

# Integrated Tests/ 综合测试

## Passage 1

There's a photograph of my mother standing on the pier in Honolulu in 1932, the year she left Hawaii to attend the University of California. She's loaded to the ears with leis. She's wearing a federal pulled smartly to the side. She is not smiling. Of my mother's two years at the university, my grandmother recalled that she received good grades and never wore a kimono again. My second cousin, with whom my mother stayed when she first arrived, said she was surprisingly sophisticated—she liked hats. My mother said that she was homesick. Her favorite class was biology and she *entertained* thoughts of becoming a scientist. Her father, however, wanted her to become a teacher, and his wishes prevailed, even though he would not have forced them upon her. She was a dutiful daughter.

During her second year, she lived near campus with a mathematics professor and his wife. In exchange for room and board she cleaned house, ironed, and helped prepare meals. One of the things that survives from this period is a black composition book entitled *Recipes of California*. As a child, I read it like a book of mysteries for clues to a life both alien and familiar. Some entries she had copied by hand; others she cut out of magazines and pasted on the page, sometimes with a picture or drawing. The margins contained her cryptic comments: "Saturday bridge club," "From Mary G. Do not give away."

That book holds part of the answer to why our family rituals didn't fit the norm either of our relatives or of the larger community in which we grew up. At home, we ate in fear of the glass of spilled milk, the stray elbow on the table, the boarding house reach. At my grandparents', we slurped our chasuke. We wore tailored dresses and black shoes with white socks; however, what we longed for were the lacy colorful dresses that other girls wore to church on Sunday. For six years, I marched to Japanese language school after my regular classes; however, we only spoke English at home. We talked too loudly and all at once, which mortified my mother, but she was always complaining about Japanese indirectness. I know that she smarted

under a system in which the older son is the center of the familial universe, but at thirteen I had a fit of jealous rage over her fawning attention to our only male cousin.

My sister has found a photograph of our mother, a round-faced and serious twelve or thirteen, dressed in a kimono and seated, on her knees, on the tatami mat. She is playing the koto, a difficult stringed instrument thought to teach girls discipline. Of course, everything Japanese was a lesson in discipline—flower arranging, embroidery, *everything*. One summer my sister and I had to take ikebana, the art of flower arrangement, at our grandfather's school. The course was taught by Mrs. Oshima, a softspoken, terrifying woman, and my supplies were provided by my grandmother, whose tastes ran to the oversized. I remember little of that class and its principles. What I remember most clearly is having to walk home carrying one of our creations, which, more often than not, towered above our heads.

How do we choose among what we experience, what we are taught, what we run into by chance, or what is forced upon us? What is the principle of selection? My sisters and I are not bound by any of our mother's obligations, nor do we follow the rituals that seemed so important. My sister once asked, do you realize that when she's gone that's it? She was talking about how to make sushi, but it was a more profound question nonetheless.

## Notes

1. This excerpt is from a short story by a Japanese American writer. The narrator reflects on her family's past as she helps her mother prepare to move from her home.
2. A fedora is a soft felt hat popular in the United States in the 1930's.
3. Chasuke is a rice and tea mixture.
4. Sushi is cold rice shaped into small cakes and sometimes topped or wrapped with garnishes.

## Questions

### **Main Idea Question:**

1. The thematic focus of the passage is on the
  - A. conflicts between the narrator’s mother and grandmother
  - B. challenge of balancing conflicting values and practices
  - C. widespread assimilation of immigrants into the culture of the United States
  - D. desirability of maintaining traditions
  - E. irrelevance of traditional customs to modern society

### **Word-In-Context Question:**

2. In paragraph 1, the word “entertained” most nearly means
  - A. regaled
  - B. hosted
  - C. flaunted
  - D. harbored
  - E. welcomed

### **Detail Questions:**

3. The narrator’s statement “*She was ... daughter*” in paragraph 1 serves to
  - A. defend her mother’s interest in science
  - B. justify her mother’s decision to leave home
  - C. explain why her mother became a teacher
  - D. question the relevance of established customs
  - E. rationalize her grandfather’s actions
4. The narrator suggests that as a child she read her mother’s book of recipes in order to
  - A. seek proof of her mother’s devotion to the family
  - B. understand more fully the contradictions in her mother’s behavior
  - C. perpetuate the fantasy she created about her mother
  - D. search for clues to her mother’s reluctance to discuss her past
  - E. discover the cause of her mother’s unhappiness
5. The narrator repeats the word “*everything*” in paragraph 4 to
  - A. explain the intensity of her competition with her sister
  - B. characterize the diverse achievements of Japanese Americans
  - C. describe her mother’s single-minded pursuit of perfection

- D. emphasize the extent to which discipline governed Japanese life
- E. highlight the extraordinary skill required to master the koto

***Inference Idea Questions:***

6. The grandmother's comments in paragraph 1 imply that her daughter's experiences at the university were characterized by
- A. success and camaraderie
  - B. accomplishment and assimilation
  - C. enlightenment and introspection
  - D. diligence and homesickness
  - E. scholarship and competition
7. To the narrator, her sister's question in the last paragraph implies that the
- A. mother represented the last true vestige of the sisters' Japanese heritage
  - B. mother should have made more of an effort to educate her daughters about their background
  - C. mother's education in California extended beyond the confines of the university
  - D. sisters were saddened by their mother's decision to move
  - E. sisters would not regret the absence of traditional family rituals

***Tone Questions:***

8. The description of the reaction of the mother to her children's manner of speaking in paragraph 3 highlights how she
- A. feared that her children's naïveté would invite trouble
  - B. shared her children's distaste for Japanese language lessons
  - C. was still imbued with the lessons of her culture
  - D. insisted on maintaining a strong Japanese influence in her home
  - E. wanted her children to be fluent in the Japanese language
9. The narrator's description of childhood walks home from ikebana class in paragraph 4 conveys a sense of
- A. adventure
  - B. relief
  - C. melancholy
  - D. absurdity
  - E. vitality

# Answers and Explanations of Passage 1

## Question 1

**Choice B** is correct. The passage offers examples of many American and Japanese values and practices that must be balanced: table manners, clothing, and speech are among the areas considered.

Choice A is incorrect. Although the narrator is aware of different standards of behavior in the two households, no conflict is ever mentioned.

Choice C is incorrect. Although examples in the passage do illustrate some assimilation of the narrator’s mother, the narrator does not discuss any immigrants beyond her own family.

Choice D is incorrect. Although the narrator gives examples of Japanese traditions valued by her grandmother and mother, the passage focuses on the challenge of change rather than the desirability of maintaining traditions.

Choice E is incorrect. The passage does address both traditional customs and modern society, but the issue of irrelevance is never raised.

## Question 2

**Choice D** is correct. The act of “entertaining” thoughts involves “harboring,” or holding them in the mind.

Choice A is incorrect. To “regale” someone is to provide him or her with great enjoyment; it has nothing to do with holding thoughts in the mind.

Choice B is incorrect. In this context, the word “entertained” has to do with thought, not with entertaining people.

Choice C is incorrect. The thoughts that the daughter entertains remain internal and cannot therefore be “flaunted,” or shown off.

Choice E is incorrect. Although the word “entertained” means that the daughter thought about being a biologist, it does not suggest that she took great pleasure in this.

### Question 3

**Choice C** is correct. The narrator's mother becomes a teacher because "her father wanted it" and because she allowed "his wishes to prevail."

**Choice A** is incorrect. The narrator's statement that her mother was "a dutiful daughter" emphasizes the mother's willingness to put aside her interest in science and accept her father's plans for her.

**Choice B** is incorrect. The narrator's comment is made about a period of time after her mother had already left home for college.

**Choice D** is incorrect. Although the narrator's mother is a "dutiful daughter" to her father, there is no suggestion that there is a tradition of her always acceding to his demands.

**Choice E** is incorrect. The narrator simply describes her mother's response to her grandfather's wishes; she does not describe doing anything.

### Question 4

**Choice B** is correct. The narrator reads the book in hopes of understanding her mother, who is mysterious to her.

**Choice A** is incorrect. The narrator does not doubt her mother's loyalty to the family; rather, she finds her puzzling as a person.

**Choice C** is incorrect. The narrator does not say that she had fantasies about her mother.

**Choice D** is incorrect. The narrator does not suggest that her mother is unwilling to talk about the past.

**Choice E** is incorrect. The narrator's mother was homesick during her early time in California, but the narrator offers no evidence of any unhappiness at the time she read her mother's recipe book.

### Question 5

**Choice D** is correct. The repetition of "everything" in a list of occupations requiring great control calls attention to the pervasiveness of

discipline in her mother’s Japanese upbringing.

Choice A is incorrect. Although the sisters both studied ikebana, the narrator is concerned with discipline, not competition.

Choice B is incorrect. The narrator lists representative activities not to show their variety but to illustrate the range of behaviors that require discipline.

Choice C is incorrect. The narrator is interested in the ways discipline pervaded her mother’s life, not suggesting that her mother strove for perfection.

Choice E is incorrect. Although the narrator mentions that the koto was “thought to teach girls discipline,” she repeats “everything” to emphasize the extent to which discipline was required in other activities as well.

## Question 6

**Choice B** is correct. The fact that the daughter earns good grades shows her academic accomplishment; that she never wears a kimono again shows that in her manner of dress she is assimilated into American culture.

Choice A is incorrect. While the daughter does succeed in “[getting] good grades,” no mention is made of friends or companions, which would evidence “camaraderie.”

Choice C is incorrect. The grandmother’s comments about grades and dress do not touch on either “enlightenment” (spiritual insight) or “introspection” (self-examination).

Choice D is incorrect. Although “good grades” may have been a result of “diligence,” or hard work, the grandmother’s comments do not address homesickness.

Choice E is incorrect. No competition with, for instance, other students is necessarily suggested by the daughter’s “good grades,” though scholarship may have helped produce them.

## Question 7

**Choice A** is correct. The narrator understands her sister’s question to

refer to the making of sushi as well as to every other aspect of their Japanese heritage.

Choice B is incorrect. The rest of the passage makes clear the ways the mother has made her daughters aware of their heritage and background.

Choice C is incorrect. The question refers to the end of cultural influence, not to the scope of the mother's education.

Choice D is incorrect. The sister asked the question sometime in the past, presumably before the mother thought of moving.

Choice E is incorrect. Though the sisters do not follow the traditional customs themselves, the question strongly suggests that they will miss such customs.

## Question 8

**Choice C** is correct. Despite her complaints about “Japanese indirectness,” the mother is still embarrassed by her children’s loud voices and tendency to talk “all at once.”

Choice A is incorrect. The children are loud and speak “all at once,” but they are not naïve. The mother is “mortified” by their volume and manners but not fearful for them.

Choice B is incorrect. Although the mother complains about “Japanese indirectness,” she does not express any dislike for the language lessons.

Choice D is incorrect. Only English is spoken in the narrator’s home, and the passage describes the mother as having mixed feelings about Japanese customs.

Choice E is incorrect. The mother’s concern about the children’s way of speaking has to do with their volume and their talking simultaneously, not with their Japanese language skills.

## Question 9

**Choice D** is correct. The picture of young girls dwarfed by flower arrangements suggests a sense of “absurdity,” or ridiculous incongruity.

Choice A is incorrect. The description does not indicate any sense of



excitement or “adventure.”

Choice B is incorrect. The narrator would not have been relieved to be walking home with a flower arrangement that “more often than not, towered above” her head.

Choice C is incorrect. The description offers a picture that is odd but not sad.

Choice E is incorrect. The description of the girls and the flower arrangements does not carry any particular sense of “vitality,” or energy.

## Passage 2

I wonder what my life would be today, if Mrs. Van Hopper had not been a snob.

Funny to think that the course of my existence hung like a thread upon that quality of hers. Her curiosity was a *disease*, almost a mania. At first I had been shocked, wretchedly embarrassed when I watched people laugh behind her back, leave a room hurriedly upon her entrance, or even vanish behind a Service door on the corridor upstairs. For many years now she had come to the hotel Cote d'Azur, and, apart from bridge, her one pastime, which was notorious by now in Monte Carlo, was to claim visitors of distinction as her friends had she but seen them once at the other end of the post office. Somehow she would manage to introduce herself, and before her victim had scented danger she had proffered an invitation to her suite. Her method of attack was so downright and sudden that there was seldom opportunity to escape. At the Cote d'Azur she staked a claim upon a certain sofa in the lounge, midway between the reception hall and the passage to the restaurant, and she would have her coffee there after luncheon and dinner, and all who came and went must pass her by. Sometimes she would *employ* me as a bait to draw her prey, and, hating my errand, I would be sent across the lounge with a verbal message, the loan of a book or paper, the address of some shop or other, the sudden discovery of a mutual friend. It seemed as though notables must be fed to her, and though *titles* were preferred by her, any face once seen in a social paper served as well. Names scattered in a gossip column, authors, artists, actors and their kind, even the mediocre ones, as long as she had learnt of them in print.

I can see her as though it were but yesterday, on that unforgettable afternoon—never mind how many years ago—when she sat on her favorite sofa in the lounge, *debating* her method of attack. I could tell by her abrupt manner, and the way she tapped her lorgnette against her teeth, that she was questing possibilities. I knew, too, when she had missed the sweet and rushed through dessert, and she had wished to finish luncheon before the new arrival and so install herself where he must pass. Suddenly she turned to me, her small eyes alight.

“Go upstairs quickly and find that letter from my nephew. You remember, the one written on his honeymoon, with the snapshot. Bring it

down right away.”

I saw then that her plans were formed, and the nephew was to be the means of introduction. Not for the first time I resented the part that I must play in her schemes. Like a juggler’s assistant I produced the props, then silent and attentive I waited on my cue. This newcomer would not welcome intrusion, I felt certain of that. In the little I had learnt of him at luncheon, a smattering of hearsay *garnered* by her ten months ago from the daily papers and stored in her memory for future use, I could imagine, in spite of my youth and inexperience of the world, that he would resent this sudden bursting in upon his solitude. Why he should have chosen to come to the Cote d’Azur at Monte Carlo was not our concern, his problems were his own, and anyone but Mrs. Van Hopper would have understood. Tact was a quality unknown to her, discretion too, and because gossip was the breath of life to her this stranger must be served for her dissection.

## Notes

1. In this excerpt from a British novel published in 1938, a woman describes staying with her employer at a fashionable hotel in the resort city of Monte Carlo.
2. “Titles” here refers to members of the European nobility.

