,000	13.7	63.9	65.4	150,000	6.1	212,000	8.6	2,300	6.9
April	330,000	13.8	64.7	65.5	168,000	7.0	194,000	8.1	2,200	6.7
May	346,000	14.0	65.6	66.0	179,000	7.2	197,000	8.0	2,300	6.8
June	338,000	14.1	66.1	65.3	229,000	9.6	193,000	8.1	2,300	7.0
July	365,000	14.7	69.1	66.1	221,000	8.9	192,000	7.7	2,400	6.6
August	361,000	14.6	68.3	65.8	215,000	8.7	188,000	7.6	2,300	6.4
September	360,000	15.0	70.3	66.5	217,000	9.0	192,000	8.0	2,300	6.6
October	354,000	14.3	66.9	67.5	207,000	8.4	204,000	8.2	2,400	6.8
November	322,000	13.4	62.8	65.2	156,000	6.5	197,000	8.2	2,200	6.7
December	342,000	13.8	64.7	65.3	158,000	6.3	230,000	9.3	2,300	6.6
2004:										
January	331,000	13.4	63.0	65.9	146,000	5.9	234,000	9.5	2,400	7.0
February	316,000	13.6	64.2	65.3	137,000	5.9	200,000	8.6	2,100	6.6

¹The method of seasonal adjustment, developed by the U.S. Census Bureau, is described in *The X-11 Variant of the Census Method II Seasonal Adjustment Program*, Technical Paper No. 15 (1967 revision).

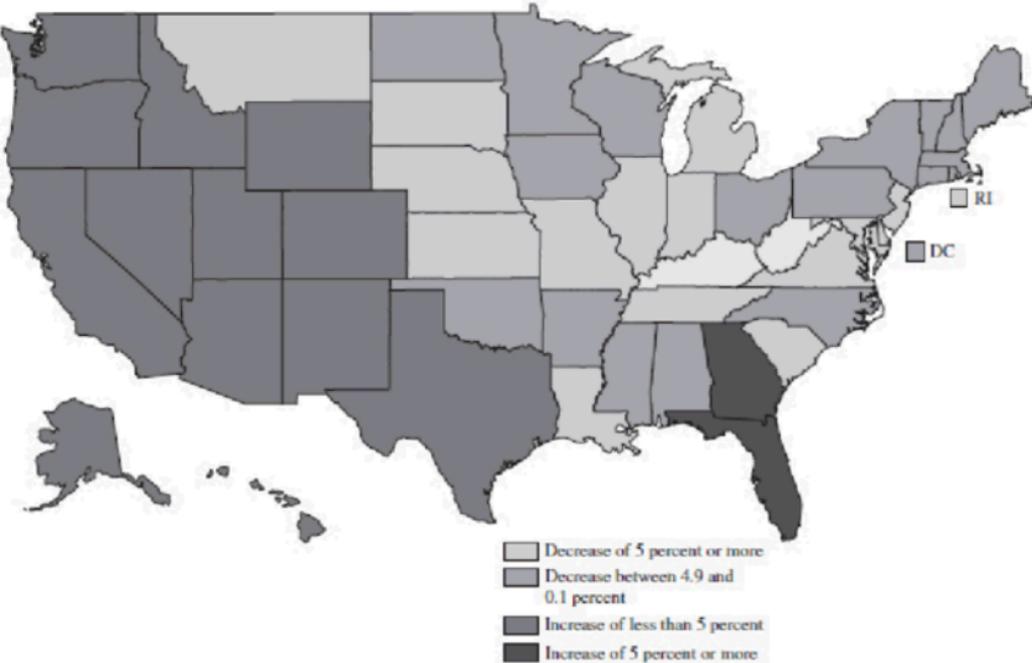
²Marriage rates may be underestimated due to incomplete reporting in Oklahoma; see "Technical Notes."

NOTES: Figures include all revisions received from the States and, therefore, may differ from those previously published. National data are based on events occurring in the United States, regardless of place of residence; see "Technical Notes."

9. Marketing groups often review vital statistics gathered annually to watch for peak periods of activity and seasonal trends. Once pinpointed, this information can be used to develop products and provide services at optimum times; for example, _____.

Which choice most effectively uses data from the chart to complete the example?

- (A) spring weddings are both traditional and popular at outdoor venues
- (B) clothing designs generally focus on wedding gowns aimed at Christmas weddings
- (C) knowing that most weddings occur during April and May allows bakers to anticipate inventory needs for wedding cakes
- (D) wedding planners would benefit by knowing that most weddings occur during summer and early fall months



Source: Table 5, *Projections of Education Statistics to 2013*, based on U.S. Department of Education, National Center for Education Statistics, Common Core of Data Surveys; and State Public Elementary and Secondary Enrollment Model.

10. A student was given this map of the United States that depicts projected changes in the enrollment of elementary and secondary students during a twelve-year period. The student, who was assigned to develop an application for the information, concluded that the projections indicate a significant migration of young families within the United States from the Eastern Seaboard and Midwest primarily to states in the West. As a result, such migration would create an urgency to shift federal funds to those states for infrastructure improvement within the next ten years. A fellow student cited a flaw in the application because the state projections of increased school enrollment do not specify the causes of the increases, such as migration, new births, and immigration from other countries. The instructor, however, accepted the student's application of the information presented for several reasons, such as _____.

Which choice most effectively uses data from the graph to complete the example?

- (A) a larger number of states are projected to increase than the two states that decrease
- (B) the instructor was incorrect to accept the application because there are no indications that increase is due to migration
- (C) the declining percentages in the central and eastern states are suggestive of a population shift to some extent is possible
- (D) the large bubble of uncertainty exists in those states in which the numbers declined

National Population and Labor Force
(Millions)

	Canada			Mexico			United States		
	1990	1995	1996	1990	1995	1997	1990	1995	1996
National population, total	27.8	29.6	30.0	81.2	91.2	93.7	248.7	262.9	265.3
Females	14.0	14.9	15.1	41.3	46.3	48.0	127.5	134.3	135.5
Males	13.8	14.7	14.9	39.9	44.9	45.7	121.2	128.5	129.8
Age structure									
Ages 14 and under	5.8	6.0	6.0	31.1	32.3	32.7	53.5	57.2	57.7
Percent of total population	20.9	20.3	20.0	38.3	35.4	34.9	21.5	21.8	21.8
Ages 15-34	9.2	8.9	8.9	29.3	33.7	33.6	80.0	77.6	76.6
Percent of total population	33.1	30.1	29.7	36.1	37.0	35.9	32.2	29.5	28.9
Ages 35-64	9.7	11.1	11.5	16.9	20.9	22.8	83.9	94.7	97.1
Percent of total population	34.9	37.5	38.3	20.8	22.9	24.3	33.7	36.0	36.6
Ages 65+	3.1	3.6	3.6	3.9	4.3	4.6	31.2	33.4	33.8
Percent of total population	11.1	12.1	12.0	4.8	4.7	4.9	12.6	12.7	12.7
Urban population									
Percent of urban population	N	N	77.9	71.3	73.5	74.0	79.7	79.8 ^e	79.8 ^e
Population density									
Number of people (per square kilometer)	3	3	3	41	46	48	27	29	29
Labor force, total	14.3	14.9	15.1	31.2	35.6	36.6	125.8	132.3	133.9
Percent of total population	51.4	50.3	50.3	37.5	39.0	39.6	50.6	50.3	50.5

KEY: e = Data are estimated. N = Data are nonexistent.

11. Historical changes in the North American population and labor force numbers toward the end of the last century are being examined in detail to determine at what point current trends began to identify future variable factors. Take, for example, the years 1990, 1995, and

1996. Some analysts argue that because all three major North American countries saw increases in their general populations, every economic and social sector should plan for continued growth through the next fifty years.

Which choice best describes data from the table that would weaken the analysts' conclusion?

- (A) Decreases in the 15–34 age populations in Canada and the United States
- (B) The growing numbers of people ages 65+
- (C) Canada's lack of data in 1990 and 1995 in urban populations
- (D) Canada's stabilized population density

Product	Jan 1999	Dec 1999 ¹	Jan 2000	Change From	
				Jan 1999	Dec 1999
	<i>1,000 Pounds</i>	<i>1,000 Pounds</i>	<i>1,000 Pounds</i>	<i>Percent</i>	<i>Percent</i>
Butter	123,336	117,151	140,566	14.0	20.0
Cheese					
American Types ²	289,680	307,391	312,672	7.9	1.7
Cheddar	233,772	241,399	246,642	5.5	2.2
Swiss	18,650	16,262	15,946	-14.5	-1.9
Brick and Muenster	7,301	7,594	7,490	2.6	-1.4
Cream and Neufchatel	44,425	61,565	44,689	0.6	-27.4
Blue	4,386	4,270	6,964	58.8	63.1
Hispanic	6,162	6,939	6,489	5.3	-6.5
Mozzarella	203,828	219,079	214,539	5.3	-2.1
Other Italian Types	55,206	58,934	62,508	13.2	6.1
Total Italian Types	259,034	278,013	277,047	7.0	-0.3
All Other Types	9,089	10,588	8,956	-2.4	-15.4
Total	638,727	692,622	680,253	6.5	-1.8
Cottage Cheese, Curd ³	34,769	34,696	34,985	0.6	0.8
Cottage Cheese, Cream ⁴	26,028	26,679	26,699	2.6	0.1
Cottage Cheese, Lowfat ⁵	26,586	25,894	27,213	2.4	5.1
Canned Evaporated and					
Condensed Whole Milk	29,142	39,820	33,910	16.4	-14.8
Dry Whole Milk	10,957	9,902	8,755	-20.1	-11.6
Nonfat Dry Milk, Human	120,027	129,297	131,086	9.2	1.4
Dry Skim Milk, Animal	400	480	439	9.8	-8.5
Dry Buttermilk	6,274	4,700	5,806	-7.5	23.5
Yogurt, Plain & Flavored	126,445	141,990	136,328	7.8	-4.0
	<i>1,000 Gallons</i>	<i>1,000 Gallons</i>	<i>1,000 Gallons</i>	<i>Percent</i>	<i>Percent</i>
Frozen Products					
Ice Cream, Hard	57,387	55,759	61,696	7.5	10.6
Ice Cream, Lowfat, Hard	6,777	6,245	6,154	-9.2	-1.5
Ice Cream, Lowfat, Soft	13,560	15,209	14,261	5.2	-6.2
Ice Cream, Lowfat, Total	20,337	21,454	20,415	0.4	-4.8
Ice Cream, Nonfat, Hard	2,167	2,382	2,400	10.8	0.8
Sherbet, Hard	3,170	3,180	3,217	1.5	1.2
Water and Juice Ices	4,162	3,315	4,271	2.6	28.8
Frozen Yogurt, Total	5,946	4,772	5,448	-8.4	14.2
Regular & Lowfat, Hard	2,231	1,966	2,167	-2.9	10.2
Nonfat, Hard	1,545	1,130	1,111	-28.1	-1.7
Other Frozen Dairy					
Products	874	979	865	-1.0	-11.6
Mix for Frozen Products					
Ice Cream Mix	31,453	30,252	34,002	8.1	12.4
Ice Cream, Lowfat, Mix	12,607	13,426	12,746	1.1	-5.1

Ice Cream, Nonfat, Mix	1,283	1,371	1,553	21.0	13.3
Sherbet Mix	2,248	2,181	2,472	10.0	13.3
Yogurt Mix	3,763	3,020	3,448	-8.4	14.2

¹ Revised.

² Includes Cheddar, Colby, and Monterey Jack.

³ Mostly used for processing into cream or lowfat cottage cheese.

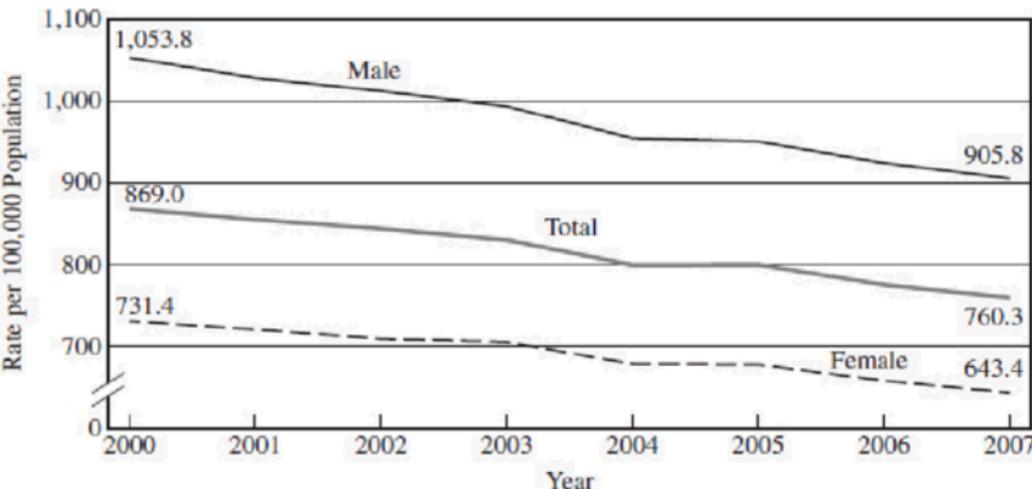
⁴ Fat content 4 percent or more.

⁵ Fat content less than 4 percent.

12. The year prior to the turn of the twenty-first century, the USDA Agricultural Statistics Board collected data concerning American dairy production. Using these statistics to build a business plan, a group of young entrepreneurs decided to venture into retail sales of dairy-based treats, specializing in lowfat ice cream as the best choice.

Which choice best describes data from the graph that would discourage investors from supporting the entrepreneurs' new business?