## Questions

### ***Main Idea Question:***

1. The passage is narrated from the point of view of
  - A. an employee of the Cote d’Azur hotel
  - B. an observer who is uninvolved in the action
  - C. Mrs. Van Hopper
  - D. a participant who is remembering the scene at a later time
  - E. a tourist who has just met Mrs. Van Hopper

### ***Word-In-Context Questions:***

2. The “disease” mentioned in paragraph 2 is best described as
  - A. total embarrassment at another person’s behavior
  - B. a refusal to speak to anyone who is not wealthy
  - C. an intense need to avoid public notice

- D. a violent tendency to assault strangers
  - E. a relentless drive to meet well-known people
3. In paragraph 2, “employ” most nearly means
- A. service
  - B. use
  - C. attract
  - D. devote
  - E. hire
4. It is clear from context that by “debating” (paragraph 3), the narrator means
- A. asking advice about
  - B. considering strategies for
  - C. talking aloud to herself about
  - D. taking notes on
  - E. arguing about
5. In paragraph 5, “garnered” is closest in meaning to
- A. gathered
  - B. earned
  - C. assumed
  - D. inferred
  - E. harvested

**Detail Question:**

6. In paragraph 5, “*I saw...cue*”, the narrator imagines herself as a
- A. playwright
  - B. actor
  - C. stagehand
  - D. criminal
  - E. magician

**Inference Idea Question:**

7. It can be inferred that Mrs. Van Hopper sends her companion to retrieve something from upstairs primarily with the goal of
- A. communicating with a relative
  - B. having some time alone
  - C. keeping information from the companion
  - D. arranging a meeting for the companion
  - E. establishing a connection with a stranger

**Organization Question:**

8. On the whole, the passage is developed in which of the following ways?
- A. a single extended episode is narrated
  - B. a dialogue is recounted
  - C. a physical description is followed by a summary
  - D. a general description is followed by a specific example
  - E. a character description is followed by a monologue

## Answers and Explanations of Passage 2

### Question 1

**Choice D** is correct. We know that the narrator is a “participant” because she narrates the action in the first person—“Sometimes she [Mrs. Van Hopper] would employ me as a bait to draw her prey”, for example. Further, there are clear signs in the passage that the narrator is recalling the action from the distance of some years: “I can see her as though it were but yesterday”; “never mind how many years ago”. Together, these clues tell the reader that the person narrating is someone who stayed with Mrs. Van Hopper years before at the Cote d’Azur hotel and is remembering the action.

Choice A is incorrect. It is clear from context that the setting is the Cote d’Azur hotel, but it is also clear that the narrator works for Mrs. Van Hopper, not for the hotel: Mrs. Van Hopper might very well send a hotel employee on a personal errand as she does in paragraph 4, but no hotel employee could know as much about or spend as much time with Mrs. Van Hopper as does this narrator.

Choice B is incorrect. Certainly the narrator is an “observer” of Mrs. Van Hopper’s various strategies for “trapping” people, but we know at least as early as “*Sometimes she would employ me...*” that the narrator is also involved in the action.

Choice C is incorrect. It is unlikely—though not impossible—that Mrs. Van Hopper would be speaking of herself in the third person. Further, when Mrs. Van Hopper engages directly with the narrator in paragraph 4, we can be fairly certain that a separate participant is involved.

Choice E is incorrect. The last paragraph of the passage does focus on someone who, willingly or not, is about to meet Mrs. Van Hopper, but the passage clearly is not narrated from this person's point of view.

## Question 2

**Choice E** is correct. In the second paragraph of the passage, the narrator says that Mrs. Van Hopper's "curiosity was a disease." The narrator then sets about describing this "curiosity," which turns out to be an abnormal interest in making the acquaintance of well-known people. The paragraph describes various of Mrs. Van Hopper's techniques for meeting celebrities she does not know and claiming them as her "friends"—behavior that clearly embarrasses the narrator. The narrator says that this "disease," or sickness, verges on mania, or an unreasonable enthusiasm—a "relentless drive," in other words, to meet people who have been written about in gossip columns.

Choice A is incorrect. While the narrator acknowledges being "wretchedly embarrassed" at Mrs. Van Hopper's importunate behavior with strangers, the "disease" referred to in paragraph 2 is clearly attributed by the narrator to Mrs. Van Hopper, who shows no "embarrassment" at all in preying on celebrities.

Choice B is incorrect. In the first paragraph, the narrator describes Mrs. Van Hopper as a "snob," and "a refusal to speak to anyone who is not wealthy" could be considered a specific kind of snobbery. But it is clear from context that the "disease" is not Mrs. Van Hopper's refusal to speak, but rather her insistence on speaking to the famous. While it can be inferred that most of those who frequent this expensive hotel are wealthy, it is celebrity rather than money that Mrs. Van Hopper is drawn to; this is her "disease."

Choice C is incorrect. Far from "avoiding public notice," Mrs. Van Hopper seats herself daily in an area of the hotel where she is almost certain to be noticed, much to the embarrassment of the narrator.

Choice D is incorrect. While Mrs. Van Hopper certainly does "assault" people in the figurative sense of approaching them without their permission, there is no indication that she is "violent" towards them, or even hostile. Rather, Mrs. Van Hopper's technique would more likely be directed towards

ingratiating herself with the celebrities she stalks than towards harming them.

### Question 3

**Choice B** is correct. In this sentence, the narrator is describing being sent by Mrs. Van Hopper on useless errands whose sole purpose is to attract the attention of someone Mrs. Van Hopper wants to befriend. The narrator feels, under these circumstances, that she is being employed as “bait”—in other words, “used”.

Choice A is incorrect. In this sentence, the narrator is describing being sent by Mrs. Van Hopper on useless errands whose sole purpose is to attract the attention of someone Mrs. Van Hopper wants to befriend. In this context, it makes little sense to say that the narrator is being “serviced”, or provided with a service, when in fact she is providing a humiliating “service” for Mrs. Van Hopper.

Choice C is incorrect. In this sentence, the narrator is describing being sent by Mrs. Van Hopper on useless errands whose sole purpose is to attract the attention of someone Mrs. Van Hopper wants to befriend. In this context, it makes little sense to say that the narrator is being “attracted”, or having her attention solicited, when in fact she is being sent by Mrs. Van Hopper as “bait” to attract the latter’s “prey.”

Choice D is incorrect. In this sentence, the narrator is describing being sent by Mrs. Van Hopper on useless errands whose sole purpose is to attract the attention of someone Mrs. Van Hopper wants to befriend. In this context, it does not make sense to say that the narrator is being “devoted”, or dedicated, as “bait” to attract Mrs. Van Hopper’s “prey”.

Choice E is incorrect. In this sentence, the narrator is describing being sent by Mrs. Van Hopper on useless errands whose sole purpose is to attract the attention of someone Mrs. Van Hopper wants to befriend. Although the narrator is clearly “hired”, or employed, by Mrs. Van Hopper, in this sentence she is speaking of being sent on useless errands in order to attract the attention of someone Mrs. Van Hopper wants to befriend; she is being “used”.

## Question 4

**Choice B** is correct. In this part of the passage, the narrator is speaking of one “unforgettable afternoon” when Mrs. Van Hopper is indulging in her usual predatory behavior towards celebrities; on this occasion, she has one special “victim” in mind. She has installed herself in her customary seat, and is “debating”, or deliberating, about which “method of attack” (or way of entrapping the stranger) to use. It is clear from context that she is reviewing “methods” in her head and not aloud—the narrator can “tell” by Mrs. Van Hopper’s actions what the latter is thinking about.

Choice A is incorrect. In this part of the passage, it is clear from context that Mrs. Van Hopper is reviewing “methods of attack”—that is, ways of entrapping a certain stranger—in her head and not aloud. She is clearly thinking silently and not “asking advice about” ways to proceed. The narrator can “tell” by Mrs. Van Hopper’s actions what the latter is thinking about.

Choice C is incorrect. In this part of the passage, it is clear from context that Mrs. Van Hopper is reviewing “methods of attack”—that is, ways of entrapping a certain stranger—in her head and not aloud. She is clearly thinking silently and not “talking aloud to herself about” ways to proceed. The narrator can “tell” by Mrs. Van Hopper’s actions what the latter is thinking about.

Choice D is incorrect. In this part of the passage, it is clear from context that Mrs. Van Hopper is reviewing “methods of attack”—that is, ways of entrapping a certain stranger—in her head and not aloud. She is clearly thinking silently and not “taking notes on” ways to proceed. The narrator can “tell” by Mrs. Van Hopper’s actions what the latter is thinking about.

Choice E is incorrect. In this part of the passage, it is clear from context that Mrs. Van Hopper is reviewing “methods of attack”—that is, ways of entrapping a certain stranger—in her head and not aloud. She is clearly thinking silently and not “arguing” with someone else about ways to proceed. The narrator can “tell” by Mrs. Van Hopper’s actions what the latter is thinking about.



## Question 5

**Choice A** is correct. In this sentence, the narrator of the passage is speaking of Mrs. Van Hopper’s having “garnered” information about the “newcomer” from “daily papers”. In context, it makes sense to say that Mrs. Van Hopper “gathered”, or acquired, this information from her newspaper reading.

**Choice B** is incorrect. In this sentence, the narrator of the passage is speaking of Mrs. Van Hopper’s having “garnered” information about the “newcomer” from “daily papers”. In context, it makes no sense to say that Mrs. Van Hopper “earned”, or merited, this information from her newspaper reading.

**Choice C** is incorrect. In this sentence, the narrator of the passage is speaking of Mrs. Van Hopper’s having “garnered” information about the “newcomer” from “daily papers”. In context, it makes little sense to say that Mrs. Van Hopper “assumed”, or took upon herself, this information from her newspaper reading.

**Choice D** is incorrect. In this sentence, the narrator of the passage is speaking of Mrs. Van Hopper’s having “garnered” information about the “newcomer” from “daily papers”. In context, it makes little sense to say that Mrs. Van Hopper “inferred”, or concluded, this information from her newspaper reading.

**Choice E** is incorrect. In this sentence, the narrator of the passage is speaking of Mrs. Van Hopper’s having “garnered” information about the “newcomer” from “daily papers”. In context, it makes little sense to say that Mrs. Van Hopper “harvested”, or gathered a crop from, this information in her newspaper reading.

## Question 6

**Choice C** is correct. In the sentences cited, the narrator refers to the “part” she must play in Mrs. Van Hopper’s “schemes”: “Like a juggler’s assistant I produced the props, then silent and attentive I waited on my cue”. A stage

“juggler’s assistant”, who must assist the performer by providing props (or articles to be used on stage) on cue (or when signaled) is a kind of “stagehand”.

Choice A is incorrect. In the sentences cited, the narrator refers to the “part” she must play in Mrs. Van Hopper’s “schemes”: “Like a juggler’s assistant I produced the props, then silent and attentive I waited on my cue.” While the imagery does have to do with the theatre, the narrator is imagining herself not as a writer, but, rather, as an assistant, or “stagehand.”

Choice B is incorrect. In the sentences cited, the narrator refers to the “part” she must play in Mrs. Van Hopper’s “schemes”: “Like a juggler’s assistant I produced the props, then silent and attentive I waited on my cue.” While the imagery does have to do with the theatre, and while actors do “wait on cues,” the narrator is imagining herself as someone who assists a performer, “producing props and waiting on my cue”—in other words, a “stagehand.”

Choice D is incorrect. In the sentences cited, the narrator refers to the “part” she must play in Mrs. Van Hopper’s “schemes”: “Like a juggler’s assistant I produced the props, then silent and attentive I waited on my cue”. There is no reference here to criminality; rather, the narrator is imagining herself as someone who assists a performer—in other words, a “stagehand”.

Choice E is incorrect. In the sentences cited, the narrator refers to the “part” she must play in Mrs. Van Hopper’s “schemes”: “Like a juggler’s assistant I produced the props, then silent and attentive I waited on my cue.” While the imagery does have to do with stage juggling, there is no real reference to magic: a juggler is not really a magician. Further, the narrator is imagining herself as someone who assists a performer—in other words, a “stagehand”.

## Question 7

**Choice E** is correct. We know from context that Mrs. Van Hopper is obsessed with meeting celebrities, and that she has used the narrator as “bait” to draw the intended “prey.” In the paragraph directly preceding the quotation, Mrs. Van Hopper is “debating her method of attack.” When, after this, she speaks, it is clearly because she has hit upon an idea for meeting the stranger:

she sends the narrator to get something. In the next paragraph, the narrator says, “I saw then that...the nephew was to be the means of introduction.” Clearly, the errand is intended to “establish a connection with a stranger.”

Choice A is incorrect. While it is true that Mrs. Van Hopper sends the narrator to get a “communication from a relative”—that is, the postcard from the nephew—the goal of the errand is clearly not “communicating with a relative,” but getting acquainted with another hotel guest, a “new arrival.”

Choice B is incorrect. While it is true that sending the narrator to get something from upstairs will leave Mrs. Van Hopper momentarily alone, being alone is clearly not the latter’s goal; rather, she is sending the narrator to retrieve an object that will help Mrs. Van Hopper get acquainted with another hotel guest, a “new arrival.”

Choice C is incorrect. While one might send a companion on an errand in order to keep him or her from finding something out, that is clearly not the case here. Mrs. Van Hopper is not interested in what the narrator knows or does not know; rather, she is sending the narrator to retrieve an object that will help Mrs. Van Hopper get acquainted with another hotel guest, a “new arrival.”

Choice D is incorrect. While the long-term goal of the errand may be to “arrange a meeting,” the meeting is clearly meant to be between Mrs. Van Hopper and “the new arrival,” not between the companion and someone else.

## Question 8

**Choice D** is correct. The passage begins with a general description of Mrs. Van Hopper’s customary behavior—deliberately and methodically stalking celebrity visitors to the Cote d’Azur hotel. The reader is both led to believe and told directly that this pattern has recurred for years. About halfway through the passage, however, the narrator begins to focus on a specific instance of this behavior: “on that unforgettable afternoon...Suddenly she turned to me, her small eyes alight.” This narrative takes up the rest of the passage. So the method of development of the passage is that of “a general description followed by a specific example.”

Choice A is incorrect. While a single episode is narrated within the

passage—the last half or so of the passage takes place on one “unforgettable afternoon”—the passage as a whole is not composed of a single extended narration. Rather, the first half of the passage is taken up with a general description of Mrs. Van Hopper’s behavior.

Choice B is incorrect. While there is what might be termed “dialogue” in the passage—the direct quotation from Mrs. Van Hopper in the fourth paragraph—this speech is only a very small part of the passage as a whole and does not explain the passage’s development.

Choice C is incorrect. The “description” that makes up the first part of the passage is about a certain pattern of behavior and cannot properly be called a “physical” description, as of an object or a place. Further, the latter part of the passage, since it narrates a single event, cannot properly be called a “summary.”

Choice E is incorrect. While the first part of the passage, in which Mrs. Van Hopper’s customary behavior is described, might be called a kind of “character description,” there is only one speech in the passage—Mrs. Van Hopper’s instructions in the fourth paragraph—so the passage cannot be said to end with a “monologue,” or long speech.

## Passage 3

My **entry** into Black women’s history was serendipitous. In the preface to *Black Women in America: An Historical Encyclopedia*, I recount the story of exactly how Shirley Herd (who, in addition to teaching in the local school system, was also president of the Indianapolis chapter of the National Council of Negro Women) successfully provoked me into changing my research and writing focus. Although I dedicate this volume to her and to her best friend, fellow club woman and retired primary school teacher Virtea Downey, I still blush at the fact that I went to graduate school to become a historian in order to contribute to the Black Struggle for social justice and yet met her request to write a history of Black women in Indiana **with condescension**. I had never even thought about Black women as historical subjects with their own relations to a state’s history, and I thought her invitation and phone call extraordinarily intrusive. Only later did I concede how straightforward and reasonable had been her request to redress a historical omission. Black women were conspicuous by their absence. None of the social studies texts or state histories that Herd and Downey had used to teach their students made mention of the contributions of Black women. Since historians had left them out, Herd reasoned, only a “real” historian could put them in, and since I was the only tenured Black woman historian in the state of Indiana at that time, the task was mine.

**Herd rejected my reservations and completely ignored my admonitions that she could not call up a historian and order a book the way you drive up to a fast-food restaurant and order a hamburger. In spite of my assertions of ignorance about the history of Black women in Indiana and my confession of having never studied the subject in any history course or examined any manuscript sources pertaining to their lives, Herd persevered.** Black women, as historical subjects and agents, were as invisible to me as they had been to school textbook writers.

Undaunted by my response, Herd demanded that I connect (thankfully without perfect symmetry) my biology and autobiography, my race and gender, my being a Black woman, to my skill as a historian, and write for her and for the local chapter members of the National Council a history of Black women in Indiana. I relented and wrote the book, *When the Truth Is*

*Told: Black Women's Culture and Community in Indiana, 1875-1950*, as requested. In the process, I was both humbled and astounded by the array of rich primary source materials Herd, Downey, and the other club women had spent two years collecting. There were diaries, club notes, church souvenir booklets, photographs, club minutes, birth, death, and marriage certificates, letters, and handwritten county and local histories. Collectively this material revealed a universe I never knew existed in spite of having lived with Black women all of my life...and being one myself. **Or perhaps more accurately, I knew a universe of Black women existed. I simply had not envisioned its historical meaning.**

## Questions

### *Central Point and Main Idea*

1. The primary purpose of the passage is to show how the author
  - A. discovered Black women's history when she was in graduate school
  - B. became a historian to help Black people in America achieve social justice
  - C. developed her research skills by undertaking a challenging project
  - D. became a more renowned scholar due to the influence of two interesting individuals
  - E. came to view Black women as a worthy subject for historical analysis

### *Fact and Opinion*

2. The author initially responded to Herd's request "with condescension" because the author
  - A. knew that Herd had not been to graduate school
  - B. believed that historians should avoid controversial projects
  - C. had too many other projects requiring her attention
  - D. rejected Herd's contention that such a history would address the Black struggle for social justice
  - E. viewed Herd's request as irrelevant and presumptuous

### *Inferences*

3. "In spite ... persevered" suggest that the author believed that
  - A. her lack of scholarly training on this topic was a reason to be

- embarrassed
- B. primary source materials on this subject would be difficult to find
  - C. historians should conduct research in the areas in which they have expertise
  - D. the lives of Black women in Indiana were historically interesting and complex
  - E. Herd wanted her to conduct research on a topic of general interest
4. The final two sentences (“Or perhaps ... meaning”) primarily indicate that the author
- A. knew that Black women contributed to society, but she did not understand the significance of their contributions
  - B. believed that the diversity of Black women’s experiences would make them difficult to write about
  - C. assumed that because Black women are not frequently studied by historians, they would not be an acceptable topic for a book
  - D. believed that Black women wield political power only in contemporary times
  - E. was aware of the diversity of Black women’s lives, but was not willing to write about them

### ***Tone***

5. The first sentence indicates that the author’s “entry” (line 1) was
- A. troublesome but worthwhile
  - B. challenging but rewarding
  - C. fortunate and inevitable
  - D. unexpected but agreeable
  - E. startling and provocative

### ***Argument***

6. The comparison in paragraph 2 (“Herd ... hamburger”) primarily demonstrates the author’s belief that historians
- A. do not usually accept pay for their work
  - B. are frequently unassuming about their profession
  - C. do not generally undertake projects on request
  - D. spend a comparatively long time on their projects
  - E. do not generally interact with members of the public

## Answers and Explanations of Passage 3

### Question 1

**Choice E** is correct. The passage mainly discusses the process by which the author comes to realize that Black women are a worthy subject of historical study.

Choice A is incorrect. The author explains that she did not discover her interest in Black women's history until she was already a tenured historian. It was only after her discussions with Herd and Downey that the author became interested in the subject.

Choice B is incorrect. Although the author does mention that she “went to graduate school to become a historian in order to contribute to the Black Struggle for social justice,” the passage was not written to support this claim.

Choice C is incorrect. The author may have honed her research skills while preparing for her book, but the primary purpose of the passage is to show the development of her beliefs as a historian.

Choice D is incorrect. Although the author does mention the impact of Herd and Downey on her project, there is no indication that her collaboration with them enhanced her status as a historian.

### Question 2

**Choice E** is correct. The author clearly considered Herd's request “presumptuous” and “intrusive,” but she also believed it to be irrelevant because she “had never even thought about Black women as historical subjects.”

Choice A is incorrect. The author does not mention Herd's educational credentials.

Choice B is incorrect. The author gives no indication that she thinks historians should avoid controversy.

Choice C is incorrect. The author does not specifically mention whether she had any other time-consuming commitments.

Choice D is incorrect. The author does not indicate that Herd explicitly discussed a “struggle for social justice.”



### Question 3

**Choice C** is correct. The author tried to excuse herself from fulfilling Herd’s request by professing her ignorance of Black women’s history. Inherent in this action is the assumption that historians should work within their areas of expertise.

Choice A is incorrect. The author does not imply that her lack of scholarly training in this previously neglected subject is a source of embarrassment.

Choice B is incorrect. While the author had not studied any primary sources before accepting Herd’s proposal, she does not imply that she had assumed they would be difficult to find.

Choice D is incorrect. The author clearly states that she had never before “thought about Black women as historical subjects.”

Choice E is incorrect. Nothing in this sentence or in the passage as a whole suggests that Black women’s history was considered to be a mainstream subject.

### Question 4

**Choice A** is correct. The final two sentences of the passage clarify the author’s original misconception of Black women’s role in history. She writes that she had been aware of “a universe of Black women” without comprehending its historical significance.

Choice B is incorrect. The author does not indicate that the book was particularly challenging to write.

Choice C is incorrect. The passage asserts that Black women’s history has been widely neglected by academics, but ultimately argues that it is a worthy book topic.

Choice D is incorrect. The author does not discuss the history of Black women’s political power in these sentences or elsewhere in the passage.

Choice E is incorrect. The last two sentences are less about diversity than they are about Black women’s historical significance.

## Question 5

**Choice D** is correct. The author describes her introduction to Black women's history as "serendipitous," indicating that she regarded her "entry" into the field as both unexpected and fortunate.

Choice A is incorrect. The author would almost certainly agree that her entry into Black women's history was "worthwhile," but the term "serendipitous" does not suggest that it was particularly "troublesome."

Choice B is incorrect. The first sentence alone does not support the claim that the author's initiation into Black women's history was "challenging."

Choice C is incorrect. "Serendipitous" means the opposite of "inevitable," or unavoidable.

Choice E is incorrect. The author may have been startled to find so much value in a topic that she had previously ignored, but "serendipitous" does not mean "provocative," or stimulating.

## Question 6

**Choice C** is correct. The author's admonishment indicates that she was not accustomed to undertaking academic projects upon request.

Choice A is incorrect. The author does not mention the issue of payment at any point in the passage.

Choice B is incorrect. The author does not imply that historians are modest about their work. On the contrary, these lines reflect her initial arrogance regarding Herd's proposed project.

Choice D is incorrect. While historians may spend many years working on one project, the hamburger comparison does not address this idea.

Choice E is incorrect. Although it may be rare for a historian to accept a project idea from a member of the public, there is no evidence to support the claim that historians do not "interact with members of the public" in general.

## Passage 4

Now, what are we to make of this sputtering debate, in which charges of imperialism are met by equally passionate accusations of vandalism, in which each side hates the other, and yet each seems to have its share of reason? It occurs to me that perhaps what we have here is one of those debates in which the opposing sides, unbeknownst to themselves, share a myopia that will turn out to be the most interesting and important feature of the whole discussion, a debate, for instance, like that of the **Founding Fathers** over the nature of the franchise. Think of all the energy and passion spent debating the question of property qualifications, or direct *versus* legislative elections, while all along, unmentioned and unimagined, was the fact—to us so central—that women and slaves were never considered for any kind of vote.

While everyone is busy fighting over what should be taught in the classroom, something is being overlooked. That is the **state** of reading, and books, and literature in our country, at this time. Why, ask yourself, is everyone so hot under the collar about what to put on the required-reading shelf? It is because, while we have been arguing so fiercely about which books make the best medicine, the patient has been slipping deeper and deeper into a **coma**.

**Let us imagine a country in which reading was a popular voluntary activity. There, parents read books for their own edification and pleasure and are seen by their children at this silent and mysterious pastime.** These parents also read to their children, give them books for presents, talk to them about books, and underwrite, with their taxes, a public library system that is open all day, every day. **In school, the children study certain books together but also have an active reading life of their own. Years later, it may even be hard for them to remember if they read *Jane Eyre* at home and *Judy Blume* in class or the other way around. In college, young people continue to be assigned certain books, but far more important are the books they discover for themselves browsing in the library, in bookstores, on the shelves of friends, one book leading to another, back and forth in history and across languages and cultures.** After graduation, they continue to read and in the fullness of time produce a new generation of readers. Oh happy land! I wish we all lived there.

In that country of real readers, voluntary, active, self-determined readers, a debate like the current one over the canon would not be taking place. Or if it did, it would be as a kind of parlor game: What books would you take to a desert island? Everyone would know that the top-ten list was merely a tiny fraction of the books one would read in a lifetime. It would not seem racist or sexist or hopelessly hidebound to put Nathaniel Hawthorne on the list and not Toni Morrison. It would be more like putting oatmeal and not noodles on the breakfast menu—a choice partly arbitrary, partly a nod to the national past, and partly, dare one say it, a kind of reverse affirmative action: **School might frankly be the place where one reads the books that are a little off-putting, that have gone a little cold, that you might overlook because they do not address, in reader-friendly contemporary fashion, the issues most immediately at stake in modern life but that, with a little study, turn out to have a great deal to say. Being on the list wouldn't mean so much. It might even add to a writer's cachet not to be on the list, to be in one way or another too heady, too daring, too exciting to be ground up into institutional fodder for teenagers.** Generations of high school kids have been turned off to George Eliot by being forced to read *Silas Marner* at a tender age. One can imagine a whole new readership for her if grown-ups were left to approach *Middlemarch* and *Daniel Deronda* with open minds, at their leisure.

## Questions

### *Vocabulary in Context*

1. In paragraph 2, “state” most nearly means
  - A. government
  - B. territory
  - C. condition
  - D. scale
  - E. mood
2. In paragraph 2, the “coma” represents the
  - A. rebellion of students against traditional texts
  - B. lack of enthusiasm for reading in general
  - C. scarcity of books on official reading lists
  - D. difficulty of understanding archaic language
  - E. negative effects of popular media

***Central Point and Main ideas***

3. The main purpose of the passage is to
  - A. shift the focus of a debate
  - B. support one side in a debate
  - C. suggest a practical solution
  - D. revive a discredited idea
  - E. promote certain kinds of writing
4. According to the author, too much energy today is spent debating
  - A. how to improve the education system
  - B. how to make literature seem relevant
  - C. who the better writers are
  - D. what students should read in school
  - E. whether or not to teach classic works
5. In the first two paragraphs of the passage, the author suggests that both sides of the debate
  - A. neglect a fundamental issue
  - B. disregard a key piece of evidence
  - C. ignore opposing views
  - D. lack a historical perspective
  - E. dismiss a valuable tradition

***Fact and Opinion***

6. In paragraph 3 (“Let ... pastime”), the country described is noteworthy because
  - A. people have allowed new interests to develop from their reading
  - B. parents demonstrate their enjoyment of reading
  - C. children learn to read at an early age
  - D. children and parents share many activities
  - E. writing is viewed as a valuable skill
7. Paragraph 3 (“In school ... cultures”) present a model of education where students learn to
  - A. value cultural diversity over tradition
  - B. respect the views of both sides of the debate
  - C. reflect critically on the nature of American schooling
  - D. differentiate between classic and contemporary works
  - E. explore the world through wide-ranging reading

**Inferences**

8. Paragraph 4 (“Being ... teenagers”) suggest that excluding a book from a reading list might
- A. enhance the reputation of the book’s author
  - B. encourage students to protest the decision
  - C. influence course curricula nationwide
  - D. appease conservative parents
  - E. disappoint the book’s fans

**Purpose**

9. The author invokes “the Founding Fathers” (line 7) chiefly in order to
- A. appeal to the reader’s sense of patriotism
  - B. introduce a historical parallel
  - C. examine the history of legislative debate
  - D. remind the reader how attitudes change over time
  - E. suggest that progress is compatible with tradition
10. In paragraph 3, the author cites *Jane Eyre* and Judy Blume primarily in order to
- A. propose that a love of reading might blur a commonly perceived distinction
  - B. show that younger readers cannot distinguish between literature of different eras
  - C. argue that most modern novels have no lasting impact on readers
  - D. observe that classic literature has great appeal for even reluctant readers
  - E. indicate that certain works are interchangeable

**Tone**

11. In paragraph 3 (“In college...cultures”), the education illustrated is best described as
- A. elitist
  - B. philanthropic
  - C. eclectic
  - D. methodical
  - E. rudimentary
12. In paragraph 4 (“School ... say”), the author describes a world in which schools teach books that are
- A. interesting

- B. celebrated
- C. uncontroversial
- D. not obviously relevant
- E. not likely to inspire

## Answers and Explanations of Passage 4

### Question 1

**Choice C** is correct. “State” in this context refers to a condition or mode of being. The author suggests throughout the passage that the “state” of Americans' relationships with books is deteriorating.

Choice A is incorrect. While the term “state” refers to a mode of government in some cases, this definition is inappropriate in the context.

Choice B is incorrect. “State” can mean a territorial unit, but this meaning is unlikely within the context of the text.

Choice D is incorrect. It would be illogical to suggest that the author would refer to the “scale,” or unit of measurement, of reading.

Choice E is incorrect. “State” can mean a mental or an emotional “condition,” but activities such as reading cannot be described as having either.

### Question 2

**Choice B** is correct. “Comatose” can also mean lethargic or apathetic. In creating a parallel between the “coma” and the “state of reading”, the author is suggesting that Americans' enthusiasm for books is “slipping deeper and deeper.”

Choice A is incorrect. Debate participants may be “hot under the collar,” but the text makes no reference to upset or rebellious students.

Choice C is incorrect. There is little evidence in the passage to support the claim that books on academic reading lists are “scarce,” or in short supply.

Choice D is incorrect. There is no mention of “archaic language” at any point in the text.

Choice E is incorrect. Certain books reflect popular culture, but the author does not draw any comparisons between “popular media” and a comatose patient.

### Question 3

**Choice A** is correct. The main goal of the passage is to shift the reading debate’s focus from the content of academic reading lists to ways that Americans’ ailing relationships with books might be improved.

Choice B is incorrect. Instead of promoting “one side” of an existing debate, the author suggests that both sides are ignoring “the most interesting and important feature of the whole discussion.”

Choice C is incorrect. The passage provides less of a practical solution to a problem than a new perspective from which to view the problem.

Choice D is incorrect. The author makes no attempt at reviving “a discredited idea” at any point in the passage.

Choice E is incorrect. The author’s focus is on reading rather than on writing.

### Question 4

**Choice D** is correct. The author suggests that more time should be spent reviving students’ interest in reading, not debating what they should read in school.

Choice A is incorrect. The text suggests that the frenzy regarding English curricula is misplaced, but it does not imply that there is an excessive push for system-wide change.