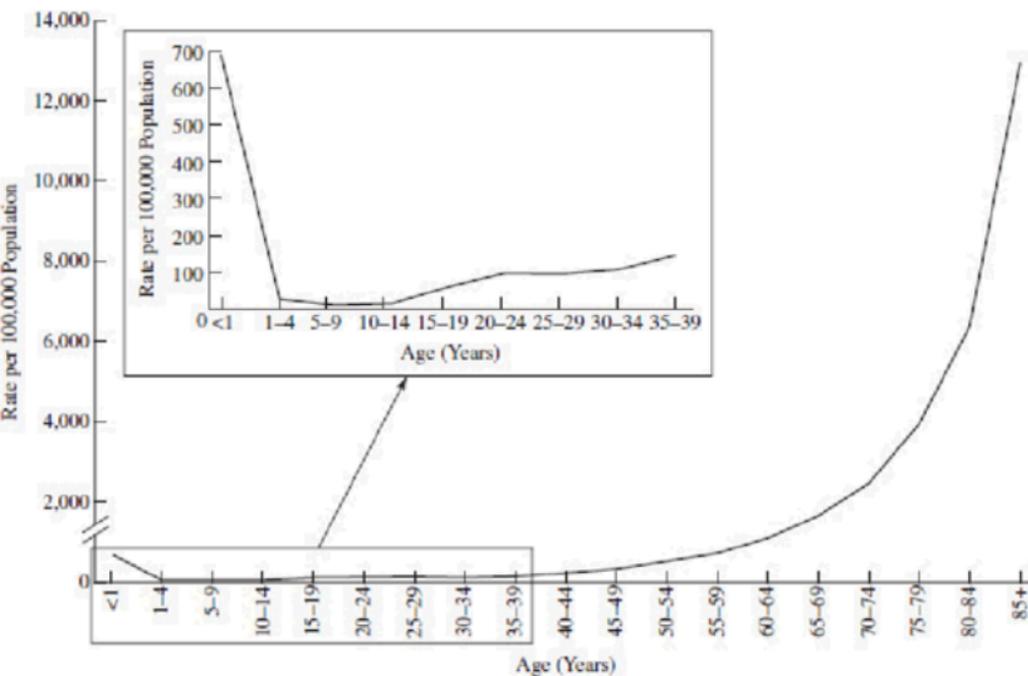
- (A) An increase in production of nonfat dairy ice cream
 (B) A drop in production of lowfat dairy ice cream
 (C) The large competitive jump in production of water and juice ices
 (D) The combined availability of hard ice cream and hard frozen yogurt



13. A 2007 analysis of deaths in the United States concludes that almost 2,500,000 people, regardless of gender, died in that year. However, that women traditionally outlive men has been well-known for generations. To provide context, researchers decided to compare graphically the number of deaths of men to those of women between the years 2000 and 2007. They concluded that the gap between gender-based deaths narrowed somewhat during those years.

Which choice best describes data from the graph that supports the researchers' conclusion?

- (A) The rate of decline in deaths among the general population was greater than the rate of decline among women.
- (B) The rate of deaths per 100,000 among women saw a greater decline than among men.
- (C) The rate of deaths per 100,000 among men saw a greater decline than among women.
- (D) The rate of decline in deaths among men was greater than the rate of decline in the next generation.

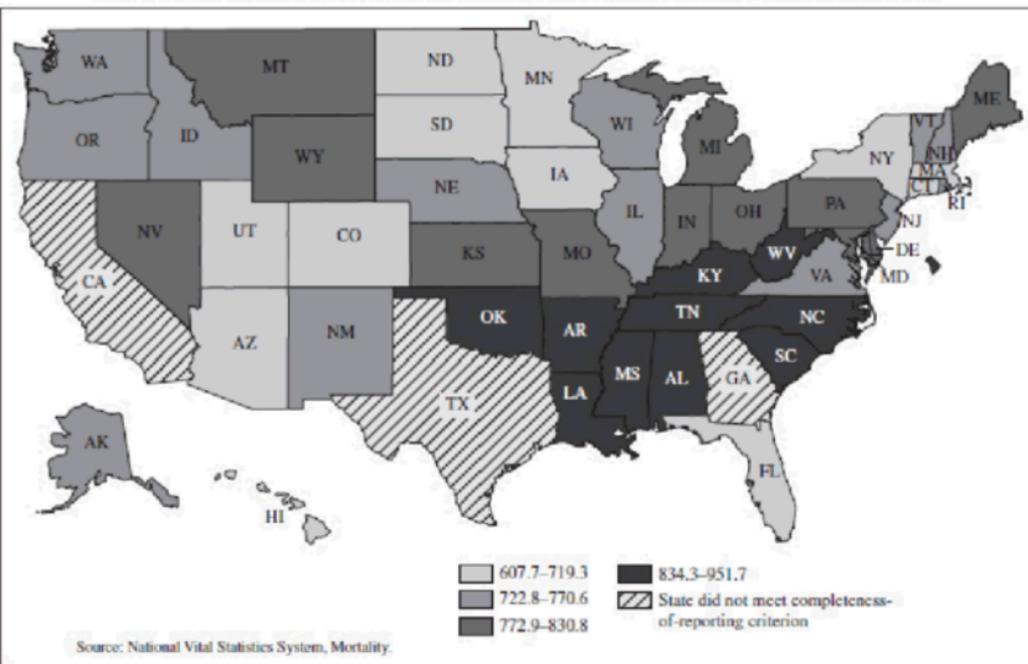


14. Continuing with their analysis of deaths in the United States in 2007, researchers began to study in what ways age relates to the statistical picture. When first studied, they found that viewing the data from the perspective of deaths in increments of 1,000 deaths per 100,000 people provided a somewhat misleading view for certain age groups with death rates below 1,000 deaths per 100,000 people.

Which choice best describes data from the chart that supports the researchers' claim?

- (A) The highest death rate is in the 1–4 group.
(B) The highest death rate is in the 5–9 group.
(C) The lowest death rate is in the 1–4 group.
(D) The lowest death rate is in the 5–9 group.

Age-adjusted death rates, by state and the District of Columbia: United States, preliminary 2007



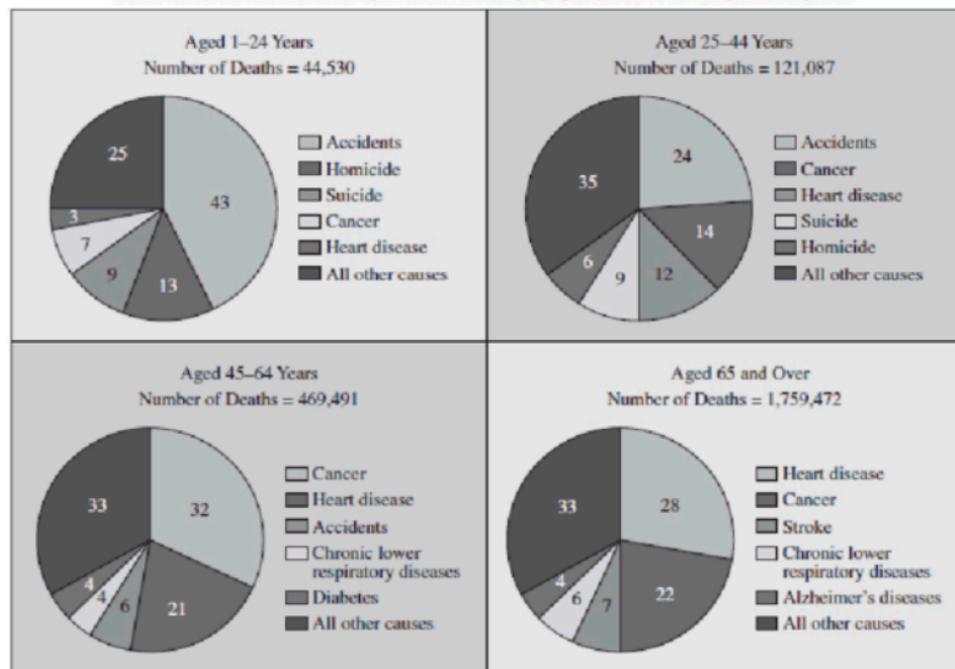
15. The risk of dying each year can increase by geographic location. The 2007 figures were used by researchers to determine age-adjusted death

rates on a state-by-state basis. Not only do death rates vary by state, researchers also found that certain regions shared a mortality pattern.

Which choice best describes data from the graph that would weaken the writer's conclusion?

- (A) Age-adjusted death rates in the Four Corners states
- (B) Age-adjusted death rates in the New England states
- (C) Age-adjusted death rates in the Pacific Northwest states
- (D) Age-adjusted death rates in the Southeast Mississippi Delta states

Percent distribution of five leading causes of death, by age group: United States, preliminary 2007



Source: National Vital Statistics System Mortality.

16. The three most prevalent causes of death in the United States in 2007 were found to be heart disease, cancer, and stroke. Despite increased longevity noted by statisticians since 1980 through the first decade of the twenty-first century, cancer persists as a growing concern.

Researchers also believe that age is a significant factor in the death-by-cancer risk, particularly at midlife ages.

Which choice best describes data from the graphs that would support the writer's argument?

- (A) Cancer is the second-highest cause of death between the ages of 25 and 44.
- (B) Cancer is the second-highest cause of death for people over the age of 65.
- (C) Cancer is the leading cause of death for people between the ages of 46 and 64.
- (D) Accidents, homicides, and suicides are more common causes of death for those under 25.

Elementary and Secondary School Enrollment (in Thousands), by Control and Grade Level of School, with Projections: Fall 1970-2008

Year/period	Public schools			Private schools ¹		
	Grades PreK-12	Grades PreK-8	Grades 9-12	Grades PreK-12	Grades PreK-8	Grades 9-12
1970	45,894	32,558	13,336	5,363	4,052	1,311
1988	40,189	28,501	11,687	5,241	4,036	1,206
1998	46,792	33,522	13,270	5,927	4,588	1,339
	Projected²			Projected²		
2008	48,201	33,455	14,746	6,067	4,579	1,488
	Percentage change			Percentage change		
1970-88	-12.4	-12.5	-12.4	-2.3	-0.4	-8.0
	Projected percentage change			Projected percentage change		
1988-98	16.4	17.6	13.5	13.1	13.7	11.0
1998-2008	3.0	-0.2	11.1	2.4	-0.2	11.1

¹ Beginning in fall 1980, data include estimates for the expanded universe of private schools.

² Enrollment includes students in kindergarten through grade 12 and some nursery school students.

NOTE: Details may not add to totals due to rounding.

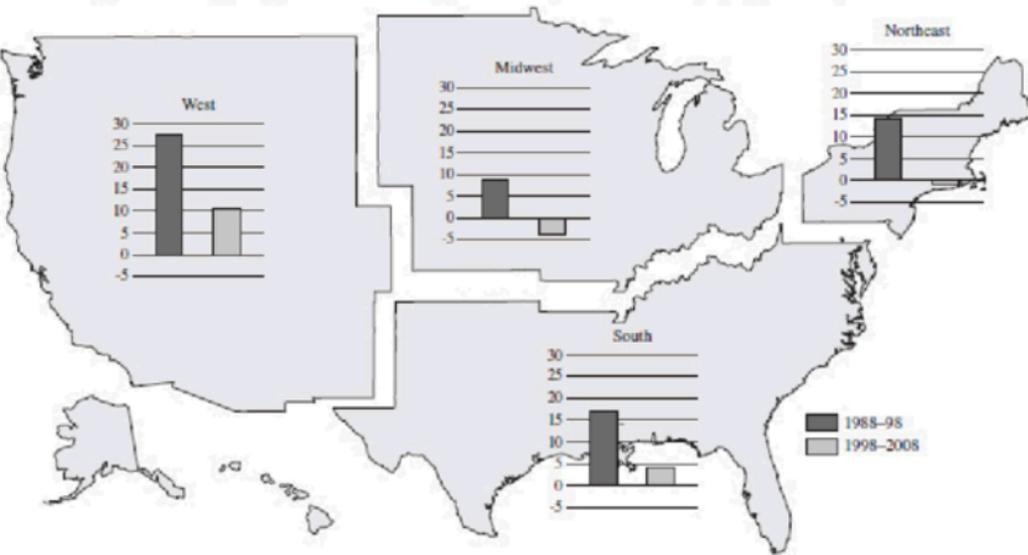
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1998* (based on Common Core of Data) and *Projections of Education Statistics to 2008, 1998*.

17. In preparing a degree program thesis, a graduate student in the field of social sciences decided to investigate data to suggest that in the late-twentieth century, perceptions were beginning to form that many couples were choosing to postpone having children until later in life. The student concludes that using school enrollment statistics and projections collected during the focus years would supply circumstantial evidence to introduce the topic of the thesis. An example includes _____.

Which choice most effectively uses data from the chart to complete the example?

- (A) a -12.5 percent enrollment change between 1970 and 1988 in grades PreK–8 in public schools
- (B) a projected 17.6 percent enrollment change between 1988 and 1998 in grades PreK–8 in public schools
- (C) a projected 3 percent enrollment change between 1998 and 2008 in grades PreK–12 in public schools
- (D) a percentage change of -1.4 between 1970 and 1988 in grades PreK–8 in private schools

Projected Percentage Change in Public Elementary and Secondary School Enrollment, by Region: Fall 1988–2008

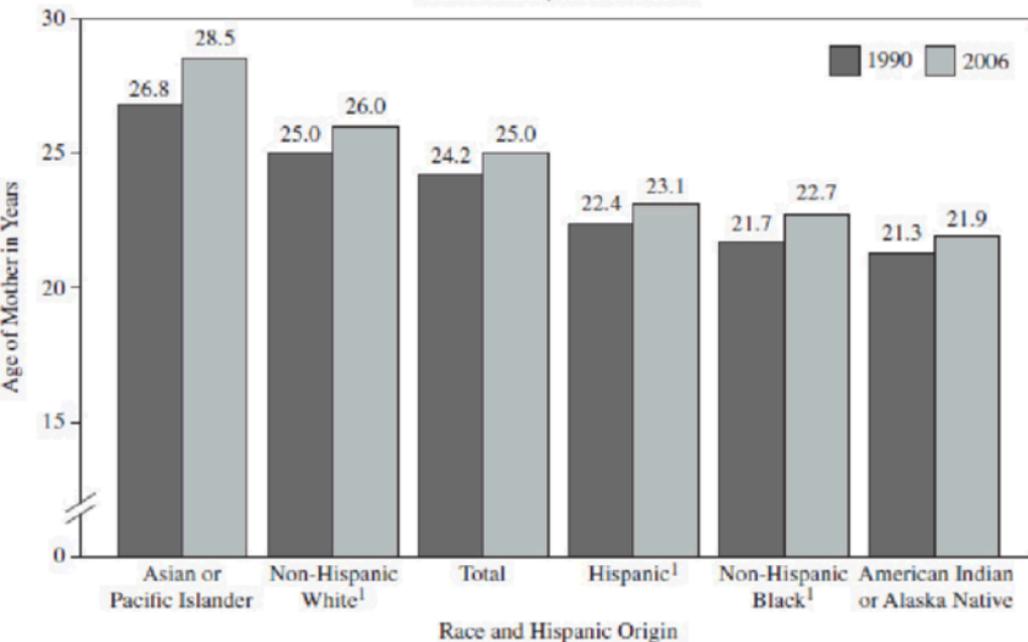


18. Most people agree that education is a valuable asset. Acquiring a high school diploma is a significant first step toward a higher-paying and more satisfying career. Consequently, much time, money, and effort are expended on determining how best to help students visualize and achieve their academic goals. One government official proposed that additional funds be allocated and educator training programs be implemented to facilitate student success on an individual regional basis. He speculates that an emphasis should be placed on students being attracted to being in school with aggressively promoted after-school programs to draw students into a sense of school community and equally aggressively promoted economic programs to attract parents of school-age children to the target region to ensure success.

Which choice describes the region on the map that supports the government official's conclusion?

- (A) West
- (B) Midwest
- (C) South
- (D) Northeast

Average Age of Mother at First Birth, by Race and Hispanic Origin of Mother:
United States, 1990 and 2006



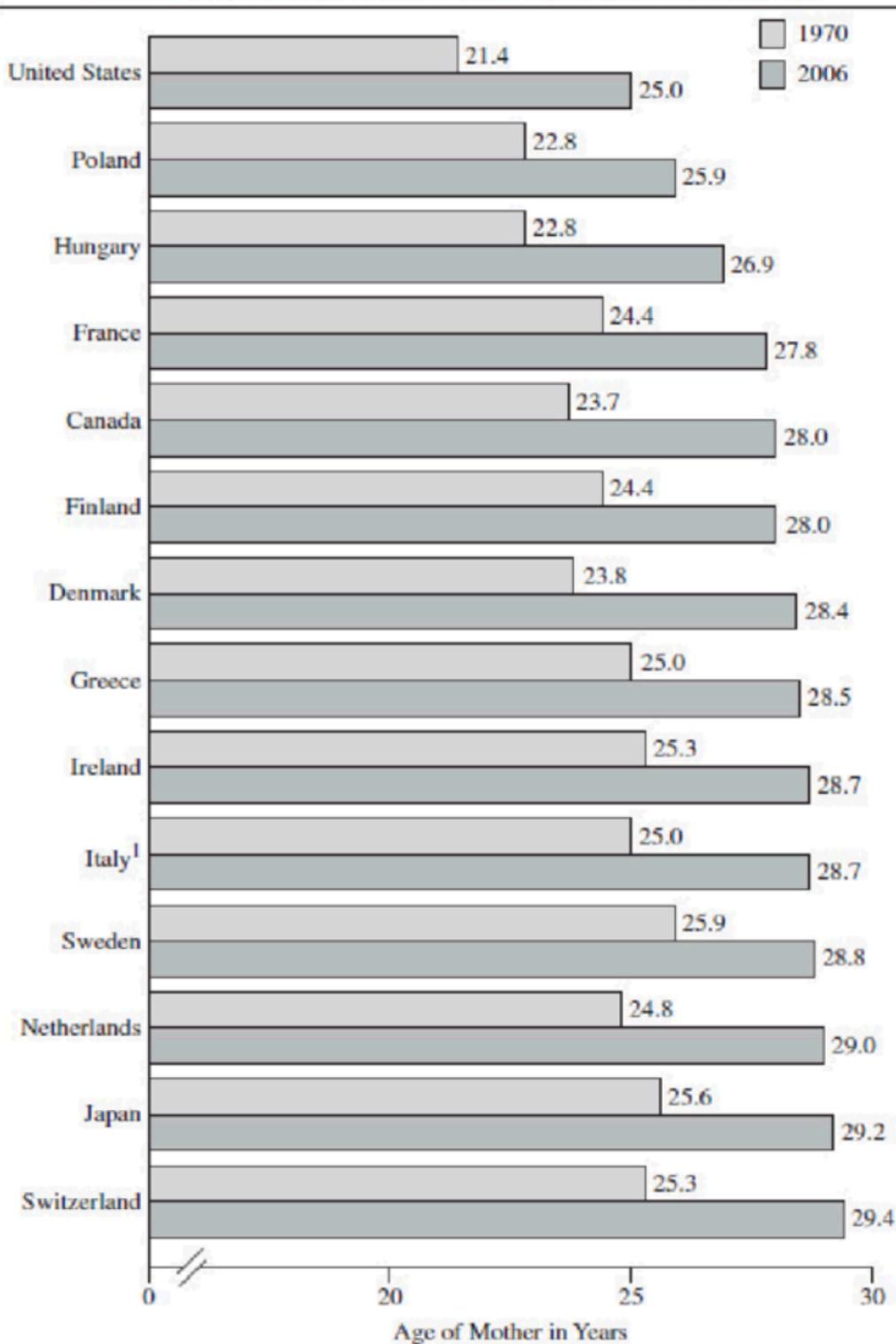
¹For 1990, excludes data for New Hampshire and Oklahoma, which did not report Hispanic origin.
Source: CDC/NCHS, National Vital Statistics System.

19. Delayed childbearing is a significant factor to consider when attempting to determine population projections of a country. Also, the resulting consequences of women waiting longer to have children will determine a country's needs on many different levels. A researcher became interested in the public image being projected by women in the media. They frequently expressed the desire to be more career oriented and, once established as independent women, then consider giving birth and raising children. The researcher decided to explore the subject by investigating studies done on the ages of women when they gave birth for the first time. The researcher speculated that the shift in thinking was limited on an ethnic or racial basis.

Which choice best describes data from the graph that would weaken the researcher's conclusion?

- (A) Birth rates were already low in Hispanic, non-Hispanic black, and American Indian or Alaska Native populations.
- (B) The numbers suggest a cultural shift concerning women becoming first-time mothers within the Asian or Pacific Islander population.
- (C) The total numbers reflect a higher age for first-time mothers.
- (D) Every ethnic group studied experienced an increase in the age of women giving birth for the first time.

Average Age of Mother at First Birth: Selected Countries, 1970 And 2006



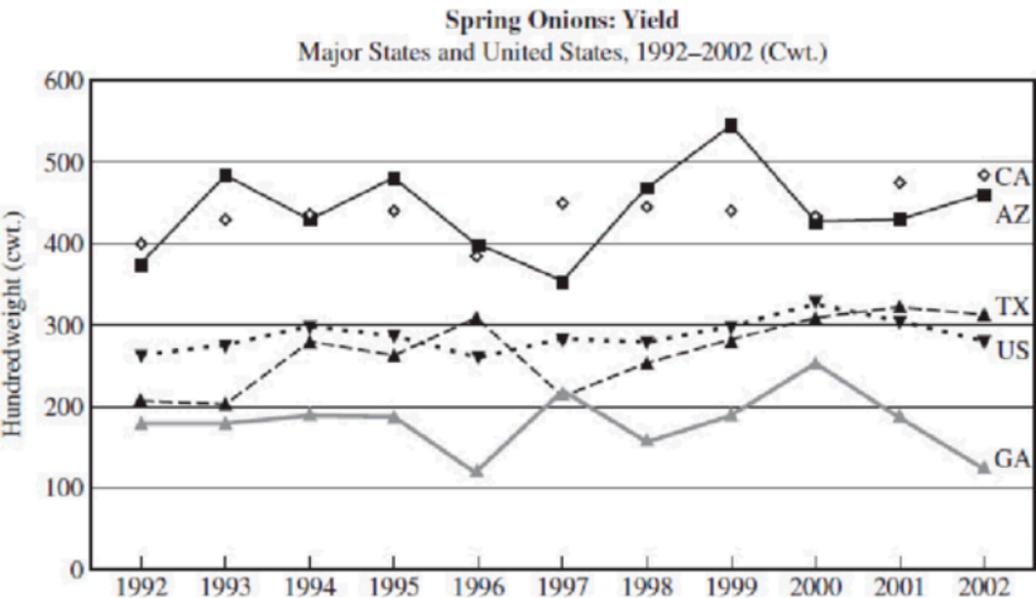
¹Latest data are for 2005.

Sources: CDC/NCHS, National Vital Statistics System, Council of Europe, Vienna Institute of Demography, Statistics Canada, and Japanese Ministry of Health, Labour and Welfare.

20. The researcher gathered international reports taken in 1970 and 2006 documenting the average ages of women giving birth for the first time in 14 developed nations, including the United States. The average ages of the women at the time of their first births in 2006 increased from the ages reported in 1970. Despite the magnitude of the global impact of this worldwide trend, the United States did stand out from the rest of the nations because _____.

Which choice most effectively uses data from the graph to complete the example?

- (A) Switzerland’s age of first birth in 1970 was higher than that of the United States in 2006
- (B) The United States jumped ahead of Poland by almost one year
- (C) The average age at first birth in the United States was the youngest in both 1970 and 2006
- (D) The representation of the United States on the graph does not reflect younger women’s ages before their first birth



21. The quality and yield of onion crops are affected by a myriad of factors, such as air and soil temperatures, rain and irrigation amounts,

planting times, and fungal diseases such as *Stemphylium* fungus. Agriculturalists look for patterns from one year to the next to anticipate what challenges are ahead. Several states over the ten years represented by the graph routinely experienced major production fluctuations, with only one state escaping dramatic losses, that being _____.

Which choice most efficiently uses data from the graph to complete the example?

- (A) Arizona
- (B) Texas
- (C) Georgia
- (D) California

Drivers Involved in Fatal Crashes and Driver Involvement Rates by Age Group, 2002

	Age Group (Years)							
	15–20	21–24	25–34	35–44	45–54	55–64	65–69	70+
2002 Population (Percent)	8.5	5.6	13.8	15.6	13.9	9.2	3.3	9.0
Drivers Involved in 2002 Fatal Crashes (Percent)								
Single-Vehicle	18.5	13.5	20.7	18.0	13.4	7.4	2.3	5.7
Multi-Vehicle	12.2	9.6	19.7	19.9	15.9	9.8	3.1	9.8
All Fatal Crashes	14.6	11.1	20.1	19.2	15.0	8.9	2.8	8.2
2001 Licensed Drivers* (Percent)	6.6	6.8	18.9	21.7	19.3	12.3	4.4	10.0
Drivers Involved in 2001 Fatal Crashes per 100,000 Licensed Drivers	64.8	46.2	32.1	27.1	22.6	20.0	19.3	25.2

* 2002 data not available.

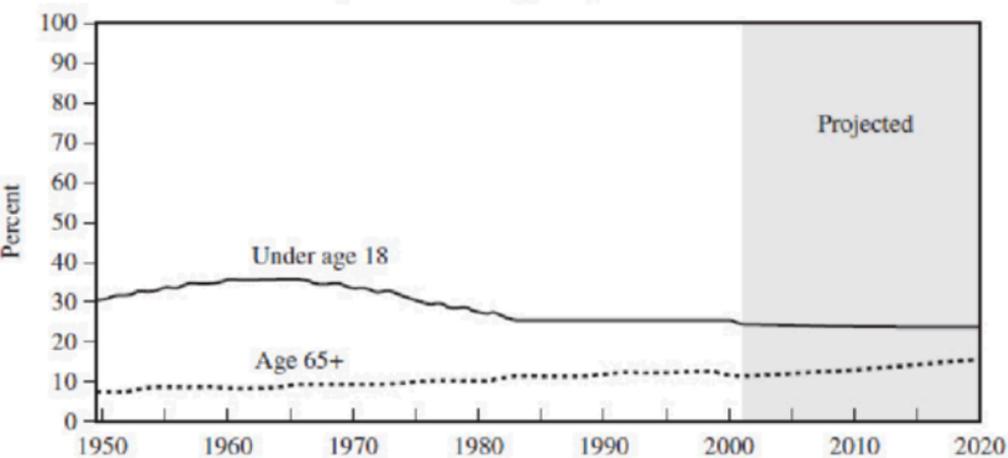
22. Fatal traffic crashes and the number of drivers involved for the most part are increasing. Many conclude that with more drivers on the road, issues such as texting, drinking, road rage, climate change affecting road conditions, and inadequate roadways and bridges to handle the numbers of vehicles are inevitably going to affect driver safety and

road safety. Age of the driver as it relates to fatal crashes has been studied for decades. A study in 2002 examined percentages of drivers involved in fatal crashes. This study would suggest that the age of the driver may be a factor in driving safely. One age group, however, stands out as being involved in significantly fewer fatal crashes:

Which choice most effectively uses data from the graph to complete the example?