Choice B is incorrect. It is more likely that the author would argue for increased efforts “to make literature seem relevant”, and therefore appealing, to students.

Choice C is incorrect. The author refers to different writers but does not assess the relative quality of their work.

Choice E is incorrect. The author mentions several classic novels in the passage but does not imply that the merits of these books are debated.



## Question 5

**Choice A** is correct. The author asserts that the debate swirling around academic reading lists widely ignores the crucial fact that modern youth have a deteriorating relationship with books.

Choice B is incorrect. The first two paragraphs allude to various arguments, but they do not indicate that any of the arguments lack evidence.

Choice C is incorrect. The author argues that the debate ignores a key issue. At no point, however, does the passage suggest that the debate's participants “ignore” opposing viewpoints.

Choice D is incorrect. The passage contains an example drawn from United States history, but the author does not suggest that either side of the debate lacks “historical perspective.”

Choice E is incorrect. The author imagines a world in which reading is a valuable domestic tradition, passed from one generation to the next, but does not claim that both sides of the debate have dismissed any traditions.

## Question 6

**Choice B** is correct. Here describes an imagined world in which children routinely observe their parents reading for “pleasure.”

Choice A is incorrect. Reading may expose people to new interests or activities, but the author does not address this possibility.

Choice C is incorrect. While children who notice their parents’ enjoyment of books may be more likely to read at an early age, the author makes no such claim.

Choice D is incorrect. The passage does not describe “many activities” shared between adults and children, only reading.

Choice E is incorrect. Reading and writing skills are often linked, but here addresses only the former.

## Question 7

**Choice E** is correct. Here, the author describes a “happy land” where students are encouraged to explore books that represent different eras, languages, and cultures.

Choice A is incorrect. Here, The author encourages students to read culturally diverse texts, but does not imply that “diversity” is more important than “tradition.”

Choice B is incorrect. The selected lines construct a world in which the canon debate does not exist.

Choice C is incorrect. The students mentioned in the quoted passage may “reflect critically” on literature and culture, but the passage does not describe them analyzing the nature of the American educational system.

Choice D is incorrect. Although the students mentioned in the quoted passage may be able to differentiate between classic and modern works, this ability is not discussed in the passage.

## Question 8

**Choice A** is correct. Here suggests that exclusion from the list would contribute to an author's reputation for being “daring” and “exciting.”

Choice B is incorrect. Here gives no indication that students would “protest” the exclusion of any book.

Choice C is incorrect. Though the exclusion of a book from the author's ideal canon could affect what students read in school, here is more concerned with the influence that such an exclusion would have on a writer's reputation.

Choice D is incorrect. While “conservative parents” may support the exclusion of “heady” or “daring” authors from academic reading lists, here makes no reference to parents at all.

Choice E is incorrect. Here says nothing about the “fans” of any particular book.

## Question 9

**Choice B** is correct. Here sets up a “parallel,” or comparison, between the modern debate about reading lists and historical debates concerning property rights and electoral procedures. All, the author argues, fail to address crucial issues.

Choice A is incorrect. A mere mention of the “Founding Fathers” may ignite a spark of “patriotism” in some readers, but the text does not suggest that this is the author's purpose in employing the phrase.

Choice C is incorrect. The author argues that the modern debate over reading lists is reminiscent of the early American debate regarding “direct versus legislative elections”. The role of legislation in the passage, however, does not extend beyond this reference.

Choice D is incorrect. Although the passage implies that ideas often change over time, the author's reference to “the Founding Fathers” does not indicate that attitudes regarding the state of reading in the United States will change in the future.

Choice E is incorrect. “Progress” may be compatible with certain traditions, but the author does not make such a claim at any point in the passage.

## Question 10

**Choice A** is correct. The third paragraph describes an idealized reality “in which reading was a popular voluntary activity.” The author suggests that in this world students read books so voraciously that the distinction between books read for school and books read for pleasure becomes blurred.

Choice B is incorrect. Although *Jane Eyre* and *Judy Blume* novels were composed centuries apart, the passage does not mention these two authors to suggest that young readers are incapable of “distinguishing between literature of different eras.”

Choice C is incorrect. *Jane Eyre's* popularity has endured through time, but the author does not refer to this nineteenth-century classic in an assertion

that modern novels, such as those written by Judy Blume, have only short-term appeal.

Choice D is incorrect. Certain literary classics such as *Jane Eyre* may appeal to “even reluctant readers,” but here is concerned with only “voluntary, active, self-determined” readers.

Choice E is incorrect. The author suggests that students may forget the impetus behind their reading of *Jane Eyre* or of Judy Blume novels but does not imply that *Jane Eyre* and the works of Judy Blume are interchangeable.

## Question 11

**Choice C** is correct. “Eclectic” means made up of elements from a variety of sources. An education supplemented by the independent discovery of books “in the library, in bookstores, on the shelves of friends” and beyond would indeed be “eclectic.”

Choice A is incorrect. “Elitist” means snobbish, or privileged, but the education illustrated in these lines is available to the masses.

Choice B is incorrect. It is illogical to describe the education illustrated in the passage as “philanthropic,” or charitable.

Choice D is incorrect. “Methodical” means systematic. The education described in the passage, however, is more loosely structured.

Choice E is incorrect. The education mentioned in the quoted passage is hardly “rudimentary,” or basic.

## Question 12

**Choice D** is correct. The reading list described here comprises books that do not address “the issues most immediately at stake in modern life” and that thus are “not obviously relevant”.

Choice A is incorrect. Some readers may find the books described here “interesting,” but the author does not imply that they are particularly engaging. In fact, the author says they are “off-putting” and “cold”.

Choice B is incorrect. The ideal literary canon described in the final paragraph may include “celebrated” books, but the author does not address

their popularity.

Choice C is incorrect. While the passage suggests that academic reading lists have caused a good deal of controversy, the author does not discuss whether or not the books on an ideal list would be controversial.

Choice E is incorrect. The author does not indicate how inspirational the books on an ideal reading list would be.

## Passage 5

New York in the wake of World War II was a city on the verge of momentous changes—economic, social, and political. For almost a century it had been a **preeminent** manufacturing and port city, absorbing the **unskilled millions** who flocked there from Europe, and had yielded great fortunes for the astute and daring. The Depression of the 1930's had exacted a terrible toll, and leaders conferred anxiously on how to avoid a repetition of those doleful days as the war economy wound down.

Even before the war, experts had been cautioning New York that it was losing industry and business to other locales. A 1939 study showed the City's percentage of wage earners down in fifty-eight industries.

At the close of World War II, the great port of New York remained the largest general cargo port in the country and the second largest in the world, deferring only to Rotterdam. Week in and week out forty thousand longshoremen worked the ninety-six piers encircling Manhattan and the eighty lining the Brooklyn waterfront, manually loading and unloading sixteen million tons a year. Hundreds of tugs and barges plied the harbor and nearby rivers, guiding the big ships to their berths and ferrying cargo. Looking ahead, the new Port Authority of New York cleared forty old piers in Brooklyn and replaced them with fourteen spacious, modern piers, the best in the world.

In the mid-1950's Malcolm McLean of Winston-Salem invented a method of shipping that was to revolutionize cargo ports and make the new piers obsolete. His brainchild was the truck-sized sealed containers that slashed loading and unloading time to almost nothing. A small crew of men could use cranes to load the gargantuan containers, filling a ship twenty times faster than the old gangs grappling with crates, boxes, and bales. The impregnable containers guaranteed against waterfront theft or breakage, eliminating altogether the dockside pilferage that previously had consumed up to 15 percent of some cargoes. Ships that had traditionally spent a week in port could now finish their loading in a day.

The new containers required huge storing areas, far larger than were available in either Manhattan or Brooklyn. When the City of New York proposed modernizing its East River piers to handle the containers, the Port

Authority said it would have to clear all the land from the river west to Third Avenue to do so. Each berth for a ship carrying containers of cargo needed fifty acres of surrounding land, compared to an old-fashioned berth of 195,000 square feet. The Port Authority erected container ports at Port Newark and Port Elizabeth, New Jersey, with their vast stretches of empty land. The old piers of Manhattan and Brooklyn languished—rotting, deserted white elephants. The ranks of the longshoremen, once forty thousand strong, dwindled to nine thousand. In the new technical, mechanized world of container shipping, man-hours fell from 40 million man-hours right after the war to 13.5 million in 1983.

## Questions

### *Vocabulary in Context*

1. In line 3, “preeminent” is closest in meaning to
  - A. knowledgeable
  - B. outstanding
  - C. growing
  - D. abnormal
  - E. notorious
2. In context, the “unskilled millions” (line 3) apparently refers to people who
  - A. made great fortunes
  - B. were unprepared for the Depression of the 1930’s
  - C. took jobs in shipping and manufacturing
  - D. were uneasy about the U.S. economy
  - E. left New York to find work

### *Central Point and Main ideas*

3. The third paragraph is best described as a description of
  - A. a process that would soon be obsolete
  - B. a blueprint for changing an area
  - C. a plan that drew much criticism
  - D. a decline in the importance of an industry
  - E. an event that foreshadowed future happenings

***Fact and Opinion***

4. The passage mentions each of the following as an advantage of container shipping EXCEPT:
- A. large storing areas
  - B. reduced loading time
  - C. theft deterrence
  - D. personnel reduction
  - E. breakage prevention
5. According to the passage, the City of New York was unable to carry out its pier modernization plan because which of the following was lacking?
- A. Money
  - B. Space
  - C. Time
  - D. Materials
  - E. Motivation

***Purpose***

6. In the final paragraph of the passage, the author presents an example of
- A. one man's vision for the future
  - B. the contrasts between two large industries
  - C. the rapid growth of a city
  - D. a negative aspect of modernization
  - E. the results of political corruption

***Tone***

7. The author considers Malcolm McLean to be
- A. a dreamer
  - B. an opportunist
  - C. an eccentric
  - D. an obstructionist
  - E. an innovator

## Answers and Explanations of Passage 5

### Question 1

**Choice B** is correct. The first sentence of the paragraph says that post-



World War II New York was poised for important changes; the second sentence goes on to discuss the city’s longtime importance as a shipping and manufacturing center. The comparison between the past and present is implicit: New York “had been” a “preeminent,” or outstanding, hub for industries that were now declining in importance.

Choice A is incorrect. The sentence is clearly saying that New York “had been” a “preeminent,” or outstanding, hub for industries that were declining in importance. It makes little sense to say that the city had been “knowledgeable,” or knowing.

Choice C is incorrect. The first sentence of the paragraph says that post-World War II New York was poised for important changes; the second sentence goes on to discuss the city’s longtime importance as a shipping and manufacturing center. While it makes a certain amount of sense to call New York a “growing” industrial center, or one increasing in size or importance, the comparison between past and present is implied by the context: New York “had been” a “preeminent,” or outstanding, hub for industries that were now declining in importance.

Choice D is incorrect. The sentence is clearly saying that New York “had been” a “preeminent,” or outstanding, hub for industries that were declining in importance. It makes little sense in context to say that the city had been “abnormal,” or deviating from normal, as an industrial center.

Choice E is incorrect. The first sentence of the paragraph says that post-World War II New York was poised for important changes; the second sentence goes on to discuss the city’s longtime importance as a shipping and manufacturing center. “Notorious” means “widely but unfavorably known”; so while it might make sense to call attention to New York’s fame as an industrial center, there is no reason to assume that its fame was accompanied by something negative.

## Question 2

*Choice C* is correct. In these lines, the author is speaking of the century-long importance of New York as a “manufacturing and port city,” a city that had both absorbed “the unskilled millions who flocked there from Europe”

and “yielded great fortunes for the astute and daring.” It is clear from context that the overriding topic is the New York City economy, which had been thriving for a century before World War II but which was expected to falter somewhat in the post-War years. In this reading, the “astute and daring” are those who made great sums of money by speculation, and the “unskilled millions” the European emigrants who had been employed—or absorbed—in manufacturing and seaport trades during the city’s period of greatest importance.

Choice A is incorrect. In these lines, the author is speaking of the century-long importance of New York as a “manufacturing and port city,” a city that had both absorbed “the unskilled millions who flocked there from Europe” and “yielded great fortunes for the astute and daring.” It is clear from context that the latter—those who made great fortunes—are separate from the European emigrants, who clearly were employed—or absorbed by—the manufacturing and seaport trades.

Choice B is incorrect. While this paragraph does mention the Depression, it does so in the context of the Depression’s having “exacted a terrible toll”—or had a disastrous effect—on New York City’s economy. It is clear from context that the “unskilled millions” had found rather than lost jobs in the several decades before the Depression of the 1930’s.

Choice D is incorrect. While this paragraph does imply that various people were uneasy about the New York economy in the wake of World War II, it is clearly business “leaders,” not the “unskilled millions” of workers who had found employment in the preceding century, who are experiencing this anxiety.

Choice E is incorrect. While there is a suggestion in this paragraph that New York City was poised to lose jobs in the post-World War II period, there is no discussion of people who left the area in order to find work.

### Question 3

**Choice A** is correct. The third paragraph of the passage clearly discusses the state of New York City’s shipping industry “at the close of World War II.” But as the rest of the passage makes clear, this was an industry whose

circumstances were about to change drastically—and for the worse—in the decade of the 1950’s; shipping as it was carried on the 1940’s was about to become “obsolete.”

Choice B is incorrect. The only real discussion of “changing an area” occurs in the fifth paragraph of the passage, not in the third; and this change—the decline of the old New York piers—comes about gradually and unintentionally, not according to a “blueprint.”

Choice C is incorrect. While it might be inferable that the shipping revolution described in the fourth paragraph would “draw criticism,” there is no indication that the description given in the third paragraph did so; further, it is more a description of a process than it is a “plan.”

Choice D is incorrect. While the third paragraph of the passage does indeed discuss the shipping industry—an industry, as the rest of the passage tells us, that would soon decline—this paragraph discusses New York shipping at its height, not at the time of its “decline in importance.”

Choice E is incorrect. While the last sentence in the third paragraph might be construed as a “foreshadowing” or indication of future events—the clearing of the old piers to make room for the new piers, which would themselves become obsolete—the great majority of this paragraph is devoted to discussing the shipping industry of New York at its height, not in its decline.

## Question 4

*Choice A* is correct. While the passage does indeed discuss “large storing areas” in the last paragraph, this characteristic of container shipping is presented more as a disadvantage than an advantage. Container shipping needed “huge storing areas, far larger than were available in either Manhattan or Brooklyn.” Further, the plan to modernize New York’s piers proved impractical, leaving the old piers “languishing” and “rotting.”

Choice B is incorrect. The author of the passage presents reduced loading time as a decided advantage of container shipping, in that it “slashed loading and unloading time to almost nothing”—“Ships that had traditionally spent a week in port could now finish their loading in a day.”

Choice C is incorrect. The author of the passage presents theft deterrence as an advantage of container shipping: “The impregnable containers guaranteed against waterfront theft...eliminating the dockside pilferage that previously had consumed up to 15 percent of some cargoes.”

Choice D is incorrect. The author of the passage mentions personnel reduction in a favorable light in paragraph 4: “A small crew of men could use cranes to load the gargantuan containers, filling a ship twenty times faster than the old gangs grappling with crates, boxes, and bales.”