- (A) 15–20
- (B) 21–24
- (C) 65–69
- (D) 70+

Children Under Age 18 and Adults Ages 65 and Over as a Percentage of the Total U.S. Population: 1950–2001 and Projected, 2010 and 2020



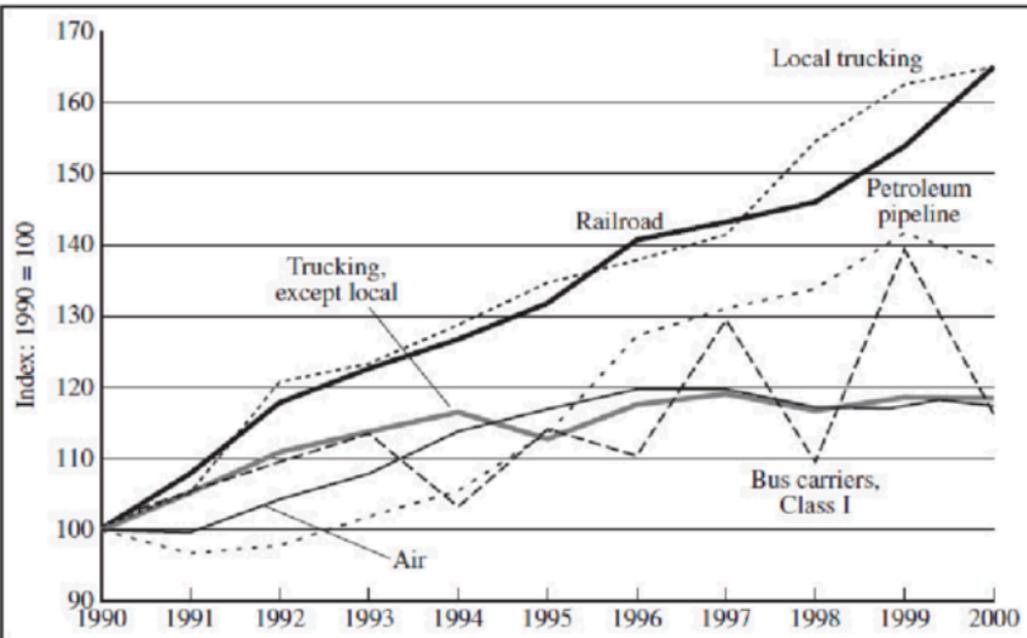
Sources: U.S. Census Bureau (2003). National Population Estimates, Characteristics. [On-line]. Available: <http://eire.census.gov/popest/data/national/tables/asro/US-EST2001-ASRO-01.php>; U.S. Census Bureau. (2002). *Statistical Abstract of the United States, 2001*; U.S. Census Bureau. (1996). *Current Population Reports*, P25-1130; U.S. Census Bureau. (1982). *Current Population Reports*, P25-917; U.S. Census Bureau. (1974). *Current Population Reports*, P25-519; U.S. Census Bureau. (1965). *Current Population Reports*, P25-311.

23. Historically, children under the age of 17 and adults over the age of 65 are considered to comprise part of the population called “dependents.”

Of course, variables exist at both ends of the spectrum. Some 16-year-olds are earning a living to support their families and at the same time are working toward graduation. On the other hand, senior citizens seem to be “getting younger,” with 70 being seen as the “new 60.” Even the Social Security Administration and the Internal Revenue Service are viewing the old as young as retirement age is going higher. Regardless, both groups have been seen as “dependents” because of their age and how that age affects their ability to be economically active. What’s interesting is the contrasting nature of their populations over the last 70 years: _____.

Which choice most effectively uses data from the graph to complete the example?

- (A) the older generation is growing in numbers and will soon outnumber the under-17 group
- (B) the elderly population has grown, but the younger age group has declined and stabilized
- (C) although the younger population outnumbers the elderly, the number of younger ones is still growing
- (D) the combined numbers of the over-65 population and those under 17 constitute a new workforce for America



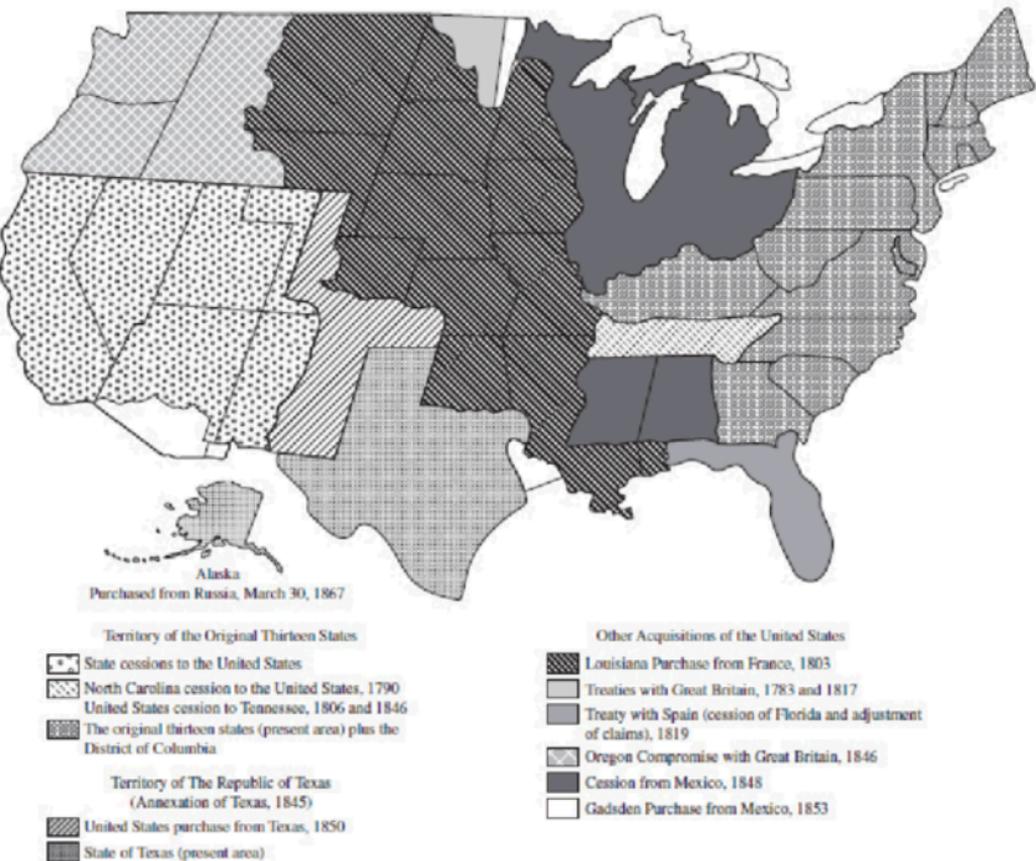
24. According to the Bureau of Labor Statistics, when you compare output with how much labor was needed to produce the output, the result is a measure of economic performance called labor productivity. This idea leads into higher wages and, we can reasonably assume, better working conditions. For example, if you decide to make and sell bead necklaces to earn some spending money, you need to determine your labor productivity as a step toward deciding whether the venture will be profitable. If you spend 2 hours a day, 6 days per week making the necklaces (12 hours/week) and you produce 24 necklaces per week, your productivity is 2 necklaces per hour. On the other hand, using data about _____ to determine labor productivity in for-hire transportation is sometimes less stable, as you can see from the graph.

Which choice best illustrates data from the graph that would support the writer's conclusion?

- (A) bus carriers, class 1
 (B) trucking, except local

- (C) railroad
(D) local trucking

Acquisitions



25. Much of the land acquired by the United States between 1781 and 1867 was purchased with monies going to Louisiana, Spain, Russia, Mexico, France, and some of the states themselves. These purchases brought billions of acres of undeveloped lands into the public domain of the United States. One of the notable purchases made by the United States included _____.

Which choice most effectively uses data from the map to complete the example?

- (A) the original thirteen colonies because of the French and Indian War
- (B) parts of New Mexico, Oklahoma, Colorado, Wyoming, and Kansas from the Republic of Texas
- (C) the Louisiana Purchase from Great Britain
- (D) the Pacific Northwest from Russia

Answer Explanations

1. **(C)** Of the choices given, the chart shows that women are far more concentrated in this category than the others mentioned.
2. **(C)** The lighter shaded bars are much shorter than the darker bars for these three lakes, indicating a decrease from the samples taken in earlier years.
3. **(A)** To determine the correct answer in to this question requires comparing the answer choices with the figure to determine which regions are not represented on the graph. Only the regions in choice (A) do not have representative data shown.
4. **(B)** From the graph, the risk of developing clinical signs before age 3 is higher when congenital infection occurs during the first trimester than it is when infection occurs during the third trimester. Also, the preceding sentence says that “the risk of congenital infection is lowest when maternal infection is during the first trimester and highest when infection is during the third trimester.”
5. **(C)** By visualizing the graph as blocks of information, you can see that the bottom horizontal line marks out five-year blocks and that the vertical line represents the numbers of doctorates awarded in blocks of 5,000. Your target block is the late 1970s, which would be between 1975 and 1980. With this block as the focus, you can easily compare it with the other blocks to identify the correct answer.
6. **(C)** The key to the graph (located just above the box) shows that “Healthcare and Related” figures are represented by a dashed line,

which rose from over 13,000 in 2004 to almost 16,000 in 2014.

7. **(C)** Cases peaked in August, declined, and then reached a much smaller peak in July.
8. **(B)** Reading and understanding the keys (in this case, the use of shading) and the labels identifying the vertical and horizontal lines that make up the blocks of information will help you answer these types of questions. The years are on the horizontal plane. By going over to the “By 2030” bar, you can move up to find the figures you need. Finally, apply the key or legend to determine which number refers to new teaching posts and which one refers to attrition.
9. **(D)** Under the number column in the marriage section of the chart, you will find that at the traditional beginning of summer vacation season (June), marriages jump from 179,000 in the previous month to 229,000 and remain above 200,000 until the end of October.
10. **(C)** Although the graphic does not specify the cause(s) of the 5+% increase of school enrollment in over one dozen states with lesser amounts of increase in over a dozen more, it is reasonable to assume that some of the increase can be attributed to migration from those states experiencing decline. Regardless, the student’s call for the need for more infrastructure is logical given that over 25 states would have increased school-age populations and an almost equal number of states would have declining populations and need fewer resources.
11. **(A)** Only Mexico grew from 29.3 to 33.6 million in the 15-34 population. The Canadian and American declines in these numbers, which represent the beginning workforce and young-family years, would negatively affect the numbers of entry-level jobs needed and the educational resources required to address the declining numbers.
12. **(B)** We can assume that many factors would contribute to the substantial drop in production of lowfat dairy ice cream; however, regardless of the cause, a decreasing inventory would logically result in increasing prices and supply-demand issues. Such factors as these would most likely cause the investors to hesitate.

13. **(C)** The graph shows that 1,053.8 men died per 100,000 in 2000; only 905.8 men died per 100,000 in 2007. According to the graph, only 731.4 women per 100,000 died in 2000; however, 643.4 women died per 100,000 in 2007, representing a lower rate of decline than that of men.
14. **(D)** At first glance, the main (larger) chart shows groups 1–4, 5–9, 10–14, and even 15–19 at the same level. The graph that projects a telescopic view of these groups (based on a 100 scale rather than on a 1,000 scale) does show that the 5–9 group has the lowest death rate with the 1–4 group higher to the left and the 10–14 group higher to the right.
15. **(B)** Only New Mexico in the Four Corners states has rates one step above the other three states. Both Pacific Northwest states (Washington and Oregon) and the Southeast Mississippi Delta region appear to be among the highest in the nation. Only the cluster of New England states reflects a diversity of age-adjusted death rates that range from the very lowest to the very highest.
16. **(C)** Cancer ranks fourth place among those below the age of 25. It falls just below accidents as the leading cause of death in the 25–44 age group but rises to first place among those ages 45–64 before falling to second place again for those in retirement age.
17. **(A)** Many different factors could and probably did influence the actual data and the projections made in the late-twentieth century. However, it would be reasonable to assume that young couples in the 1960s postponing beginning their families (which would affect school enrollment in the 1970s and 1980s) could be one contributing element. Because the negative numbers indicate decreases in enrollment, the most pronounced example is the actual figure (not projected) of a -12.5% (indicating decline) in enrollment in grades PreK–8 in public schools. The private school enrollment of -0.4% also suggests a decline but to a lesser degree.

18. **(B)** When taken as a whole, every region shown on the map was projected to experience falling school enrollment and, consequently, supports the overall premise of the official. However, implied in his plan is to identify the region in greatest need of such efforts. Although enrollment in the Midwest and Northeast are projected to fall substantially, enrollment in the Midwest and Northeast are both projected to fall to deficit numbers. Of the two, the Midwest began at a lower starting point, making it the potential “poster child” of the government official’s proposal.
19. **(D)** The ages of women giving birth for the first time went up significantly among Asian or Pacific Islander women and also went up (although more modestly) among non-Hispanic whites, Hispanics, non-Hispanic blacks, and American Indian or Alaska Native women. The data give support to the idea that this trend is possibly part of a cultural shift based on gender rather than race.
20. **(C)** In the larger picture, the United States impressively jumped from 21.4 to 25 for the ages of first births; however, these are both younger ages than in any other nation.
21. **(D)** California’s worst year was 1996 when its production fell just slightly below 400.
22. **(C)** The 65–69 age group comprises only 3.3% of the 2002 population, and these individuals were involved in only 2.85% of the fatal crashes that year.
23. **(B)** As shown in the graph, the under-17 group at one time was around 35% of the general population but has dropped by around 10%. Senior citizens, in contrast, have grown from under 10 percent to around 15 percent.
24. **(A)** Most of the for-hire transportation data on the graph show reasonably stable rises or status quo conditions. Data for bus carriers, class 1, however, suggest a less predictable labor productivity with frequent rises and falls.

25. (B) The only answer that is supported by the map is choice (B). Because the map does not identify the names of the states, having a basic knowledge of American geography is helpful.

Textual Evidence

You will again be evaluating a writer's claim, but this time you will be determining whether it is supported, not supported, or illustrated by evidence presented in the answer choices. You may need to read and reread the text, and that's OK. Take your time, be a digital SAT sleuth, and find your evidence!

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage.

1. A noted historian wrote several in-depth scholarly articles centering on the generational contexts of the Women's Movement, from its inception over one hundred years ago to today. Part of his studies focused on discriminatory ordinances and laws in both the public and private sectors. He claims that these instruments of discrimination have shifted from being reflections of the prevailing attitudes (of both males and females) dictating the roles women can and should take in our day-to-day lives to such ordinances and laws now being viewed as repugnant, resulting in a call to action for their overthrow or repeal.

Which recent actions, if true, would most directly undermine the historian's claim?

- (A) Voters overwhelmingly supporting a law allowing women to be drafted

- (B) A state law still on the books, although overlooked in practice, making it illegal for a woman to cut her hair without her husband's consent
- (C) A local news report that male and female employees of a local corporation walked off their jobs in response to accusations that the women are being paid substantially less than the men
- (D) Title VII of the Civil Rights Act being enacted to prohibit an employer from treating a woman differently from a man

2. "The Parting" is a poem written around 1900 by Michael Drayton about a romance that is ending. The poem directly addresses the lover who is leaving and reveals the pain that the speaker is experiencing, but it also reaches out with an expression of hope of reconciliation:

Which quotation from "The Parting" most effectively illustrates the claim that the speaker is still seeking reconciliation with the lover?

- (A) Since there is no help, come let us kiss and part— / Nay, I have done, you get no more of me;
 - (B) And I am glad, yea, glad with all my heart, / That thus so cleanly I myself can free.
 - (C) Now at the last gasp of Love's latest breath, / When, his pulse failing, Passion speechless lies,
 - (D) Now if thou would'st, when all have given him over, / From death to life thou might'st him yet recover.
3. In the late-twentieth century, a clinical professor of family studies suggested that American teens in the 1980s were adopting an ethic of self-indulgence because they personally had never experienced an international war and growing up had all their needs met, giving them a sense of confidence in their futures. At the same time, however, she observed that the constant threat of nuclear war, reinforced by the Cuban Missile Crisis and the Cold War, brought out in the same generation feelings that they should make the most of life now because tomorrow may never come. She concludes, then, that

although the causal factors are in direct opposition, the results are the same.

Which of the following, if true, would support the professor's claim?

- (A) An international study in 1988 found that young people in Europe were more likely to fear nuclear conflict than their American counterparts.
- (B) A randomized survey of adults with teenaged children in 1982 found that 34% felt the children in their community were self-indulgent, but only 21% believed that their own children were fearful of a nuclear confrontation.
- (C) A survey in 1995 found that 42% of Americans (ages 25–40) in major debt reported that they did not know how to create a budget and never felt the need to save, and another 37% of those surveyed felt, while growing up, that being financially responsible had no real future value.
- (D) A statistical increase in blue-collar workers was reported among the workforce between the years 1980 and 2000.

4. A scientist in the field of ethology (the study of the behavior of animals) applies for a research grant to conduct a study of the communication between horses and humans as demonstrated in “horse whispering.” Horse whispering is a technique in which the horse trainer becomes aware of the horse’s nonverbal communications and responds sympathetically, attempting to meet the needs of the animal as part of the training experience. The scientist includes in the grant application a claim that observing, isolating, studying, and applying the different components of horse whispering would result in a paradigm that could be incorporated into animal-training programs for equine therapy animals.

Which finding, if true, would most directly support the researcher's claim?

- (A) A study of the interaction between 12 horses at a horseback riding venue and special-needs children between the ages of 10 and 15 who were introduced to the horses as part of their therapy

program revealed that 11 of the 12 horses exhibited physical movements indicating recognition when the children came into view after only one visit.

- (B) The 1995 novel *The Horse Whisperer* by Nickolas Evans was made into a movie.
- (C) A report issued by a leading equine publication points out that despite the consistent use of natural horsemanship, many trainers schooled in the techniques of horse whispering found that the horses often acquired bad habits.
- (D) A growing trend among horse trainers is to market their skills based on the degree of gentleness found in their training techniques.

5. “The Flower” is a poem written about 1830 by Alfred, Lord Tennyson to address those who criticize his poetry. The speaker throws down a seed (representing his poetry) that takes root and grows. The people call it a weed until it grew to be a tall and beautiful flower. Thieves stole it, and it was sown everywhere (other poets copying his style and so forth), until it became common, with some flowers that were pretty and some that were poor, at which point the people once again called it a weed. The speaker claims that this story is a fable, meaning it contains a moral or lesson.

Which quotation from “The Flower” most effectively illustrates the claim?

- (A) Up there came a flower, / The people said, a weed.
 - (B) Till all the people cried, / ‘Splendid is the flower.
 - (C) Most can raise the flowers now, / For all have got the seed.
 - (D) And now again the people / Call it but a weed.
6. Rabbit hemorrhagic disease virus 2 (RHDV2) is threatening both the wild and domestic populations of rabbits in the continental United States. It is transmitted by contact with infected rabbits, of course, but it is so contagious that it can also be spread by just about anything from clothing and equipment to water and insects. The talons of birds of prey have been reported to spread the disease from one area to

another. One researcher claims that many owners of domestic rabbits may be unaware of the magnitude of the ecological disaster ahead if the progress of this disease is not stopped. She proposes that a massive educational campaign be funded by state governments to make people more aware of the serious nature of the situation and to give them the knowledge and resources they need to stop its spread.

Which finding, if true, would most directly support the researcher's claim?

- (A) RHDV2 has been found in jackrabbit populations in California.
- (B) A statistical report from April 2022 reveals that RHDV2 was found in both the wild and domestic rabbit populations of 11 states. In addition, only the domestic rabbits were infected in an additional nine states.
- (C) Vets in Texas have been given authorization to import RHDV2 vaccine from Europe to treat domestic rabbits; however, the vaccine only helps rabbits survive and does not protect against contracting the disease.
- (D) RHDV2 can be contracted only by rabbits; humans and domestic animals, such as dogs, cats, cows, and birds, are unaffected.

7. A writer has been collecting anecdotal evidence about the relationship human health has to pet ownership. He has been talking to friends, family, and coworkers about their pets and their health and has plans to publish their stories in an e-book format. Based on these interviews, he is convinced that people who have pets are healthier and live longer lives than those who do not have pets.

Which finding, if true, would most directly undermine the writer's claim?

- (A) A 12-year study published in *Circulation: Cardiovascular Quality and Outcomes* leads researchers to believe that people with heart conditions can reduce their risk of death by as much as 21% by owning a dog.
- (B) Based on a 2005 study, researchers speculate that dogs may transmit bacteria that can cause halitosis in their owners.

- (C) A study recently found that suicide rates are lower among those who own dogs. Follow-up studies reveal that dog ownership gives people a sense of purpose.
- (D) The University of Michigan conducted a study that suggests that owning a dog/pet can improve memory.
8. Soil biodiversity is an increasingly debated topic in the global conversation about how to meet the challenges of climate change and food shortages. For soil to be healthy, it must contain many diverse organisms that can function in an interdependent relationship with vegetation, called nutrient cycling. Soil scientists claim that fungi can actually help regulate our climate through nutrient cycling.

Which finding, if true, would most directly support the scientists' claim?

- (A) A study revealed that edible fungi, mushrooms, are an important source of micro- and macro-nutrients.
- (B) Researchers discovered that many edible mushrooms (up to 6 percent) are also medicinal.
- (C) A study found that fungi join with plants in a soil-food web, allowing them to capture literally tons of carbon from the atmosphere to store it harmlessly in the soil.
- (D) Based on the science, a movement has begun to protect soil fungi by limiting the conversion of raw land to traditional agricultural activities and tightening regulations against deforestation.
9. Canadian poet Emily Pauline Johnson (Tekahionwake) was the daughter of a Mohawk chief and an English woman. In the "Author's Forward" to her volume of collected verse, Johnson tells us that she titled the collection *Flint and Feather* because both "flint and feather bear the hallmark of my Mohawk blood."

Which quotation from the "Author's Forward" of *Flint and Feather* most effectively supports her claim?

- (A) "Flint . . . is the arrow tip, the heart quality of mine own people; . . . Indian life and love . . . And yet that feather may be the eagle

plume that crests the head of a warrior chief.”

- (B) “This collection of verse I have named *Flint and Feather* because of the association of ideas.”
- (C) “Flint suggests the Red Man’s weapons of war.”
- (D) “Skyward floating feather, / Sailing on summer air.”

10. *She Stoops to Conquer* is a play by Oliver Goldsmith written in 1773. Critics claim that the play is a satire focused on the landed gentry and their unwillingness or inability to change in a changing eighteenth-century world.

Which quotation from *She Stoops to Conquer* most effectively illustrates the claim?

- (A) “I vow, Mr. Hardcastle, you’re very particular.”
 - (B) “I wonder why London cannot keep its own fools at home.”
 - (C) “I love everything that’s old: . . .”
 - (D) “. . . you’ll own I have been pretty fond of an old wife.”
11. Frances Willard gave a speech in 1876 in which she advocates for women’s suffrage. She claims that men should be instrumental in facilitating the efforts to make it legal for women to vote because men bear the responsibility of suppressing women’s suffrage.

Which quotation from Willard’s speech most effectively illustrates the claim?

- (A) “I wonder if poor, rum-cursed Wisconsin will ever get a law like that!”
 - (B) “Yes, Josiah, there’ll be such a law all over the land someday, when women vote.”
 - (C) “And pray, how will you arrange it so that women shall vote?”
 - (D) “Well, I say to you, as the Apostle Paul said to his jailor: ‘You have put us into prison, we being Romans, and you must come and take us out.’”
12. The Tiny House Movement is a trend that promises a life that is simpler and more sustainable by downsizing to a home generally under 400 square feet and built on wheels as compared to the average American

home of 2,500 square feet on a solid foundation. Advocates of tiny homes point out that they are more economical to build, reduce living expenses, and are environmentally friendly.

Which finding in a recent study, if true, would most directly undermine the claims of the Tiny House Movement?

- (A) Although utilities are lower, specialty construction costs and hidden costs such as special permits and land rental are making the cost of tiny houses comparable to larger homes.
- (B) There is very little privacy in a little house.
- (C) Tiny homes often have inadequate storage.
- (D) Many owners of tiny homes report feeling lonely or isolated.

13. As one would expect, dancing has many physical benefits, including improving heart and lung health. Social scientists, however, now believe there are correlations between dancing and brain function, particularly to lessen forms of dementia such as Alzheimer's disease.

Which of the following, if true, would best support this claim?

- (A) A Swedish study concluded that female dancers experience decreased levels of anxiety and stress during periods of actively dancing.
- (B) Seven out of 10 amateur dancers report improved flexibility as a result of dancing.
- (C) The *Almanac of Developing and Physical Life* reports that seniors experience improved balance by dancing the tango.
- (D) A report published in the *New England Journal of Medicine* reports that working on multiple crossword puzzles each week reduced the risk of dementia by 47% but frequent dancing reduces the risk by 76%.

14. *Bretziella fagacearum* is the fungus that causes oak wilt, usually killing an infected oak tree by growing into and blocking the tree's water-conducting system. It is found largely in the central United States. This invasive disease is known regionally to cost landowners millions of dollars in dead tree removal and in property value losses as it

spreads from property to property through its root systems underground and sap beetle migrations. A study reports that as a result of climate change, the southern Ontario, Canada, region may soon experience a costly and destructive invasion of this fungus.

Which of the following, if true, would most directly support the claim?

- (A) Development of a fungicide to treat oak wilt is showing promising results.
- (B) Insects carrying the oak wilt environmental DNA were found near the border between the United States and Canada.
- (C) Cutting down healthy trees that surround those with oak wilt is found to stall its spread.
- (D) Canadian law does not allow firewood to be brought into Canada to prevent pests from entering the country.

15. A literary historian writes an article for publication about the events leading to the first example of completed English prose, called “Handbook” (A.D. 887) under the leadership of King Alfred. In her article, she claims that these events,—for example, putting English into written form so that everyone could gain an English education,—served to save the English individualized kingdoms from falling into the hands of the Danes; and they gave the English people a sense of national pride and unity that significantly contributed to England becoming one nation.

Which finding, if true, would most directly undermine the historian’s claim?

- (A) King Alfred consolidated the people on the basis of their “Englishness” by emphasizing the English language they all spoke, collecting it and putting English into writing.
- (B) An English educational system was developed exclusively for children of nobility.
- (C) Latin books were translated into English, allowing English-speaking people to read them.

- (D) English chronicles were written to give the people a sense of national history.
16. The French author Alexis de Tocqueville, in *Democracy in America* (translated from French into English by Henry Reeve and originally published in 1835), discusses his views on laws and social power as they were emerging in the democratic institutions of the United States. In his discussion, he claims that he is not alarmed by America's excessive liberty but is concerned about the "inadequate securities which one finds there against tyranny."

Which quotation from *Democracy in America* most effectively illustrates the claim?