Choice E is incorrect. The author of the passage presents breakage prevention as an advantage of container shipping: “The impregnable containers guaranteed against waterfront theft or breakage,” implying that both theft and breakage were problems associated with older shipping practices.

## Question 5

**Choice B** is correct. The first two sentences of the last paragraph make it clear that there was not sufficient space available to fully adapt New York's piers to the new container shipping system: “The new containers required huge storing areas, far larger than were available in either Manhattan or Brooklyn. When the City of New York proposed modernizing its East River piers to handle the containers, the Port Authority said it would have to clear all the land from the river west to Third Avenue to do so.”

Choice A is incorrect. The passage does not mention a lack of financial resources as being behind the failure of the pier modernization plan.

Choice C is incorrect. The only mention of time in connection with container shipping in the passage is of how much time was saved in comparison to the older shipping methods; there is no discussion of there not being sufficient time to modernize the New York piers.

Choice D is incorrect. The passage does not mention a lack of materials as being behind the failure of the pier modernization plan.

Choice E is incorrect. The passage illustrates that the City of New York was, on the contrary, highly motivated to modernize its piers, but that it lacked the space required to do so.

## Question 6

**Choice D** is correct. The last few sentences of the passage create an unmistakable image of the desolation brought about by modernization: the useless piers, languishing like “white elephants”; the loss of shipping jobs created by automation. These are bleak images of the down side of technological progress.

Choice A is incorrect. While the proposal to modernize New York’s piers might conceivably be called a “vision for the future,” the proposal is a failed one, and there is no attempt to connect it to “one man.”

Choice B is incorrect. While the paragraph might be said to contain certain contrasts between container shipping and older shipping methods, these are not “two large [and separate] industries.”

Choice C is incorrect. The paragraph mentions New York and two cities in New Jersey, but it is not concerned with their “rapid growth.”

Choice E is incorrect. The dilemma presented in the paragraph is not described as being the result of political corruption, but of modernization and automation.

## Question 7

**Choice E** is correct. An “innovator” is someone who introduces important changes. Clearly the author of the passage sees McLean, who invented a revolutionary method of shipping that made the old methods (and piers) “obsolete,” as an innovator.

Choice A is incorrect. A “dreamer” is someone who lives in a world of unreality. A dreamer may have great ideas, but they are usually of an impractical nature. Clearly the author of the passage sees McLean, whose invention was both revolutionary and practical, as an innovator rather than as a dreamer.

Choice B is incorrect. An “opportunist” is someone who takes advantage of opportunities, but who does so with little thought for principle or ethics. While the author of the passage clearly considers McLean someone who

seized opportunities, there is no indication in the passage that McLean was unprincipled or unethical.

Choice C is incorrect. An “eccentric” is someone who behaves in an unconventional manner. While there is a conception in popular culture of inventors being eccentric, there is no indication in this passage that the author considers McLean or his behavior unconventional.

Choice D is incorrect. An “obstructionist” is someone who deliberately interferes with progress. Far from considering McLean as an obstacle to progress, the author clearly sees McLean as someone who aided or sped progress—an innovator.

## Passage 6

Grammatical errors like *bleeded* and *singed* have long epitomized the innocence and freshness of children’s minds. The errors are acts of creation in which children **lift** a pattern from their brief experience and apply it with impeccable logic to new words, unaware that the adult world treats them as arbitrary exceptions. In *A Dark-Adapted Eye*, the novelist Barbara Vine introduces an unlikable child by remarking, “He would refer to ‘adults’ instead of ‘grownups’ and get all his past tenses right, never saying ‘rided’ for ‘rode’ or ‘eated’ for ‘ate’.”

Children’s errors with irregular verbs also have been prominent in debates on the nature of language and mind. The neurologist Eric Lenneberg pointed to the errors when he and linguist Noam Chomsky first argued that language was innate. Psychology textbooks cite the errors to rhapsodize that children are lovers of cognitive **tidiness** and simplicity; researchers who study learning in adults cite the errors as a paradigm case of the human habit of over-generalizing rules to exceptional cases.

Nothing is more important to the theory of words and rules than an explanation of how children acquire rules and apply them—indeed **overapply** them to words. The simplicity of these errors is deceptive. It is not easy to explain why children start making them, and it’s harder to explain why they stop.

Overgeneralization errors are a symptom of the **open-ended productivity of language**, which children indulge in as soon as they begin to put words together. At around eighteen months children start to utter two word micro-sentences like “See baby” and “More cereal.” Some are simply telegraphic renditions of their parents’ speech, but many are original productions. “More outside!” says a tot who wants to play in the park. “Allgone sticky!” says another after his mother has washed jam off his fingers. By two years of age, children produce longer and more complicated sentences, and begin to supply grammatical morphemes such as *-ing*, *-ed*, *-s* and the auxiliaries. Sometime between the end of the second year and the end of the third year, children begin to over-generalize *-ed* to irregular verbs.

Jennifer Ganger and I suspected that at least some of the timing of language development, including the past-tense rule, is controlled by a

maturational clock. Children may begin to acquire a rule at a certain age for the same reason they grow hair or teeth at certain ages. If the clock is partly under the control of genes, then identical twins should develop language in tighter synchrony than fraternal twins, who share only half their genes. We have enlisted the help of hundreds of mothers of twins who send us daily lists of their children's new words and word combinations. The checklists show that vocabulary growth, the first word combinations, and the rate of making past-tense errors are all in tighter lockstep in identical twins than in fraternal twins. The results tell us that at least some of the mental events that make a child say *singed* are hereditary. The very first past-tense error, though, is not. When one twin makes an error like *singed* for the first time, an identical twin is no quicker to follow suit than a fraternal twin. These gaps—an average of 34 days between the first past-tense errors made by two children with the same genes exposed to the same speech—are a reminder of the importance of sheer chance in children's development.

Children's speech errors, which make such engaging anecdotes in poetry, novels, television features and Web sites for parents, may help us untangle one of the thickest knots in science, nature and nurture. When a child says "It bled" and "It singed," the **fingerprints of learning** are all over the sentence. Every bit of every word has been learned, including the past tense suffix *-ed*. The very existence *100* of the error comes from a process of learning that is still incomplete: mastery of the irregular *bled* and *sang*.

But learning is impossible without **innately organized circuitry** to do the learning, and these errors give us hints of how it works. Children are born to **attend to** minor differences in the pronunciation of words, such as *walk* and *walked*. They seek a systematic basis for the difference in the meaning or form of the sentence, rather than dismissing it as haphazard variation in speech styles. They dichotomize time into past and non-past, and correlate half the timeline with the evanescent word ending. They must have a built-in tendency to block the rule when a competing form (like *bled*) is found in memory, because there is no way they could learn the blocking principle in the absence of usable feedback from their parents. Their use of the rule (though perhaps not the moment when they first use it) is partly guided by their genes.



## Questions

### *Vocabulary in Context*

- The word “lift” in line 3 most closely means
  - raise
  - elevate
  - make better
  - boost up
  - take
- The word “tidiness” in line 13 is closest in meaning to
  - cleanliness
  - neatness
  - orderliness
  - quickness
  - snugness
- The word “overapply” in line 17 refers to the
  - considerable effort children give to speaking
  - misunderstanding scholars have of simple speech errors
  - faulty application of scholarly theories to children’s speech
  - strict adherence of children to certain linguistic rules
  - misguided training that children often receive from parents
- The phrase “open-ended productivity of language” in line 20 refers to
  - the lack of rules governing language use
  - the vulnerability of language to errors
  - the creative quality inherent in language use
  - the variety of different existing languages
  - the effort involved in using language correctly
- By “fingerprints of learning” (paragraph 6) the author primarily means
  - demonstration of sustained effort
  - indication of parental influence
  - results of faulty thinking
  - evidence of acquired information
  - illustration of genetic ability
- “innately organized circuitry” in paragraph 7 refers to
  - ways of teaching language that all parents use
  - rules children learn to apply to language use
  - differences in meaning suggested by complex sentences
  - children’s natural ability to process distinctions in language use
  - combinations of words occurring in all languages

7. The phrase “attend to” in paragraph 7 most closely means
- A. look after
  - B. notice
  - C. activate
  - D. be present to
  - E. associate with

### ***Central Point and Main ideas***

8. The final paragraph describes
- A. the way children combine rules and memories during language development
  - B. the natural tendency children have to confuse linguistic rules
  - C. the forms of resistance children show to identifying new linguistic rules
  - D. the methods of learning that children use in the absence of parental feedback
  - E. the principles underlying a child’s very first Utterance
9. Which of the following best characterizes the author’s attitude in the passage toward children’s errors in language development?
- A. scientific interest
  - B. personal fascination
  - C. scholarly indifference
  - D. general confusion
  - E. tempered frustration

### ***Inferences***

10. The author suggests that the “unlikable” child in *A Dark-Adapted Eye*
- A. did not enjoy speaking with grownups
  - B. spoke like most other children
  - C. never wanted to be introduced to other children
  - D. did not speak with childlike errors
  - E. was always making up new confusing words
11. In paragraph 6, the author suggests that children’s speech errors
- A. are overused as examples in literature and art
  - B. have important scientific implications
  - C. can be easily unlearned
  - D. indicate problems with linguistic rules
  - E. are solely determined by genetics

**Purpose**

12. The primary purpose of the second paragraph is to
- indicate the extent of scholarly disagreement about the nature of children's speech errors
  - demonstrate the universal occurrence of children's speech errors
  - list the scholars who have influenced academic understanding of children's speech errors
  - endorse a particular explanation for children's speech errors
  - show that children's speech errors have received widespread scholarly attention
13. "More outside" and "Allgone sticky" are examples of
- overgeneralization errors frequently made by children
  - exceptional instances of children's language use
  - children's attempts to communicate by thinking rather than mimicking
  - speech used by parents to communicate with their children
  - sentences displaying children's use of grammatical morphemes

**Answers and Explanations of Passage 6****Question 1**

**Choice E** is correct. The word "lift" in line 3 most closely means "take." The key to this meaning is the direct object of "lift"—pattern. The author is stating that children take something stored in their memory or past experience, in this case, a pattern or rule, to deal with a new experience, specifically, new words.

Choice A is incorrect. Although "lift" can certainly mean "raise," that is not its meaning here. The word "lift" in line 3 most closely means "take." The key to this meaning is the direct object of "lift"—pattern. The children are not "raising" a pattern or rule.

Choice B is incorrect. Although "lift" can certainly mean "elevate," that is not its meaning here. The word "lift" in line 3 most closely means "take." The key to this meaning is the direct object of "lift"—pattern. The children are not "elevating" a pattern or rule.

Choice C is incorrect. Although “lift” can certainly mean “make better,” that is not its meaning here. The word “lift” in line 3 most closely means “take.” The key to this meaning is the direct object of “lift”—pattern. The children are not “making a pattern or rule better.”

Choice D is incorrect. Although “lift” can certainly mean “boost up” (as in “lift one’s spirits”), that is not its meaning here. The word “lift” in line 3 most closely means “take.” The key to this meaning is the direct object of “lift”—pattern. The children are not “boosting up” a pattern or rule.

## Question 2

**Choice C** is correct. From its specific context and from other statements in the passage, the word “tidiness” most closely means “orderliness.” The author is discussing children’s “cognitive,” or mental, workings, that is, how children think. Other statements indicate how children think: they use “impeccable logic” and “overgeneralization” to create new words. That is, children impose order or orderliness on language in their attempt to learn and use that language.

Choice A is incorrect. From its specific context and from other statements in the passage, the word “tidiness” most closely means “orderliness,” not “cleanliness.” The author is discussing children’s “cognitive,” or mental, workings, that is, how children think.

Choice B is incorrect. Although “tidiness” can mean “neatness” in the sense of “uncluttered,” its meaning in this sentence is closest to “orderliness.” The author is discussing children’s “cognitive,” or mental, workings, that is, how children think.

Choice D is incorrect. From its specific context and from other statements in the passage, the word “tidiness” most closely means “orderliness,” not “quickness.” The author is discussing children’s “cognitive,” or mental, workings, that is, how children think. Although children might be mentally quick, other statements indicate that the meaning here is “orderliness.” Children use “impeccable logic” and “overgeneralization” to create new words. That is, children impose order or orderliness on language in their attempt to learn and use that language.

Choice E is incorrect. From its specific context and from other statements in the passage, the word “tidiness” most closely means “orderliness,” not “snuggles.” The author is discussing children’s “cognitive,” or mental, workings, that is, how children think.

### Question 3

**Choice D** is correct. The word “overapply” in line 17 refers to children’s strict adherence to language rules. In this clause, the subject of the verb “overapply” is “children,” and the added predicate—“indeed overapply them”—emphasizes the author’s point that children “lift a pattern from past experience” and generalize the –ed past-tense rule to all verbs. By generalizing the rule, children “overapply” it.

Choice A is incorrect. The word “overapply” used in line 17 does not refer to children’s efforts in trying to speak but to their adherence to language rules. “Children’s speech” is the overall subject of the passage, but “children speaking” is not the subject of this sentence.

Choice B is incorrect. Scholars might not fully understand children’s speech errors, but not because of misunderstanding. In any case, the word “overapply” does not refer to scholars but to children’s adherence to language rules.

Choice C is incorrect. The point of this sentence is not the application (faulty or otherwise) of theories to children’s speech but the use of children’s speech in explaining the theories. The word “overapply” refers to children’s strict adherence to language rules. In this clause, the subject of the verb “overapply” is “children,” and the added predicate—“indeed overapply them”—emphasizes the author’s point that children “lift a pattern from past experience” and generalize the –ed past-tense rule to all verbs. By generalizing, or expanding, the rule, children “overapply” the rule.

Choice E is incorrect. Neither the passage nor this sentence mentions parents’ training of their children. The word “overapply” refers to children’s strict adherence to language rules.

## Question 4

**Choice C** is correct. The phrase “open-ended productivity of language” refers to the creativity that language allows. The adjective “open-ended” here means unlimited or without an end. The author means that words can be put together in an unlimited number of ways and provides specific examples of children’s creative uses of language, or “original productions”: “More outside” and “Allgone sticky”.

**Choice A** is incorrect. The phrase “open-ended productivity of language” does not refer to a lack of language rules. In fact, the focus of the entire passage is about language rules and children’s misapplication of those rules. Instead, the phrase refers to the creativity that language allows.

**Choice B** is incorrect. Indeed, language is vulnerable to errors, but children make speech errors, not because of this vulnerability, but because of the open-ended quality of language. The phrase “open-ended productivity of language” refers to the creativity that language allows.

**Choice D** is incorrect. The phrase “open-ended productivity of language” does not refer here to the variety of different languages in the world but to the variety or creativity that language allows.

**Choice E** is incorrect. The phrase “open-ended productivity of language” refers here not to the correct use but to the creative use of language.

## Question 5

**Choice D** is correct. With the phrase “fingerprints of learning,” the author is using figurative language to explain that a child’s use of –ed to indicate past tense is based on learned, or “acquired,” information, not innate knowledge. The author explains this meaning in the next sentence: “Every bit of every word has been learned, including the past tense suffix –ed.”

**Choice A** is incorrect. The phrase “fingerprints of learning” does not mean the child has demonstrated a sustained effort. Instead, the author is using figurative language to explain that a child’s use of –ed to indicate past tense is based on learned, or “acquired,” information, not innate knowledge.