- (A) "If an individual or a party is wronged in the United States, to whom can he apply for redress? If to public opinion, public opinion constitutes the majority . . . legislature represents the majority . . . the executive power is appointed by the majority. . . ."
- (B) "I do not think that, for the sake of preserving liberty, it is possible to combine several principles in the same government so as really to oppose them to one another."
- (C) "Men do not change their characters by uniting with one another. . . ."
- (D) "England in the eighteenth century . . . was essentially an aristocratic state, . . ."
17. Anthropologists have been studying "Melungeons," a triracial people first identified living near Newman's Ridge in Hancock/Hawkins County, Tennessee, around the turn of the nineteenth century. They are the subject of many mysterious Appalachian legends, and their true origins have been difficult to determine. Some researchers claim that the term "Melungeons" has been overused, and its use should be limited to those who lived on Newman's Ridge for half a century before 1844.

Which finding, if true, would directly undermine the researchers' claim?

- (A) Several mixed-race groups have been found along the Atlantic coast; however, their DNA provides no connection to the Melungeons of Tennessee.
- (B) An internet craze in the 1990s had amateur family historians attempting to identify their own families as Melungeon with little, if any, proof other than surnames sometimes associated the Melungeon culture.
- (C) Records were found that showed some of the Newman's Ridge Melungeons migrated away to other areas after 1944.
- (D) The term "Melungeon" was used politically to insult members of the opposition party during the post-Civil War years.
18. In a book written in 1968, the authors describe the Yahgans, who once lived in the regions of Cape Horn and lived mostly from food caught or hunted in the waters of Tierra del Fuego. The area is very cold, and their work put them out in the frigid Antarctic winds; however, they generally were naked or half-clothed and lived in noninsulated shelters of skins or branches. After western civilization reached the Yahgans, their tribal numbers began to diminish from 3,000 in 1832 to 40 in 1933. The authors claim that the extinction of this tribe by the middle of the twentieth century is due in part to clothing. Because the western culture values clothing as a societal norm, the tribe began wearing clothing to work in the cold waters. The clothing would get wet, and the fires they kept on their canoes were inadequate to dry their clothing. By wearing wet clothing in the cold Antarctic winds, they fell victim to such respiratory diseases as influenza and pneumonia brought to them by the explorers.

Which finding, if true, would most directly support the claim of the authors?

- (A) Soaking your feet in hot water containing Epsom salt at the end of the day has been found to mitigate the effects of cold exposure during extreme work hours.
- (B) A 2021 study found that cold-air exposure improved the driving performance of drivers who were sleepy due to extreme sleep deprivation.

- (C) In a research study conducted in 2022, scientists discovered that sustained exposure to cold weather increases the likelihood of contracting viruses because extreme cold temperatures can dry out our mucous membranes and allow influenza type A virus penetration.
- (D) Twenty-first century scientists studying human longevity discovered that exposure to extreme temperatures, such as in a cold shower or a sauna, act as stressors that can help the body develop healthy resilience by reducing inflammation and stress resistance.

19. As toll roads continue to be built to ease traffic congestion in urban areas and to facilitate mass transit options, controversies arise over what speed limits should be enforced on toll roads. Some states have allowed speeds of 80 miles per hour, considered by many to be too fast. Opponents to high speed limits claim that this trend may cost more lives.

Which finding, if true, would most directly support the opponents' claim?

- (A) Proponents of high speeds on toll roads maintain that when all drivers are collectively driving at the same speed, accidents are avoided.
- (B) Statistics have shown that driving at high speeds increases the amount of time needed to slow down for road hazards and that high-speed accidents result in greater injuries.
- (C) Some drivers think that it is permissible to drive a little over the posted speed limit.
- (D) People who drive on toll roads are advised to keep their vehicles in top performance condition.

20. The United States Senate has approved a bill that, if enacted, will make Daylight Savings Time (DST) permanent on November 20, 2023. This measure has met with much debate. The supporters of DST point out that it benefits us in the areas of public safety, the general economy, and healthy lifestyle choices. Wait just a minute, counter the

opponents to this governmental move. DST has some serious downsides, such as it is bad for our health and it causes workers to be sleep-deprived.

Which finding, if true, would most directly undermine the objections of the opponents to DST becoming permanent?

- (A) Heart attack numbers reportedly increase by 10% on the Monday and Tuesday following a change to DST.
- (B) A study found that an additional 3% of the general population moved away from their television sets and began participating in outdoor activities as a result of DST.
- (C) A study found that DST causes disruption of the human body's circadian clock, making people tired and less productive.
- (D) In 2007, the Air Transport Association cited a cost of almost 150 million U.S. dollars to the industry because of conflicting time schedules with countries that do not adhere to DST.

21. With 2,340 passengers onboard the *Titanic* on its maiden voyage, why the ship's captain did not reduce speed to more safely navigate the icy waters or change course to the south to avoid any possible icebergs are questions that have hovered over the story for years. Some historians believe that the blame should be placed on the faulty idea that the ship was unsinkable, meaning that collisions would pose little threat.

Which finding, if true, would most directly support this claim?

- (A) Captain Edward Smith, with 40 years of experience, was also captain of the *Titanic*'s sister ship, the *Olympic*, which had collided with a warship but was able to sail home to port safely.
- (B) The crew of the *Titanic* was known to be inexperienced and consequently did not perform any safety drills.
- (C) The emphasis, historians came to conclude, was not on the voyage such as is the case on luxury ships today but rather on the ship being a means of speedy transportation, with emphasis on getting to the destination.
- (D) The cabins were sealed shut with steel doors that prevented hundreds of people from escaping the ship.

22. The first automatic transmission was invented in 1921 by a Canadian. This early transmission system required air pressure rather than hydraulic fluid and had no reverse. But once automatic transmissions became available to the general public, there was no reversing drivers' addiction to the sheer convenience they offer. However, there are those who maintain that the old stick shifts simply make a car more fun to drive. That conclusion, of course, rests with the individual driver. Yet there are claims being made that stick shifts provide better fuel economy and are even safer due to allowing for more control of the vehicle.

Which finding, if true, would most directly undermine the claim?

- (A) Research shows that a stick shift improves gas mileage by as much as 5 miles per gallon over automatics.
- (B) A survey of car dealerships found that vehicles with stick shifts on average cost up to 1,000 dollars less than vehicles with automatic transmissions.
- (C) Because of their lack of popularity, vehicles with stick shifts are not produced in large numbers and varieties, meaning sometimes they are less comfortable than those with manual transmissions.
- (D) The Governors Highway Safety Association (GHSA) has issued a statement that encourages first-time drivers to emphasize safety by postponing the complexities of learning stick shift driving until they have mastered automatics.
23. In the late 1700s, Franz Joseph Gall attempted to make a correlation between brain function and the cranial bumps on the head. He was joined by J. G. Spurzheim, and the two anatomists began emphasizing the significance of the areas of the brain, especially the cortex, in relation to mental functions. They believed that the larger the cranial bump, the better the brain functions, and that the brain is not a single mass that lacks form as believed by scientists of the era, but rather it consists of different locations for different functions. This field of study became known as "phrenology" and was largely discounted many years ago as what many scientists would call nonsense. However, in the late 1990s, brain researchers, in efforts to study

relationships between the brain and the mind, have seen some of Gall's work as foundational to what is known today.

Which finding, if true, would most directly support this claim?

- (A) Modern brain researchers have found that where Gall thought the brain center for parental love is located is actually part of our visual functions.
- (B) In mapping out the bump-brain correlations, Gall's assigned brain functions have been found to be arbitrarily designated.
- (C) In a written treatise, Gall states that if a part of the brain is not used, it will shrink and the cranial bump will flatten.
- (D) Modern brain researchers identify the cerebral cortex as being instrumental in high-level function, such as memory, reason, and language, for example.

24. An atmospheric water generator (AWG) is a machine that can pull potable water from the air. These machines, according to the Environmental Protection Agency, work along the same lines as a home air conditioner. They form water through a condensation process using coils and fans. Concerns were expressed by some scientists that although an AWG creates clean water, the system may have the potential for microbial contamination from air contaminants as well as the possibility of mold growth in the condensation unit itself, especially when being used as an emergency water source in unfavorable conditions. To evaluate whether these concerns were justified, researchers conducted a three-month test, running an AWG continuously without any sterilization procedures in place.

Which finding from the test, if true, most directly supports the basis of the researchers' concerns?

- (A) High microbial numbers were detected by heterotrophic plate counts.
- (B) No *Legionella* or *Mycobacterium* were found.
- (C) No fecal contamination was present in the test samples.
- (D) All other tests indicated that the water was potable.

25. Studies have shown that a vegetarian diet has many benefits to overall health; however, some studies suggest that a totally vegetarian diet can cause certain nutritional deficits if not carefully planned. Most of the diets associated with Blue Zone areas (places where people live healthy lives to 100 years old and sometimes beyond) are for the most part a variation of vegetarianism. A school district health counselor has proposed to change the district's school lunch program diet to be a plant-forward omnivorous whole-foods diet (consisting of such unprocessed foods as whole grains, fresh fruits and vegetables, modest portions of lean, pasture-raised organic meats, eggs, unsweetened dairy products, and wild-caught seafood) and is collecting data to present to the school board and parents.

Which finding, if true, would most directly support the counselor's efforts to initiate this dietary change into the school district's lunch program?

- (A) A Gallop poll found that 5% of Americans were vegetarian in 2019.
- (B) Many studies suggest that vegetarianism decreases an individual's chances of having cardiovascular disease, obesity, Type 2 diabetes, and some forms of cancer, as well as some forms of dementia, and results in a lower risk of all-cause mortality.
- (C) *Progress in Cardiovascular Diseases* published a review of existing studies emphasizing that vegans are at risk for nutritional deficiencies and that a diet that combines foods found in a healthy vegan diet with healthy animal foods is the more balanced approach for meeting nutritional needs.
- (D) *Psychology Today* reported studies conducted in 2018 that found not only are vegetarian men more depressed than meat eaters, but also vegetarians in general suffer more bad moods and have less meaning in life, compounded by lower self-esteem.

- (B)** Part of the historian's claim is that discriminatory laws and regulations in recent times result in a call to action for their overthrow or repeal. Choice (B) reveals that this clearly discriminatory law is being tolerated ("overlooked in practice"), with no mention of efforts to take it off the books.
- (D)** Choices (A) and (B) reveal the "see if I care" response of the speaker to cover obviously hurt feelings. Although "Love" is dying in choice (C), the speaker reveals in choice (D) that his lover can, at will, bring Love from death to life again, logically resulting in a reconciliation.
- (C)** The claim is that young Americans in the 1980s who lived for the moment did so because they had never experienced hardships and assumed the good life would never end or, in contrast, because they believed tomorrow would never come. The 1995 statistics, taken when the young people in question would be adults, support this idea because people who believe prosperity is endless would not strive to save for hard times and those who believe the world will end during their lifetimes would see no future value in saving money.
- (A)** The claim is that the physical communication of horses toward people can be observed, isolated, studied, and then applied to training the horses to be therapy animals. The observation that the horses used physical movements indicating that they recognized special-needs children would illustrate that the first step toward developing such a program is possible.
- (D)** The lesson is found in the full-circle moment at which the speaker points out that the weed that turned into a flower and was coveted by the people became so common that they once again viewed it as a weed. In the speaker's view, his style of poetry, original for the time, was criticized until it bloomed in full expression of his art, and then became the target of thieves whose attempts at his poetic style made it so common that it no longer had the attractive beauty of a rare flower.

6. **(B)** The claim is that owners of domestic rabbits may be unaware of how serious the threat of RHDV2 is and the importance of stopping its spread. The fact that it is spreading at a faster rate among domestic rabbits than it is spreading in the wild supports this idea.
7. **(B)** The claim is that owning a dog increases health and longevity. Bacterial halitosis is not a sign of good health.
8. **(C)** The claim is that fungi can help mitigate climate change. A key element of climate change is the large amounts of CO₂ released into the atmosphere. Consequently, the ability of the soil-food web to sequester large-scale amounts of CO₂ would help effect change.
9. **(A)** The poet's claim is that flint and feathers are hallmarks of Mohawk ancestry. A hallmark is a distinguishing characteristic or trait. Flint is often associated with the Native American arrowhead, a weapon of war. Feathers are generally thought to be soft and easily blown away by the wind. Johnson cleverly combines these two hallmarks by pointing out the contrasting elements of each within the Mohawk culture. The tip of a flint arrowhead represents Indian life and love; the feather rests upon the head of a warrior.
10. **(C)** The claim is that the play focuses on the resistance of landed gentry to the changes happening in a changing world. Loving everything that is old usually is an antithesis of the desired change, whereas dissatisfaction with the old often is the catalyst for change.
11. **(D)** This statement supports the claim by shifting the responsibility for securing voting rights for women to being the responsibility of the men who were denying women the means to accomplish this goal. Her biblical allusion in choice (D) likens women to the Apostle Paul and compares men to the jailor who took away his freedoms.
12. **(A)** The claim is that tiny homes provide a life that is simpler, more sustainable, economical, and environmentally conscious. No claims are made in this selection concerning privacy issues, storage

availability, or psychological impacts of the lifestyle of living in a tiny home.

13. **(D)** The claim is based on a correlation between dancing and brain health. Only choice (D) addresses both dancing and dementia (brain illness).
14. **(B)** The claim is that Canada may soon experience the devastating destruction of oak wilt disease because the effects of climate change may bring oak wilt further north. Finding evidence that the insects that carry the oak wilt environmental DNA (possibly sap beetles) have migrated near the Canadian border would suggest that the disease could, indeed, be at Canada's doorstep.
15. **(B)** The claim includes that the events leading to completed English prose made the English language a unifying force instrumental in defeating the Danes and establishing England as one nation rather than many independent kingdoms. Allowing only the noble classes to be educated would serve to divide, not unify, the people.
16. **(A)** The claim is that America's democratic system provides no checks and balances against potential tyranny. Tyranny is governmental rule that is cruel and/or oppressive, often with power used in an unreasonable or arbitrary manner. We can infer by his reasoning that the speaker views the majority rule concept in America as an opportunity for tyranny because if someone is mistreated there is no one to plead his or her cause against the majority.
17. **(C)** The claim is that the term "Melungeon" has been overused (implying that the term has been applied to and/or claimed by people with no real connections to this group) and only the people living in a specified area before 1944 can truly be called "Melungeon." Choices (A), (B), and (D) support this idea by emphasizing the uniqueness of the Newman's Ridge group and how the name has been misused over the years. Choice (C), however, by inference suggests that because they migrated from their Tennessee homes after 1844, their

descendants, who would also be of Melungeon lineage, would be entitled to the name.