Choice B is incorrect. The phrase “fingerprints of learning” is not referring to parents’ fingerprints or to the literal fingerprints of anyone else. With the phrase “fingerprints of learning,” the author is using figurative language to explain that a child’s use of –ed to indicate past tense is based on learned, or “acquired,” information, not innate knowledge.

Choice C is incorrect. The phrase “fingerprints of learning” does refer to thinking, but not to faulty thinking (in fact, children use “impeccable logic” in applying the –ed rule). With the phrase “fingerprints of learning,” the author is using figurative language to explain that a child’s use of –ed to indicate past tense is based on learned, or “acquired,” information, not innate knowledge.

Choice E is incorrect. The phrase “fingerprints of learning” has the opposite meaning of genetic or innate ability. With the phrase “fingerprints of learning,” the author is using figurative language to explain that a child’s use of –ed to indicate past tense is based on learned, or “acquired,” information, not innate knowledge.

## Question 6

**Choice D** is correct. The phrase “innately organized circuitry” refers to a child’s born ability to think about and impose order on language. The author explains that this innate, or natural, ability enables the child to pay attention to “minor differences in pronunciation,” to apply linguistic rules (“seek a systematic basis for the difference”), and to divide time into “past and nonpast.” These are not learned skills but are abilities with which the child is born.

Choice A is incorrect. Although children do learn language from their parents (for example, their first words are “simply telegraphic renditions of their parents’ speech”), they are born with an ability to think about and impose order on the language they are learning. The author calls this ability an “innately organized circuitry” and explains that it enables the child to pay attention to “minor differences in pronunciation,” to apply linguistic rules (“seek a systematic basis for the difference”), and to divide time into “past and nonpast.” These are not learned skills but are abilities with which the child is born.

Choice B is incorrect. The “innately organized circuitry” is an ability that children are born with, not something learned, such as language rules. The author explains that this innate, or natural, ability enables the child to pay attention to “minor differences in pronunciation,” to apply linguistic rules (“seek a systematic basis for the difference”), and to divide time into “past and nonpast.” These are not skills taught by parents but are abilities with which the child is born.

Choice C is incorrect. The phrase “innately organized circuitry” refers to a child’s born ability to think about and impose order on language, not to differences in meaning of complex sentences. The author explains that this innate, or natural, ability enables the child to pay attention to “minor differences in pronunciation,” to apply linguistic rules (“seek a systematic basis for the difference”), and to divide time into “past and nonpast.” These are abilities with which the child is born.

Choice E is incorrect. Although the development of language occurs in all languages, this phrase does not refer to words common to all languages. Instead, the phrase “innately organized circuitry” refers to a child’s born ability to think about and impose order on language. The author explains that this innate, or natural, ability enables the child to pay attention to “minor differences in pronunciation,” to apply linguistic rules (“seek a systematic basis for the difference”), and to divide time into “past and nonpast.” These are abilities with which the child is born.

## Question 7

**Choice (B)** is correct. In context, the phrase “attend to” most nearly means “notice.” The author is explaining that children have an innate, or natural, ability to notice differences in pronunciation of two very similar-sounding words.

Choice A is incorrect. Although “attend to” can mean “look after” (as in “attend to a sick pet”), that is not the meaning in this context. As used here, “attend to” most nearly means “notice.” The author is explaining that children have an innate, or natural, ability to notice differences in pronunciation of two very similar-sounding words.



Choice C is incorrect. The phrase “attend to” does not mean “activate” (the child does not “activate minor differences”). Instead, as used here, “attend to” most nearly means “notice.” The author is explaining that children have an innate, or natural, ability to notice differences in pronunciation of two very similar-sounding words.

Choice D is incorrect. Although “attend” can mean “be present,” that is not the meaning in this context. As used here, “attend to” most nearly means “notice.” The author is explaining that children have an innate, or natural, ability to notice differences in pronunciation of two very similar-sounding words.

Choice E is incorrect. The phrase “attend to” does not mean “associate with”(the child does not “associate with minor differences”). Instead, as used here, “attend to” most nearly means “notice.” The author is explaining that children have an innate, or natural, ability to notice differences in pronunciation of two very similar-sounding words.

## Question 8

*Choice A* is correct. The last paragraph describes the ways that children combine rules and memories during language development. They pay close attention to “minor differences in pronunciation,” try to apply rules to help them understand those differences (“seek a systematic basis for the difference”), and “dichotomize [divide] time into past and nonpast.”

Choice B is incorrect. The last paragraph does discuss children’s natural, or innate, tendencies with regard to language development—in terms of applying language rules, not in terms of confusing those rules: “Their use of the rule ... is partly guided by their genes.”

Choice C is incorrect. The resistance discussed in the last paragraph is not children’s resistance to new linguistic rules but their resistance to apply the –ed past-tense rule to irregular verbs, those that form past tense differently: “They must have a built-in tendency to block the rule [that is, the –ed rule] when a competing form ... is found in memory.”

Choice D is incorrect. The last paragraph describes the ways children combine rules and memories during language development. The statement

that refers to the “absence of usable feedback from their parents” means that children must have parental feedback to apply the blocking principle. In other words, the statement describes learning with parental feedback, not learning without parental feedback.

Choice E is incorrect. The last paragraph describes the ways that children combine rules and memories during language development. The principles do not deal with a child’s first words but with a child’s first past-tense error and the first use of a correct irregular past-tense form.

## Question 9

**Choice A** is correct. The author’s scientific interest in children’s language errors is evidenced by the passage’s vocabulary and sentence structure, examples, and references to authorities. The vocabulary and sentence structure reveal a scholarly, serious tone: “The errors are acts of creation in which children lift a pattern from their brief experience and apply it with impeccable logic to new words, unaware that the adult world treats them as arbitrary exceptions.” Although the tone is serious, the examples used to illustrate points show that the author likes the subject of the language development of children: “Grammatical errors like *bleeded* and *singed* have long epitomized the innocence and freshness of children’s minds.” The author also cites authorities on the subject of children’s language development: Eric Lenneberg, Noam Chomsky, psychology textbooks, and results from one of the author’s own studies.

Choice B is incorrect. The author is fascinated by the subject, but the author’s interest goes far beyond simple fascination. The author’s scientific interest in children’s language errors is evident from vocabulary and sentence structure, examples, and references to authorities.

Choice C is incorrect. The author’s attitude is scholarly but far from indifferent. The author’s scientific interest is evident not only from the scholarly vocabulary, sentence structure, and use of authoritative references but also from the results of the author’s own study. Someone who is indifferent would not likely carry out studies of the subject.

Choice D is incorrect. Although the author states that “the simplicity

of these errors is deceptive” and that it is hard to explain why children stop making those errors, these statements do not mean that the author is confused by the subject. On the contrary, these statements indicate why the subject is worthy of scientific interest. The author’s scientific interest is evident not only from the scholarly vocabulary, sentence structure, and use of authoritative references but also from the results of the author’s own study.

Choice E is incorrect. The author’s attitude toward the subject is not tempered frustration. In fact, the author not only likes the subject (the author states that children’s “grammatical errors like *bleeded* and *singed* have long epitomized the innocence and freshness of children’s minds”) but has also performed scientific research on the subject.

## Question 10

**Choice D** is correct. The unlikable child in *A Dark-Adapted Eye* did not speak with the childlike errors that most children make. Instead of incorrectly adding –ed to create the past tense of irregular verbs, such as *bleeded* and *singed*, as most children do, the child in the novel “got all his past tenses right.”

Choice A is incorrect. The child in *A Dark-Adapted Eye* probably did enjoy speaking with adults because he spoke like an adult himself. In fact, the child in the novel did not speak with the childlike errors that most children make. Instead of incorrectly adding –ed to create the past tense of irregular verbs, such as *bleeded* and *singed*, as most children do, the child in the novel “got all his past tenses right.”

Choice B is incorrect. The child in *A Dark-Adapted Eye* did not speak like most other children. In fact, the child in the novel did not speak with the childlike errors that most children make. Instead of incorrectly adding –ed to create the past tense of irregular verbs, such as *bleeded* and *singed*, as most children do, the child in the novel “got all his past tenses right.”

Choice C is incorrect. Nothing in the description of the child in *A Dark-Adapted Eye* indicates that he did or did not want to meet other children. The description focuses on the child’s language. The child in the novel did not speak with the childlike errors that most children make. Instead of incorrectly

adding -ed to create the past tense of irregular verbs, such as bled and singed, as most children do, the child in the novel “got all his past tenses right.”

Choice E is incorrect. Although the description of the unlikable child in *A Dark-Adapted Eye* focuses on his language, the child uses adult language, not confusing, made-up words. In fact, the child in the novel did not speak with the childlike errors that most children make. Instead of incorrectly adding -ed to create the past tense of irregular verbs, such as bled and singed, as most children do, the child in the novel “got all his past tenses right.”

## Question 11

**Choice B** is correct. In paragraph 6, the author suggests that children’s speech errors have important implications for understanding “one of the thickest knots in science, nature and nurture.” In other words, as the author discusses in both paragraphs 5 and 7, children’s language development is partly innate (nature) and partly learned (nurture). Understanding the roles of nature and nurture in children’s language development can help scientists understand those roles in other areas of human development.

Choice A is incorrect. Children’s speech errors are used in literature and in other ways, but the author does not say they are overused.

Choice C is incorrect. The author does mention in paragraph 3 that children unlearn errors (“it’s hard to explain why they stop” making errors) but does not discuss whether this unlearning is easy or hard and does not discuss the idea in paragraph 6.

Choice D is incorrect. Although a child might have a problem in learning linguistic rules, this point is not discussed in paragraph 6 or in the passage.

Choice E is incorrect. The author has made quite a different point—that speech errors are not determined solely by genetics. In fact, in paragraph 6, the author suggests that children’s speech errors have important implications for understanding “one of the thickest knots in science, nature and nurture.”

## Question 12

*Choice E* is correct. The examples in paragraph 2 show that children’s speech errors have received scholarly attention. The first example explains that two scholars, one a neurologist (Lenneberg) and one a linguist (Chomsky), debated the development of language in children. The second example explains how psychologists and other scientists have used children’s speech errors in their work and research.

*Choice A* is incorrect. Paragraph 2 does not provide specific arguments on the nature of children’s speech errors or indicate the extent of such a debate. Instead, the examples in this paragraph show that children’s speech errors have received scholarly attention, but only as part of the research on language development.

*Choice B* is incorrect. Although the universality of speech errors by English-speaking children might be inferred from the entire passage, paragraph 2 does not address this issue. Instead, the examples in this paragraph show that children’s speech errors have received scholarly attention.

*Choice C* is incorrect. Only two scholars are named in paragraph 2, and their influence on academic understanding of language development is not discussed. Instead, the examples in this paragraph show that children’s speech errors have received scholarly attention.

*Choice D* is incorrect. As the entire passage shows, a particular explanation for children’s speech errors is still being studied. The author explicitly states, “It is not easy to explain why children start making them [errors], and it’s harder to explain why they stop.” Instead, the examples in this paragraph show that children’s speech errors have received scholarly attention.

## Question 13

*Choice C* is correct. The phrases “more outside” and “allgone sticky” are examples of children’s attempts to communicate by thinking rather than

mimicking. Unlike the phrases “see baby” and “more cereal,” which children copy or mimic from their parents (“telegraphic renditions of their parents’ speech”), these phrases are “original productions,” meaning that they are creations of the children’s own minds.

Choice A is incorrect. As the author has explained, overgeneralization errors are errors resulting from the application of a language rule. The phrases “more outside” and “allgone sticky” are not examples of overgeneralization of language rules but are examples of children’s creative use of language to communicate.

Choice B is incorrect. The phrases “more outside” and “allgone sticky” are not examples of exceptional, or rare or out-of-the-ordinary, use of language by children. In fact, they are examples of the creative use of language that most children show at a certain stage of language development.

Choice D is incorrect. The phrases “more outside” and “allgone sticky” are not phrases that parents use to communicate with their children but are phrases that children have used to communicate with their parents.

Choice E is incorrect. The phrases “more outside” and “allgone sticky” are not grammatically correct and do not show children’s grasp of grammar. Instead, these phrases are examples of children’s attempts to communicate by thinking rather than mimicking.

## Passage 7

In many respects living Native Americans remain as mysterious, exotic, and unfathomable to their contemporaries at the end of the twentieth century as they were to the **Pilgrim settlers** over three hundred fifty years ago. Native rights, motives, customs, languages, and aspirations are misunderstood by Euro-Americans out of a culpable ignorance that is both self-serving and self-righteous. Part of the problem may well stem from the long-standing tendency of European or Euro-American thinkers to regard Native Americans as fundamentally and profoundly different, motivated more often by mysticism than by ambition, **charged** more by unfathomable visions than by intelligence or introspection.

This idea is certainly not new. Rousseau's "noble savages" wandered, pure of heart, through a pristine world. Since native people were simply assumed to be incomprehensible, they were seldom comprehended. Their societies were simply beheld, often through cloudy glasses, and rarely probed by the tools of logic and deductive analysis automatically reserved for cultures prejudged to be "civilized." And on those occasions when Europeans did attempt to formulate an encompassing theory, it was not, ordinarily, on a human-being-to-human-being basis, but rather through an ancestor-descendant model. Native Americans, though obviously contemporary with their observers, were somehow regarded as ancient, examples of what Stone Age Europeans must have been like.

It's a great story, **an international crowd pleaser**, but there is a **difficulty**: Native Americans were, and are, *Homo sapiens sapiens*. Though often equipped with a shovel-shaped incisor tooth, eyes with epicanthic folds, or an extra molar cusp, Native American people have had to cope, for the last forty thousand years or so, just like everyone else. **Their cultures have had to make internal sense, their medicines have had to work consistently and practically, their philosophical explanations have had to be reasonably satisfying and dependable**, or else the ancestors of those now called Native Americans would truly have vanished long ago.

The reluctance in accepting this obvious fact comes from the Eurocentric conviction that the West holds a monopoly on science, logic, and clear thinking. To admit that other, culturally divergent viewpoints are equally

plausible is to cast doubt on the monolithic center of Judeo-Christian belief: that there is but one of everything God, right way, truth – and Europeans alone knew what that was. If Native American cultures were acknowledged as viable, then European societies were something less than an exclusive club. It is little wonder, therefore, that Native Americans were perceived not so much as they were but as they had to be, from a European viewpoint. **They dealt in magic, not method. They were stuck in their past, not guided by its precedents.**

Such expedient misconception argues strongly for the development and dissemination of a more accurate, more objective historical account of native peoples a goal easier stated than accomplished. Native American societies were nonliterate before and during much of the early period of their contact with Europe, making the task of piecing together a history particularly demanding. The familiar and reassuring kinds of written documentation found in European societies of equivalent chronological periods do not exist, and the forms of tribal record preservation available oral history, tales, mnemonic devices, and religious rituals – strike university-trained academics as inexact, unreliable, and suspect. **Western historians**, culture-bound by their own approach to knowledge, are apt to declaim that next to nothing, save the evidence of archaeology, can be known of early Native American life. To them, an absolute void is more acceptable and rigorous than an **educated guess**.

However, it is naïve to assume that any culture's history is perceived without subjective prejudice. Every modern observer, whether he or she was schooled in the traditions of the South Pacific or Zaire, of Hanover, New Hampshire, or Vienna, Austria, was exposed at an early age to one or another form of folklore about Native Americans. For some, the very impressions about Native American tribes that initially attracted them to the field of American history are aspects most firmly rooted in popular myth and stereotype. Serious scholarship about Native American culture and history is unique in that it requires an initial, abrupt, and wrenching demythologizing. **Most students** do not start from point zero, but from **minus zero**, and in the process are often required to abandon cherished childhood fantasies of superheroes or larger-than-life villains.



## Questions

### *Vocabulary in Context*

1. In line 9, “charged” most nearly means
  - A. commanded
  - B. indicated
  - C. replenished
  - D. inspired
  - E. attacked
2. The phrase “international crowd pleaser” (line 22) refers to
  - A. an anthropological fallacy
  - B. an entertaining novelty
  - C. a harmless deception
  - D. a beneficial error
  - E. a cultural revolution

### *Supporting Details*

3. Lines 26-29 (“Their cultures ... dependable”) describe
  - A. customs that fuel myths about a society
  - B. contradictions that conventional logic cannot resolve
  - C. characteristics that are essential to the survival of any people
  - D. criteria that Western historians traditionally use to assess cultures
  - E. preconditions that must be met before a culture can influence others

### *Patterns of Organizations*

4. The two sentences that begin with “They” in lines 40-41 serve to express the
  - A. way one group perceived another
  - B. results of the latest research
  - C. theories of Native Americans about Europeans
  - D. external criticisms that some Native Americans accepted
  - E. survival techniques adopted by early human societies

### *Fact and Opinion*

5. The “difficulty” referred to in line 23 most directly undermines
  - A. the ancestor-descendant model used by European observers
  - B. the possibility for consensus in anthropological inquiry

- C. efforts to rid popular culture of false stereotypes
  - D. theories based exclusively on logic and deductive reasoning
  - E. unfounded beliefs about early European communities
6. In line 51 the author portrays Western historians as
- A. oblivious to the value of archaeological research
  - B. disadvantaged by an overly narrow methodology
  - C. excessively impressed by prestigious credentials
  - D. well meaning but apt to do more harm than good
  - E. anxious to contradict the faulty conclusions of their predecessors
7. The geographical references in the last paragraph serve to underscore the
- A. influence Native American culture has had outside the United States
  - B. argument that academic training is undergoing increasing homogenization
  - C. universality of certain notions about Native American peoples
  - D. idea that Native Americans have more in common with other peoples than is acknowledged
  - E. unlikelihood that scholars of Native American history will settle their differences

### *Inferences*

8. The “educated guess” mentioned in line 55 would most likely be based on
- A. compilations of government population statistics
  - B. sources such as oral histories and religious rituals
  - C. analyses of ancient building structures by archaeologists
  - D. measurements of fossils to determine things such as physical characteristics
  - E. studies of artifacts discovered in areas associated with particular tribes
9. In the last sentence of this passage, “minus zero” refers to the
- A. nature of the preconceptions held by most beginning scholars of Native American culture
  - B. quality of scholarship about Native American cultures as currently practiced at most universities
  - C. reception that progressive scholars of Native American history have received in academia
  - D. shortage of written sources available to students of Native American history

- E. challenges that face those seeking grants to conduct original research about Native American history

### **Purpose**

10. The reference to “the Pilgrim settlers”(line 3) is used to
- A. invite reflection about a less complicated era
  - B. suggest the lasting relevance of religious issues
  - C. establish a contrast with today’s reformers
  - D. debunk a myth about early colonial life
  - E. draw a parallel to a current condition
11. In the second paragraph, the reference to Rousseau is used to emphasize the
- A. philosophical origins of cultural bias
  - B. longevity of certain types of misconceptions
  - C. tendency to fear the unknown
  - D. diversity among European intellectual traditions
  - E. argument that even great thinkers are fallible

### **Tone**

12. The passage suggests that “Most students” (last sentence of the whole passage) need to undergo a process of
- A. rebelliousness
  - B. disillusionment
  - C. hopelessness
  - D. inertia
  - E. self-denial

## **Answers and Explanations of Passage 7**

### **Question 1**

**Choice D** is correct. Native Americans are being regarded as “fundamentally ... different, motivated more often by mysticism than by ambition, charged more by unfathomable visions than by intelligence or introspection”. Here, “charged” is used in much the same way that “motivated” is used; just as ambition motivates, visions and intelligence “charge,” or inspire.

Choice A is incorrect. What is being contrasted in this sentence is different internal influences on behavior: what motivates people, what “charges” them. Is it mysticism or ambition? Visions or intelligence? Being commanded to do something is not being internally influenced to do something. So in this context, “charged” cannot mean “commanded.”

Choice B is incorrect. Like “motivated,” “charged” is used in this context to talk about how people are influenced or moved; they are motivated by ambition and charged by visions. “Indicated by visions” means signaled or pointed to by visions. It does not mean influenced by visions.

Choice C is incorrect. The word “charged” can be used in the sense of “replenished,” in the case of batteries, for instance. But in this context, “charged,” like “motivated,” is being used to discuss how people are influenced or inspired to behave as they do.

Choice E is incorrect. “Charged” can be used in other contexts to mean attacked. But in line 9, “charged” means inspired. The phrase beginning with “motivated” and the phrase beginning with “charged” focus on influences that come from inside a person. “Attacked” has to do with influences coming from outside the person.

## Question 2

**Choice A** is correct. The author describes a European theory of Native Americans “as examples of what Stone Age Europeans must have been like”. This is the theory that the author says is “a great story, an international crowd pleaser”. But it is also a theory that the author regards as obviously false, an “anthropological fallacy.”

Choice B is incorrect. The passage characterizes the theory that regards Native Americans as examples of Stone Age Europeans as “an international crowd pleaser.” The author, however, does not see it as an amusing theory. Rather, it is presented as naïve, culture-bound, and intellectually embarrassing. Nor does the author regard it as a novelty; one of the main points of the passage is how old and widespread such theories are.

Choice C is incorrect. The author describes the theory that regards Native Americans as examples of Stone Age Europeans as “an international

crowd pleaser.” That theory could only count as a “deception” if those who broadcast it actually knew that it was false. But those theorists believe it to be true, so they are not practicing a deception. Moreover, since the theory gets in the way of a genuine understanding of Native American culture and history, it is actually harmful.

Choice D is incorrect. The author does regard the theory that regards Native Americans as examples of Stone Age Europeans as an error. But the author thinks that this error gets in the way of a genuine understanding of Native Americans, so it is not beneficial.

Choice E is incorrect. The story that the author describes as “an international crowd pleaser” is that Native Americans are regarded as examples of Stone Age Europeans. But the main point of the passage is that this misconception about Native Americans is widespread and longstanding. It does not represent a “cultural revolution.”

### Question 3

**Choice C** is correct. The author explains that Native American “cultures have had to make internal sense, their medicines have had to work consistently and practically, their philosophical explanations have had to be reasonably satisfying and dependable, or else the ancestors of those now called Native Americans would have truly vanished long ago.” The last clause makes it clear that the lines describe characteristics “essential to the survival of any people.”

Choice A is incorrect. The author regards satisfying explanations, internally consistent cultures, and effective medicines as crucial for a people's long-term survival. But there is no indication that these things are “customs that fuel myths about a society.”

Choice B is incorrect. Cultures that make internal sense, medicines that work, and explanations that are satisfying are not contradictions.

Choice D is incorrect. According to the passage, satisfying explanations, internally consistent cultures, and effective medicines are features of Native American societies that Western historians have ignored.

Choice E is incorrect. According to the passage, cultures that make

internal sense, medicines that work, and explanations that are satisfying are preconditions for long-term survival. But there is no indication in the passage that a culture has to survive for thousands of years in order to influence other cultures.

## Question 4

**Choice A** is correct. The sentence immediately before the two sentences that begin with “They” says that “Native Americans were perceived not so much as they were but as they had to be, from a European viewpoint”. What follows tells how Native Americans had to be perceived from that European viewpoint: “They dealt in magic, not method. They were stuck in their past, not guided by its precedents.” Thus, these two sentences serve to express the way Europeans perceived Native Americans.

**Choice B** is incorrect. The two sentences are used by the author to express the cultural bias of the European viewpoint, not the results of objective research of any kind.

**Choice C** is incorrect. The two sentences, “They dealt in magic, not method. They were stuck in their past, not guided by its precedents”, express Europeans’ theories about Native Americans. In the passage, there is no indication of how Native Americans viewed Europeans.

**Choice D** is incorrect. The passage says nothing about how Native Americans regarded the judgments made about them by Europeans. Moreover, these two sentences were not intended as examples of European criticism of Native Americans; they merely describe how Europeans thought Native Americans “had to be”.

**Choice E** is incorrect. The two sentences, “They dealt in magic, not method” and “They were stuck in their past, not guided by its precedents”, express Europeans’ theories about native peoples. Since Europeans are presented as thinking that Native Americans are like early humans, the sentences can be seen as also expressing European theories about early humans. The author’s purpose in writing those sentences, however, is not to express any views about early humans, but to exhibit Europeans’ misconceptions about Native Americans.

## Question 5

*Choice A* is correct. The author describes the theory that regards Native Americans as “examples of what Stone Age Europeans must have been like” as a theory based on “an ancestor-descendant model”. Although this might have been a “great story”, the author mentions a “difficulty.” That difficulty is that Native Americans had to cope and change over “the last forty thousand years or so, just like everyone else”. They could not have survived if they had remained like Stone Age peoples. So this “difficulty” undermines the view that Native Americans are like the Stone Age ancestors of modern-day Europeans.

*Choice B* is incorrect. According to the passage, there has been widespread general consensus about acceptable methods of anthropological inquiry. The consensus is that only written records and archeological evidence are legitimate. The author thinks that this consensus view is misguided. But the “difficulty” refers to something else entirely—the fact that Native Americans have changed since the Stone Age “just like everyone else.”

*Choice C* is incorrect. The passage shows the view that Native Americans are much like Stone Age Europeans to be a false stereotype. The “difficulty” referred to is that Native Americans have coped and changed since the Stone Age, just like Europeans have. The author presents this point as part of an effort to undermine a false stereotype. Undermining the effort to get rid of the stereotype means the exact opposite.

*Choice D* is incorrect. The “difficulty” referred to undermines the theory that Native Americans are typical of the Stone Age ancestors of modern-day Europeans. According to the author, this theory is the result of cultural bias. It is not based on logic and deductive reasoning.

*Choice E* is incorrect. The “difficulty” referred to directly challenges the view that Native Americans are “primitive” peoples stuck in the Stone Age. The author suggests that this view has largely prevented Europeans and Euro-Americans from arriving at an objective historical account of native peoples. The author does not discuss beliefs about early European communities.

## Question 6

**Choice B** is correct. Here the author describes Western historians as “culture-bound by their own approach to knowledge.” The problem is that the “forms of tribal record preservation available” are seen by Western researchers as “inexact, unreliable, and suspect”. The result of this methodological bias, according to the author, is that Western historians do not take advantage of the evidence that is available. Thus, the author presents Western historians as disadvantaged by their overly narrow methodology.

Choice A is incorrect. According to the author, archaeological evidence is one of the few sources of information about Native American history that Western historians do value.

Choice C is incorrect. The author says nothing about Western historians' attitude toward prestigious credentials. There is a suggestion that historians value the credentials that come with university training. But for the historians described in the passage, being university-trained is basic, not prestigious.

Choice D is incorrect. The author does not seem to regard Western historians as especially “well meaning.” They are presented as culture-bound and suspicious of any kind of record keeping that is not “the familiar and reassuring kinds of written documentation found in European societies”.

Choice E is incorrect. Western historians are presented as largely continuing in the same culture-bound paths as the historians that came before them.

## Question 7

**Choice C** is correct. The geographical references—the South Pacific, Zaire, New Hampshire, Austria—are used to make the point that people all over the world learn certain myths about Native Americans. The author is concerned to show that virtually no students come to the subject of Native American history without some previously learned misconceptions.

Choice A is incorrect. The passage says that everyone is exposed to folklore about Native Americans. But there is nothing in the passage to



indicate that Native American culture itself—as opposed to false beliefs and stereotypes about Native American culture—has had any influence on anyone outside the United States.

Choice B is incorrect. The passage does not argue that academic training is becoming more uniform or “homogenized.” The author seems to think that academic training is rather uniform already.

Choice D is incorrect. The author does believe that Native Americans have more in common with other peoples than is generally acknowledged. But the geographical references do not serve to emphasize this point. They are there to stress just how widespread the myths and stereotypes about Native Americans are.

Choice E is incorrect. The author does not mention any differences among scholars of Native American history. Indeed, one of the main points of the passage is that most scholars have the same false or inadequate views about Native American history. So as the author presents it, there are no serious differences to be settled.

## Question 8

**Choice B** is correct. The author describes the following problem: “the forms of tribal record preservation available—oral history, tales, mnemonic devices, and religious rituals—strike university-trained academics as inexact, unreliable, and suspect”. The result, according to the author, is that to Western historians “an absolute void is more acceptable and rigorous than an educated guess” (line 55). The “educated guess” the author proposes would thus be based on the records available: oral histories, tales, mnemonic devices, and religious rituals.

Choice A is incorrect. The author raises the alternative of an educated guess in the context of talking about developing objective historical accounts of Native American societies. There is no mention of government population statistics in this discussion.

Choice C is incorrect. The author presents the “educated guess” as an alternative to relying entirely on archaeological evidence, which, as the passage shows, reveals relatively little about Native Americans.

Choice D is incorrect. “Fossil evidence” is archaeological evidence, and the “educated guess” is presented as an alternative to relying entirely on archaeological evidence. As the passage shows, archaeological evidence reveals relatively little about Native Americans.

Choice E is incorrect. Studies of artifacts fall within the range of archeological evidence. The author proposes the “educated guess” as an alternative to relying solely on archaeological evidence, which, as the passage shows, reveals relatively little about Native Americans.

## Question 9

**Choice A** is correct. The passage suggests that when most students begin studying the history and culture of Native Americans, they not only have a lot to learn, they have a lot to unlearn as well. As the author states in the last sentence: “Most students do not start from point zero, but from minus zero, and in the process are often required to abandon cherished childhood fantasies...”. It’s not that beginning scholars know nothing (“point zero”); rather, they have powerful and flawed preconceptions about Native Americans (“minus zero”).

Choice B is incorrect. The author does not seem to think very highly of the quality of most current, or past, scholarship about Native American cultures. But the expression “minus zero” in the last sentence of this passage refers to the value of the beliefs held by most beginning students of Native American history. It does not refer to the quality of scholarship of trained historians.

Choice C is incorrect. Although the author of the passage would likely be considered a progressive scholar of Native American history, the passage does not discuss the reception such scholars have received.

Choice D is incorrect. The passage does suggest that there are few or no written historical records of Native Americans from the period before and during their early contact with Europeans. But the expression “minus zero” does not occur in the context of the discussion of written records. Instead, it occurs in a discussion about the knowledge of Native American history most students have when they begin their studies.

Choice E is incorrect. The expression “minus zero” occurs in a discussion about the knowledge of Native American history most students have when they begin their studies. Such students are not in a position to seek grants to conduct original research about Native American history. The passage does not discuss the challenges facing those who do seek such grants.