18. **(C)** The claim is that prolonged exposure in wet clothing to cold weather conditions allowed the people to contract deadly viruses. Choices (A) and (B) are off topic. Choice (D) provides a possible explanation for why these people were able to survive with little clothing before the arrival of the western culture, presumably a period in which they were not exposed to viruses. However, choice (C) directly addresses the claim.
19. **(B)** Choices (A) and (D) relate to allowing high speeds on toll roads. Choice (C) is more germane to law enforcement issues; however, choice (B) addresses the logic of allowing speeds that can result in greater injuries than slower speeds.
20. **(B)** Both choices (A) and (C) would support objections to moving to DST based on health reasons. Choice (D) is a reasonable objection; however, it is not based on health reasons. Only choice (B) addresses health: we can infer that outdoor activities are healthier than watching television.
21. **(A)** Given that the two ships were “sisters,” meaning that they were of the same class and almost identical in design, the captain—who was able to bring the *Olympic* safely home after a collision—might have logically assumed that the *Titanic* would also be as sturdy against collisions and be “unsinkable.”
22. **(D)** The claim is that vehicles with stick shifts provide better fuel economy and are even safer than automatics. The GHSA’s suggestion implies that for a select group (namely, first-time drivers) a stick shift might be a safety issue until they learn the basics of driving.
23. **(D)** The claim is that some of Gall’s ideas are turning out to be correct. The descriptive highlights of some of his ideas include that “the two anatomists began emphasizing the significance of the areas of the brain, especially the cortex, in relation to mental functions.”

24. (A) The AWG produces clean (potable) drinking water. However, the potential exists for the machine to capture and grow contaminants, making the water unsafe. Although seriously egregious contaminants were not found during the test, the fact of high microbial numbers (A) present does support the concerns that the potential for the water to be unsafe is there.
25. (C) The counselor wants the school's diet to combine both whole healthy plant foods with whole healthy animal foods. Choices (A) and (B) address only vegetarianism. Choice (D) undermines vegetarianism. Only choice (C) directly supports the key elements of a plant-forward omnivorous whole-foods diet.

Inferences

In these questions you will be combining clues in the text with your own sense of logic and reason to “read between the lines” of what the author is saying. You should look for implications and suggestive statements that point to what the writer is really saying.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage.

1. This passage is from OECD/Nuclear Energy Agency (2000), “Nuclear Energy in a Sustainable Development Perspective,” www.oecd-nea.org/sd.

“Groundwater resources in the U.S., for instance, are often overused because of subsidies, a lack of tradable rights to water (‘use it or lose it’), and a lack of clear property rights to water tables. Overfishing in

the oceans provides a better example. It is easy to imagine that cattle might be scarce, just as buffalo became scarce, if they were owned in common and were taken from one vast domain, rather than being privately owned on separate ranches. While the exact analogue to barbed wire for fishing grounds in the ocean may be hard to conceive, assigning ownership rights to the ocean should not be much more difficult than assigning ownership rights to the radio frequency spectrum, as is currently being done throughout the world.” The implication is clear: _____.

Which choice most logically completes the text?

- (A) people have little incentive to conserve cattle.
- (B) cattle are much easier to kill than buffalo.
- (C) public or common ownership is better than private ownership.
- (D) private ownership is better than public or common ownership.

2. This passage is from OECD/Nuclear Energy Agency (2000), “Nuclear Energy in a Sustainable Development Perspective,” www.oecd-nea.org/sd.

“There is much enthusiasm for ‘getting the incentives right.’ This produces nods of agreement on the general level, and furious disagreement about its specific application. ‘Getting the incentives right’ should mean chiefly assigning property rights to environmental goods, rather than using government power to set the ‘correct price’ for the use of a commonly held environmental good. Any so-called ‘market-based incentive’ policy that involves government setting the ‘correct price’ to establish a ‘level playing field’ is inherently flawed, because it misunderstands the nature of markets and prices. The government will always lack the necessary knowledge to set the ‘right’ price, and such policies will usually introduce new distortions into the marketplace that will likely be counterproductive and wasteful of resources.” Consequently,

_____.

Which choice most logically completes the text?

- (A) one of the most important roles of government in the conservation of unsustainable resources is to assign property rights to environmental goods
- (B) if property rights are assigned to environmental goods, there will be no more instances of unsustainable resource use
- (C) the private market has no role in the conservation of unsustainable resources
- (D) only government has the expertise, access to information, and manpower to set the price of a commonly held economic good

3. This passage is from Preston Dyches, “*Cassini Catches Titan Naked in the Solar Wind*,” *NASA News and Features*, January 28, 2015.

“Titan spends about 95 percent of the time within Saturn’s magnetosphere. But during a *Cassini* flyby on Dec. 1, 2013, the giant moon happened to be on the sunward side of Saturn when a powerful outburst of solar activity reached the planet. The strong surge in the solar wind so compressed the sun-facing side of Saturn’s magnetosphere that the bubble’s outer edge was pushed inside the orbit of Titan. This left the moon exposed to, and unprotected from, the raging stream of energetic solar particles.” These observations lead us to believe that _____.

Which choice most logically completes the text?

- (A) the strength of the solar wind varies
- (B) the solar wind does not affect the atmosphere of planets in orbit around the sun
- (C) the solar wind is stronger at Saturn than at Earth
- (D) no known force can affect the solar wind

4. This passage is from Preston Dyches, “*Cassini Catches Titan Naked in the Solar Wind*,” *NASA News and Features*, January 28, 2015.

“Using its magnetometer instrument, which is akin to an exquisitely sensitive compass, *Cassini* has observed Titan (Saturn’s largest moon) many times during the mission’s decade in the Saturn system, but always within Saturn’s magnetosphere. The spacecraft has not been

able to detect a magnetic field coming from Titan itself. In its usual state, Titan is cloaked in Saturn's magnetic field." This circumstance therefore implies that _____.

Which choice most logically completes the text?

- (A) Titan may have a magnetic field that is difficult to detect because of Saturn's powerful magnetic field
- (B) Titan definitely does not have its own magnetic field
- (C) Titan definitely has its own magnetic field
- (D) scientists will never be able to determine if Titan has its own magnetic field

5. In *No-No Boy*, published by the University of Washington Press, copyright © 2001, John Okada describes the effects of World War II on the people of Japanese and Chinese heritage living in the United States during those years.

"First, the real Japanese-Japanese were rounded up. . . . Then the alien Japanese, the ones who had been in America for two, three, or even four decades. . . . And so, a few months after the seventh day of December of the year nineteen forty-one, the only Japanese left on the west coast of the United States was Matsusaburo Inabukuro who, while it has been forgotten whether he was Japanese-American or American-Japanese, picked up an 'I am Chinese'—not American or American-Chinese or Chinese-American but 'I am Chinese'—button and got a job in a California shipyard." The implications here are that wearing the button _____.

Which choice most logically completes the text?

- (A) helped him get the job because people believed that he wasn't Japanese
- (B) had no effect on his job application because people thought he was a Japanese person trying to make people believe he was a Chinese person
- (C) helped him get the job because people believed that a Chinese person in America was likely to be an American citizen

(D) may have helped him in the short term but ultimately would end in his dismissal

6. This passage is from Lewis Thomas, *The Medusa and the Snail*, copyright ©1974. In it, he chronicles the advent of what many consider “modern medicine.”

“Then, sometime in the early nineteenth century, it was realized by a few of the leading figures in medicine that almost all of the complicated treatments then available for disease did not really work, and the suggestion was made by several courageous physicians that most of them actually did more harm than good. Simultaneously, the surprising discovery was made that certain diseases were self-limited, got better by themselves, possessed a ‘natural history.’” The inference of calling the physicians “courageous” is that the author believes that it took courage for physicians to

_____.

Which choice most logically completes the text?

- (A) risk injuring their own health by administering new drugs to patients
- (B) suggest that the methods used in their profession were almost completely wrong since doing so would make them unpopular with other members of the profession and possibly endanger their standing in the medical profession
- (C) suggest that the profession should try new methods of treating patients
- (D) admit to their fellow professionals that they had been wrong in their criticism of accepted medical practice
7. In *No-No Boy*, published by the University of Washington Press, copyright © 2001, John Okada describes the effects of World War II on the people of Japanese and Chinese heritage living in the United States during those years.

“By now, the snowball was big enough to wipe out the rising sun. The big rising sun would take a little more time, but the little rising sun

which was the Japanese in countless Japanese communities in the coastal states of Washington, Oregon, and California presented no problem. The whisking and transporting of Japanese and the construction of camps with barbed wire and ominous towers supporting fully armed soldiers in places like Idaho and Wyoming and Arizona, places which even Hollywood scorned for background, had become skills which demanded the utmost of America's great organizing ability." This "snowball" likely refers to

Which choice most logically completes the text?

- (A) the accumulating tears of Japanese family members who have seen their relatives moved to relocation camps
- (B) the steadily increasing, accumulating efforts of Americans to defeat the Japanese
- (C) the steadily growing efforts of Americans to relocate Japanese aliens living in America
- (D) the steadily accumulating efforts of Japanese aliens living in America to return to Japan to fight for their country

8. This passage is from Elizabeth Zubritsky, "NASA Finds Friction from Tides Could Help Distant Earths Survive, and Thrive," NASA's Goddard Space Flight Center.

"As anybody who has started a campfire by rubbing sticks knows, friction generates heat. Now, computer modeling by NASA scientists shows that friction could be the key to survival for some distant Earth-sized planets traveling in dangerous orbits.

"The findings are consistent with observations that Earth-sized planets appear to be very common in other star systems. . . .

"Simulations of young planetary systems indicate that giant planets often upset the orbits of smaller inner worlds. Even if those interactions aren't immediately catastrophic, they can leave a planet in a treacherous eccentric orbit—a very elliptical course that raises the

odds of crossing paths with another body, being absorbed by the host star, or getting ejected from the system.”

The author goes on to describe research centered on tidal stresses (producing friction and heat) on planets that can move some planets into safer (round) orbits. The implication of this research is that

Which choice most logically completes the text?

- (A) nearly all the Earth-size planets in a typical star system are in a circular orbit
- (B) Earth-size planets are rare
- (C) all of the Earth-size planets that exist in other star systems were once in elliptical orbits around their host star
- (D) some of the Earth-like planets in other star systems have always been in a circular orbit, while others were previously in elliptical orbits

9. This passage is from Suparna Choudhury, “Culturing the Adolescent Brain: What Can Neuroscience Learn from Anthropology?” in *Social Cognitive and Affective Neuroscience*, 2010.

In this article, the author says, “If we assume that a transitional period of the life cycle, akin to adolescence, organized around puberty and of variable length, exists almost universally, the next question is what forms it takes and whether its features, too, are universal.

Ethnographic research in Samoa conducted by anthropologist Margaret Mead brought the issue of cultural difference in the experience of adolescence to the fore.” After examining some of Mead’s work as well as studies by others, she concludes that “in summary, adolescence conceptualized as a prolonged period of identity development linked to increased autonomy, intergenerational conflict, peer-relatedness and social psychological anxieties, is not the norm across cultures. Indeed, these features seem to depend on degrees of individualism, social/economic role expectations, gender and class. A historical appreciation of adolescence as a category of science as well as cross-cultural investigations of the experience of

adolescence demonstrates that characteristics associated with this developmental stage may not only have biological bases but also social and cultural origins.” These comments imply that the author believes that

Which choice most logically completes the text?

- (A) one of the main features of adolescence everywhere is rebellion by young people against parental authority
- (B) adolescence as a distinct period of life is unique to industrialized societies
- (C) adolescence occurs in every culture (or at least nearly every culture), but the form that it takes varies from culture to culture
- (D) adolescence as a distinct period of life occurs only in “individualistic” societies

10. This selection is from John L. O’Sullivan, “The Great Nation of Futurity.” It was originally published in 1839.

Speaking of America, O’Sullivan wrote: “. . . our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity. It is so destined because the principle upon which a nation is organized fixes its destiny, and that of equality is perfect, is universal. It presides in all the operations of the physical world, and it is also the conscious law of the soul—the self-evident dictates of morality, which accurately defines the duty of man to man, and consequently man’s rights as man. Besides, the truthful annals of any nation furnish abundant evidence that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government.” The author’s position on the future of America implies that

Which choice most logically completes the text?

- (A) democracy is the best form of government
- (B) war is never justified
- (C) nothing can be learned from history
- (D) religious ideals have no place in a nation's politics

11. This passage is from Gilbert Highet, *The Art of Teaching*, copyright © 1950 by Gilbert Highet.

“The innovations Socrates made were to use ordinary conversation as a method of teaching, and to act on one society only, . . . And he made the other fellow do most of the talking. He merely asked questions. But anyone who has watched a cross-examination in court knows that this is more difficult than making a prepared speech. Socrates questioned all sorts, from schoolboys to elderly capitalists, . . . average Athenians and famous visitors. It was incredibly difficult for him to adapt himself to so many different characters and outlooks, and yet we know that he did. Socrates looked ugly. He had good manners, but no aristocratic polish. Yet he was able to talk to the cleverest and the toughest minds of this age and to convince them that they knew no more than he did. His methods were, first, the modest declaration of his own ignorance—which imperceptibly flattered the other man and made him eager to explain to such an intelligent but naïve inquirer; second, his adaptability—which showed him the side of which each man could be best approached. . . .” Based on this description of Socrates, we can assume that, although not mentioned directly, he also had _____.

Which choice most logically completes the text?

- (A) the ability to write entertaining dramatic literature
- (B) an excellent understanding of human nature
- (C) an ability to charm women
- (D) great legal acumen

12. This passage is from Henry Van Dyke, *The Americanism of Washington*. It was originally published in 1906.

“I hear John Dickinson saying: ‘It is not our duty to leave wealth to our children, but it is our duty to leave liberty to them. We have counted the cost of this contest, and we find nothing so dreadful as voluntary slavery.’ I see Samuel Adams, impoverished, living upon a pittance, hardly able to provide a decent coat for his back, rejecting with scorn the offer of a profitable office, wealth, a title even, to win him from his allegiance to the cause of America. I see Robert Morris, the wealthy merchant, opening his purse and pledging his credit to support the Revolution, and later devoting all his fortune and his energy to restore and establish the financial honor of the Republic, with the memorable words, ‘The United States may command all that I have, except my integrity.’” The inclusion of this quote from Robert Morris suggests that the author thinks Morris

Which choice most logically completes the text?

- (A) had no integrity
- (B) was not loyal to the United States
- (C) was a person of both great integrity and great patriotism
- (D) was not completely reliable

13. This selection is from Suparna Choudhury, “Culturing the Adolescent Brain: What Can Neuroscience Learn from Anthropology?” in *Social Cognitive and Affective Neuroscience*, 2010.

“Cross-cultural researchers stress that the meanings of developmental tasks associated with adolescence such as the establishment of independence or autonomy may differ according to culture, and may be subject to change over time. For example, developing independence in some cultures may mean taking on duties to care for siblings or elders, and not necessarily separating from adults and orienting towards peers. Based on a study comparing five cultures that could be contrasted as ‘traditional’ and ‘modern’ or ‘collectivistic’ and ‘individualistic,’ Trommsdorff suggested that ‘turbulent’ features such as intergenerational conflict stem from the focus on attaining independence from parents during this period and are linked to

cultural values of individualism in Western societies.” Based on this premise, we can conclude that Trommsdorff would most likely agree that _____.

Which choice most logically completes the text?

- (A) modern cultures are “collectivistic”
- (B) individualistic cultures are “traditional” cultures
- (C) adolescents in “collectivistic” cultures do not argue with their parents as much as adolescents in “individualistic” cultures do
- (D) adolescents in “collectivistic” societies never become fully adult because they never achieve independence from their parents

14. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

In his article, Friend discusses the various challenges that arise from growing urban environments as they relate to the fauna and related diseases. He says, “Urban environments are important wildlife habitats and need to be managed in ways that benefit free-ranging wildlife. Furthermore, human attitudes towards wildlife will increasingly be shaped by human experiences in urban environments, because this is where most within urbanized society now interface with wildlife. Thus, it is imperative that wildlife disease be adequately addressed in these environments so that wildlife continue to be cherished.” Consequently, we can conclude that he would likely agree that _____.

Which choice most logically completes the text?

- (A) based on past experience in urban areas, there is little that wildlife managers and public health officials can do to stop the spread of disease between animals and humans
- (B) as the world becomes more urbanized, it is important for wildlife managers and public health professionals to work closely together to monitor and control human and animal disease
- (C) zoos must be abolished to reduce the spread of disease from captive animals to wild animals

(D) the health of resident wildlife in urban environments has little to do with the health of free-ranging wildlife

15. This selection is taken from “Scientists Locate Deep Origins of Hawaiian Hotspots,” press release 09-232, December 3, 2009, National Science Foundation.

“The seismometers were used to record the timing of seismic shear waves from large earthquakes around the world. This information was used to determine whether seismic waves travel more slowly through hot rock as they pass beneath Hawaii. Combining the timing measurements from earthquakes recorded on many seismometers allowed scientists to construct a sophisticated 3-dimensional image of the Hawaiian mantle. In the upper mantle, the Hawaiian Islands are underlain by low shear-wave velocities, linked with hotter-than-average material from an upwelling plume. Low velocities continue down into the Earth’s transition zone, at 410 to 660 km depth, and extend even deeper into the Earth’s lower mantle down to at least 1,500 km depth.” These earthquakes probably

Which choice most logically completes the text?

- (A) were caused by the eruption of volcanoes in the Hawaiian Islands
- (B) were caused by midtectonic hotspots
- (C) were largely or entirely unrelated to geological activity on or near the Hawaiian Islands
- (D) occurred simultaneously
16. “Hotspots: Mantle Thermal Plumes” in *This Dynamic Earth: The Story of Plate Tectonics* by Jacqueline Kious and Robert I. Tilling, U.S. Geological Survey, 1996, provides the next selection.

“In 1963, J. Tuzo Wilson came up with an ingenious idea that became known as the “hotspot” theory. Wilson noted that in certain locations around the world, such as Hawaii, volcanism has been active for very long period of time. This could only happen, he reasoned, if relatively

small, long-lasting, and exceptionally hot regions—called hotspots—existed below the plates that would provide localized sources of high heat energy (thermal plumes) to sustain volcanism. Wilson hypothesized that the distinctive linear shape of the Hawaiian Island-Emperor Seamounts chain resulted from the Pacific Plate moving over a deep, stationary hotspot in the mantle, located beneath the present-day position of the Island of Hawaii.” Chronologically, the narrative of how Wilson most likely came up with the “hotspot theory” implies first his use of _____.

Which choice most logically completes the text?

- (A) observation, then deduction, and finally formation of hypothesis
 - (B) observation, then induction, and finally formation of hypothesis
 - (C) observation, then formation of hypothesis, and finally testing of hypothesis
 - (D) formation of hypothesis, then deduction, and finally observation
17. This passage is from Joseph Conrad, *Lord Jim*, originally published in 1917.

“Jim had always good wages and as much humoring as would have bought the fidelity of a fiend. Nevertheless, with black ingratitude he would throw up the job suddenly and depart. To his employers the reasons he gave were obviously inadequate. They said ‘Confounded fool!’ as soon as his back was turned. This was their criticism on his exquisite sensibility. To the white men in the waterside business and to the captains of ships he was just Jim—nothing more. He had, of course, another name, but he was anxious that it should not be pronounced. His incognito, which had as many holes as a sieve, was not meant to hide a personality but a fact. When the fact broke through the incognito he would leave suddenly the seaport where he happened to be at the time and go to another—generally farther east. He kept to seaports because he was a seaman in exile from the sea, and had Ability in the abstract, which is good for no other work but that of a water-clerk. He retreated in good order towards the rising sun, and the fact followed him casually but inevitably.” This narrative implies that

Jim regularly gives up the job he has in a particular port and moves to another port to take up a similar position because

Which choice most logically completes the text?

- (A) he becomes tired of living under a false name
- (B) a secret about him becomes known in the area
- (C) he wants to advance his career
- (D) when his real identity becomes known, people shower him with honors which he finds so embarrassing that he has to leave

18. This selection is from the beginning of a short story by F. Scott Fitzgerald in *Flappers and Philosophers*, originally published in 1920.

“The second half-lemon was well-nigh pulpless and the golden collar had grown astonishing in width, when suddenly the drowsy silence which enveloped the yacht was broken by the sound of heavy footsteps and an elderly man topped with orderly gray hair and clad in a white-flannel suit appeared at the head of the companionway. There he paused for a moment until his eyes became accustomed to the sun, and then seeing the girl under the awning he uttered a long even grunt of disapproval. If he had intended thereby to obtain a rise of any sort he was doomed to disappointment. The girl calmly turned over two pages, turned back one, raised the lemon mechanically to tasting distance, and then very faintly but quite unmistakably yawned.” This narrative would lead the reader to believe that the man

Which choice most logically completes the text?

- (A) is the girl’s grandfather
- (B) does not enjoy being on a yacht
- (C) does not often come on deck because his illness confines him to bed below deck
- (D) does not approve of the girl spending so much of her time reading

19. The following passage is from the beginning of a short story by F. Scott Fitzgerald in *Flappers and Philosophers*, originally published in 1920.

“Up in her bedroom window Sally Carrol Happer rested her nineteen-year-old chin on a fifty-two-year-old sill and watched Clark Darrow’s ancient Ford turn the corner. The car was hot—being partly metallic it retained all the heat it absorbed or evolved—and Clark Darrow sitting bolt upright at the wheel wore a pained, strained expression as though he considered himself a spare part, and rather likely to break. He laboriously crossed two dust ruts, the wheels squeaking indignantly at the encounter, and then with a terrifying expression he gave the steering-gear a final wrench and deposited self and car approximately in front of the Happer steps. There was a heaving sound, a death rattle, followed by a short silence; and then the air was rent by a startling whistle. Sally Carrol gazed down sleepily. She started to yawn, but finding this quite impossible unless she raised her chin from the window-sill, changed her mind and continued silently to regard the car, whose owner sat brilliantly if perfunctorily at attention as he waited for an answer to his signal. After a moment the whistle once more split the dusty air.” One can easily infer that the words “sat brilliantly if perfunctorily at attention” suggest that Clark Darrow regards his visit to the Happer house largely as

Which choice most logically completes the text?

- (A) a dramatic way to demonstrate his romantic interest in Sally Happer
- (B) a great honor
- (C) an uninteresting routine duty to be performed, albeit in a somewhat showy manner
- (D) an exciting change from his regular activities

20. This passage is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

“In arguing the acceptability of the bomb, Alsop focuses on the power and fanaticism of War Minister Anami, who insisted that Japan fight

to the bitter end, defending the main islands with the same techniques and tenacity employed at Iwo Jima and Okinawa. Alsop concludes: ‘Japanese surrender could never have been obtained, at any rate without the honor-satisfying bloodbath envisioned by . . . Anami, if the hideous destruction of Hiroshima and Nagasaki had not finally galvanized the peace advocates into tearing up the entire Japanese book of rules.’” The implications behind a “Japanese book of rules” can be understood as _____.

Which choice most logically completes the text?

- (A) the guidelines Japanese peace advocates had been following before the destruction of Hiroshima and Nagasaki
- (B) the deeply held values governing Japanese conduct, especially regarding national pride, individual honor, and conduct in war
- (C) the plan devised at the highest levels of Japanese government to defend the homeland against invasion at all costs
- (D) the code of conduct of Japanese soldiers

21. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

“As colleges and universities increasingly make the education, publication, sustenance, and honoring of American poets their business, writing program professionals have assumed a number of nonpoetic responsibilities. It has become part of their business to attract students and sponsor an ever-growing body of work produced by graduates and colleagues. Such practical concerns have led professionals to tolerate aesthetic trends designed not so much to make poetry better as to make it easier to produce and publish.” With these statements, the author implies that _____.

Which choice most logically completes the text?

- (A) quite a few people involved in teaching the writing of poetry at American colleges and universities care more about furthering

their careers than encouraging the writing and publication of good poetry

- (B) most of the people involved in teaching the writing of poetry in American colleges and universities care more about maintaining a high standard of poetry than they do about encouraging the production of poetry, regardless of its quality
- (C) many of those who teach the writing of poetry in American colleges and universities do so because they are unable to write good poetry themselves
- (D) most teachers of the writing of poetry in American colleges and universities are, as a rule, unable to distinguish good poetry from bad poetry

22. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

“If the profusion of prose made to look like poetry is disconcerting, it is equally annoying when similar fare is dished up under the faddish moniker ‘prose poem,’ a form in which text is set like prose in ragged or justified type, line breaks thereby losing significance. The “poem” part of the equation promises greater density and compression than we normally expect from prose, achieved through poetic devices such as rhythm, imagery, metaphor, simile, and figures of speech.” For a prose poem to have an “equation” suggests it involves _____.

Which choice most logically completes the text?

- (A) the combination of poetic elements with elements from prose to create prose poetry
- (B) the use of poetic devices in prose to create poetic prose
- (C) the poetic elements in prose poetry that can be quantified
- (D) the widespread but incorrect belief that the production of good poetry (of any sort) is, like everything, governed by precise, definable law

23. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

“The current popularity of the genre is attested to by Peter Johnson, editor of *The Best of the Prose Poem: An International Journal*. ‘I have read so many prose poems,’ he complains, ‘that I feel as if a large gray eraser is squatting in the hollow of my head. I am not even sure what my criteria are, anymore.’ At least one prestigious graduate writing program understands the genre well enough to offer students an entire course in ‘The Prose Poem.’ The jury is still out on definitions. Some critics deny that the term has any meaning at all. Others concede that the term is muddied, since it is difficult to define the genre without opening the door to the heightened prose of many a novelist and short story writer.” The author’s comment that “at least one prestigious graduate writing program understands the genre . . .” implies a tone that is _____.

Which choice most logically completes the text?

- (A) ironic
- (B) sarcastic
- (C) self-deprecating
- (D) ambivalent

24. This passage is from S. Jeffress Williams, Kurt Dodd, and Kathleen Krafft Gohn, “Coasts in Crisis, Coastal Change,” *U.S. Geological Survey Circular 1075*, 1990.

“Winds create waves that ripple across the surface of lakes and seas until they break on the shallowing bottom and crash into the shore. In many areas, prevailing winds produce waves that consistently approach the coast at oblique angles. Even the slightest angle between the land and the waves will create currents that transport sediment along the shore. These longshore currents are a primary agent of coastal movement; they are a major cause of sand migration along barrier and mainland beaches.” This cause and effect relationship suggests that if waves hit a shore so that there is no angle between the land and the waves,

What choice most logically completes the text?