## Question 10

**Choice E** is correct. “To draw a parallel” between two things means to show the similarities between the two. The author shows the similarity between the way Native Americans were viewed by the Pilgrim settlers 350 years ago and the way they are viewed by many people today.

Choice A is incorrect. According to the passage, the general attitude toward Native American history and culture has not become much more sophisticated (or complicated) than it was at the time of the Pilgrim settlers. The point of referring to the Pilgrim settlers is simply to emphasize how little things have changed in this respect. Any further reflection on how the era of the Pilgrims was different from today would be likely to distract the reader from the main concern of the passage.

Choice B is incorrect. The author does suggest that Judeo-Christian beliefs may have had some role in making it difficult for Europeans to see Native American culture in its own right. But this suggestion is not introduced until the paragraph beginning with fourth paragraph, and even there those beliefs are presented as part of a general “Eurocentric” standpoint that is cultural rather than specifically religious. The reference to the Pilgrim settlers in line 3 is not used to suggest anything about religion.

Choice C is incorrect. The author's point is that as far as understanding Native American culture and history is concerned, very little has changed since the time of the Pilgrim settlers. There is no mention of reformers anywhere in the passage.

Choice D is incorrect. No myth about early colonial life is mentioned or referred to in the passage. The “popular myth and stereotype” (the third sentence of the last paragraph) that the author wants to debunk, or show to be flawed, has to do with Native American culture and history rather than with early colonial life.

## Question 11

**Choice B** is correct. In the first paragraph, the author discusses certain widespread misconceptions about differences between Native Americans and Europeans or Euro-Americans. The second paragraph begins with the sentence, “This idea is certainly not new”. The next sentence introduces Rousseau and the “noble savages,” who Rousseau imagines as being fundamentally different from Europeans. We know from the footnote that Rousseau was an eighteenth-century philosopher. So mentioning Rousseau shows how long these kinds of misconceptions have been around.

Choice A is incorrect. Rousseau is introduced to show that cultural bias about native people is not new. But the passage makes it clear that misconceptions about Native Americans did not originate with Rousseau. As the first paragraph shows, the Pilgrim settlers had such misconceptions years before Rousseau.

Choice C is incorrect. The author discusses various widespread misconceptions about Native Americans, including the idea that Native Americans are incomprehensible or unknowable. But none of those misconceptions represent Native Americans as something to fear. Rousseau is presented instead as having highly romantic ideas about “pure of heart” native people.

Choice D is incorrect. The main thrust of the passage is that there is very little diversity among European intellectual traditions when it comes to Native Americans. Rousseau is presented as an example of the centuries-old habit of seeing Native Americans as fundamentally different from Europeans or Euro-Americans.

Choice E is incorrect. Rousseau is considered by many to be a great thinker, but he is mentioned here merely to show that misconceptions about native people have been around for a long time.

## Question 12

**Choice B** is correct. In this section of the passage, the author discusses how people all over the world receive their first impressions of Native American culture from a widespread but seriously flawed mythology. “Disillusionment” means disenchantment, or being deprived of a false belief. In the author’s view, “most students must be “disillusioned” of their “childhood fantasies”—that is, the folklore of the American West, of “cowboy and Indian” tales—before learning the truth about Native American history and culture.

Choice A is incorrect. While becoming educated in the truth of Native American history and culture might require a certain “rebelliousness” against, or resistance to, the myth of the American West that most people are exposed to, the author is suggesting here that the process is more one of reluctantly letting go of childhood beliefs than of reacting against them.

Choice C is incorrect. While the process that the author refers to—giving up childhood beliefs—might entail a certain amount of disappointment, it is disillusionment rather than hopelessness that the author is speaking of here.

Choice D is incorrect. In this context, “inertia” means resistance to change. People who were resistant to change or unable to change would never be able to exchange their “childhood fantasies” for the truth about Native American history and culture and thus would be unable to undergo the process that the author sees as necessary.

Choice E is incorrect. “Self-denial” means a sacrifice of one’s own interests. While “most students” need, according to the author, to sacrifice “cherished childhood fantasies” in order to be educated about Native American history and culture, it is not their “selfhood” or their desires that they need to deny, but, rather, only a part of the mythology they have learned in childhood.

## Passage 8

The first painting I ever bought was by Sheila Fell. I went to her studio in Redcliffe Square feeling uncomfortable and even embarrassed, thinking how awful to be an artist, having to put up with prospective buyers coming to gape, whereas writers never need to see anyone read their books. I kept wishing, all the way up the steep flights of stairs, that I could go and look without Sheila being there. **I imagined she must be feeling the same.**

I was wrong. Sheila didn't care who looked at her paintings or what they thought of them or whether she sold them. She was perfectly at ease, seemed to me to enjoy showing her work. There was a confidence about how she propped up canvas after canvas that made me in turn relax. I don't know why I'd been so apprehensive after all, we had Cumberland in common, there was no need for me to explain why I was drawn to her work. What I missed, exiled in London, she missed: the landscape of where we had both been born and brought up.

The painting was of a haystack in a field. The haystack had clearly just been made. it was golden and the field flooded with a red-gold light. the whole atmosphere mellow and rich.

It was a large painting and I realized as soon as it arrived at my home that however much I loved it I had no wall and no room to do it **justice**. I put it on the largest wall we had in the biggest room and still I felt I was insulting it – the power of the picture was too huge to be contained in our ordinary house. And the light was wrong. The painting couldn't glow. as it wanted to it needed a vast, empty room and a great distance in front of it. One day, I hoped, I'd take it back to Cumberland and find a house there where it could settle happily. But when, after thirty years, we found that house, the painting was failed again. The walls were no bigger and neither were the rooms. So I sold the painting and bought another, smaller heila Fell.

**It was a terrible mistake.** The moment The painting had been taken away I realized how stupid I'd been. So it had been overwhelming, too large, too dramatic to contain in either house but I shouldn't have let that matter, I should have found a way to keep it. I grieved for it and wished I could buy it back, marry it again after the **folly** of a divorce. But it was too late. And then, in 1990, I went to the Sheila Fell Exhibition at the Royal Academy and

there, in pride of place, at the end of the longest room, the room it had always needed, was my painting. Its beauty was stunning. People stopped and stared and admired and I wanted to shout that what they were looking at was *mine*. I am not at all possessive by nature but suddenly I felt fiercely possessive. This glorious painting had been part of my life for so very long and I didn't seem to be able to grasp that I had willfully let it go.

I went back to the exhibition day after day and on the last one became almost maudlin at saying my goodbyes. I don't know who owns the painting now it merely said "Private Collection" in the catalog – but I doubt if I'll ever see it again. In a way, that's better than being able to go and look at it hanging in a public gallery I'd only go on torturing myself with wanting it back. I can see every detail of it in my mind's eye anyway. It lives in my head. I can recite it like a poem, and so in a sense I can never lose it.

## Questions

### ***Vocabulary in Context***

1. In line 19, the author assumes that "justice" would be
  - A. recognizing the unique achievements of an artist
  - B. ensuring that a work of art reaches the widest possible audience
  - C. displaying a work of art to its best advantage
  - D. enhancing one's daily life with beautiful art
  - E. providing elegant surroundings for exceptional paintings

### ***Central Point and Main ideas***

2. The passage serves mainly to
  - A. discuss the influence of environment on artistic achievement
  - B. defend the works of a controversial artist explore the emotional
  - C. context of a particular series of events
  - D. argue against placing undue emphasis on the economic value of art
  - E. stimulate interest in an overlooked artistic genre

### ***Patterns of Organizations***

3. The central contrast between the first paragraph and the second paragraph is best described in which terms?
  - A. Idealism *versus* practicality

- B. Expectation *versus* reality
- C. Speculation *versus* investigation
- D. Anticipation *versus* disappointment
- E. Generosity *versus* possessiveness

### ***Fact and Opinion***

4. “It was a terrible mistake”(paragraph 5) because the narrator
- A. had no other souvenirs of Cumberland
  - B. allowed pragmatic concerns to override her fondness for the painting
  - C. did not realize how valuable the painting would become to collectors
  - D. felt that she had betrayed Sheila Fell’s trust
  - E. was unable to appreciate the smaller Sheila Fell painting

### ***Inferences***

5. Line 6 (“I imagined ... the same”) suggests that the narrator
- A. believes that most artists feel as she does in the presence of an audience
  - B. is as excited about Sheila Fell’s work as she is about her own
  - C. is insecure about promoting her books in front of prospective buyers
  - D. regards Sheila Fell’s attitude as eccentric
  - E. enjoys the company of artists and writers
6. The narrator says that for her the painting is “like a poem”(last sentence of the passage) because it
- A. may be shared with others as a source of pleasure
  - B. is essential to the narrator’s sense of identity
  - C. represents the narrator’s longing for beautiful objects
  - D. makes a powerful firm impression upon the narrator
  - E. is preserved vividly within the narrator’s mind
7. In the closing paragraphs, the narrator uses the language of human interaction in describing the painting in order to emphasize the
- A. empathy she feels with its creator
  - B. difficulty she encounters in maintaining it
  - C. pressure she feels to “divorce”
  - D. its extent to which she feels its loss
  - E. quality of her nostalgia for what it depicts



## Answers and Explanations of Passage 8

### Question 1

**Choice C** is correct. The narrator uses the phrase “to do it justice” in the sense of “treat it as it should be treated” and says, in effect, that the dimensions of her house and the light inside the house made it impossible to display the painting adequately. To do the painting justice would have meant displaying it in such a way as to highlight its superior qualities.

Choice A is incorrect. The narrator, in complaining about not being able to do justice to the painting, is not talking about being unable to recognize the unique achievements of the painter. The narrator’s problem lies in being unable to display the painting in a way that would give its qualities their full due.

Choice B is incorrect. The narrator does not use the phrase “to do it justice” in the sense of making it accessible to as many people as possible. In fact, the narrator shows no concern over size of audience. What the narrator is concerned about is being unable to display the painting the way she felt it deserved.

Choice D is incorrect. The way the narrator uses “justice” in line 25 is not concerned with what art can do for people in their daily lives. The underlying idea is that ownership of the sort of exceptional painting that the author is talking about imposes certain obligations on the owner (e.g., the obligation to display the painting in a way that does not diminish its power).

Choice E is incorrect. The narrator’s point is not that exceptional paintings should generally be displayed in elegant surroundings. Instead, the point is that the dimensions and lighting of a display space are important, not that the space must be elegant.

### Question 2

**Choice C** is correct. The passage is focused on the narrator’s emotions as a painting is purchased, then displayed first in one home and then in another, sold, seen again at an exhibition, and finally disappears into the inaccessibility

of a private collection. The narrator is ill at ease on her way to purchase the painting. Then she feels she is short-changing the painting through lack of an adequate display space. She sells the painting and immediately deeply regrets having done so. She has conflicted feelings when encountering the painting again in an exhibition, and finally consoles herself with the thought that the painting will always live on in her mind.

Choice A is incorrect. The passage does suggest that the artist, in creating the painting, drew on a background of having grown up in Cumberland, but this theme is not developed in any way.

Choice B is incorrect. There is no suggestion in the passage that Sheila Fell is, or was, controversial as an artist. There is nothing in the passage that is offered in defense of her or her work.

Choice D is incorrect. The passage acknowledges the fact that paintings are bought and sold. But it does not go into the economic side of art. The focus of the passage is squarely on the narrator's emotions in connection with the painting she bought.

Choice E is incorrect. The narrator's focus is on her own feelings and thoughts in relation to a specific painting. There is a part of the passage that even suggests that she begrudged other people the enjoyment of that painting. There is nothing to suggest that the narrator is looking at that painting as a representative of an artistic genre that she might wish others to become interested in.

### Question 3

**Choice B** is correct. The first paragraph is about the narrator's expectation that her visit to a painter's studio would be awkward and that both painter and visitor would be ill at ease. The second paragraph says that in reality the exact opposite happened: the painter and, in consequence, the visitor, ended up being "perfectly at ease." So the central contrast drawn in the two paragraphs is between expectation and reality.

Choice A is incorrect. The central contrast that the two paragraphs draw is not the contrast between being guided by ideals and dealing with things as one finds them. The two paragraphs contrast what the narrator thinks a certain

situation will be like and what it actually turns out to be like. The central element of “idealism”—the embracing of some standard of perfection—is absent here.

Choice C is incorrect. In particular, the second paragraph does not deal with any “investigation” in the sense of a systematic examination. What the second paragraph describes is a “realization.” But this realization is achieved without the sort of active effort that the term “investigation” suggests.

Choice D is incorrect. The term “anticipation” is not a good choice to describe what the first paragraph is about, because “anticipation” carries the suggestion of a pleasurable expectation, whereas in this text the narrator looks ahead with some anxiety. As for the second paragraph, “disappointment” is simply a misdescription. The opposite of disappointment, something like “happy surprise,” better describes how the author characterizes the situation presented in the second paragraph.

Choice E is incorrect. The first two paragraphs do concern themselves with the purchase of a painting. But in these paragraphs the narrator does not touch on whether either the seller or the buyer acts generously, nor on whether either of them has feelings of “possessiveness,” or ownership.

## Question 4

**Choice B** is correct. The narrator explains that selling the painting had been “a terrible mistake” because it turned out that she missed the painting very much. She “grieved for it” (paragraph 5). She says that she should not have let it matter that the painting had been overwhelming, too large, and too dramatic for the space she had available. She should have held onto the painting because of how much she loved it.

Choice A is incorrect. The passage does not say anything about other souvenirs of Cumberland that the narrator had. It is likely that souvenirs of Cumberland were not very important to the narrator at the time the painting was sold, because at that time she lived in Cumberland again.

Choice C is incorrect. How much the painting is worth is never brought up by the narrator. Her account of why the sale had been a terrible mistake makes it clear that financial considerations had nothing to do with that

decision.

Choice D is incorrect. There is no indication in the passage that Sheila Fell had “entrusted” the painting to the narrator. She simply sold it. In fact, the passage suggests that Sheila Fell cared very little about who bought her paintings. Therefore, the resale of the painting by the narrator could not have been a betrayal of Sheila Fell's trust.

Choice E is incorrect. The fact that the smaller Sheila Fell painting was not a satisfactory substitute for the painting the narrator had sold does not mean that she was unable to appreciate the smaller painting on its own terms. The passage does not speak to this point. The terrible mistake was simply selling the well-loved larger painting in the first place.

## Question 5

**Choice A** is correct. The narrator imagines that Sheila Fell greatly dislikes having her works looked over by prospective buyers while she herself is present. Since at this point in the account the narrator does not know Sheila Fell well, this idea must come from a belief about artists in general.

Choice B is incorrect. Here expresses the belief that Sheila Fell would prefer not being there when the narrator looked at her paintings. The sentence does not say or imply anything about how excited the narrator is at this stage either about Sheila Fell's work or about her own.

Choice C is incorrect. The narrator does suggest, that she would not want to watch people read her books. The narrator also talks about wishing she could look at Sheila's paintings alone and, about Sheila likely having the same wish. But this does not say anything about how secure or insecure she feels in general about promoting her books.

Choice D is incorrect. The sentence here does not suggest that the narrator regards the attitude she imagines Sheila Fell to have as “eccentric.” Rather, at this point it is an attitude that the narrator believes Sheila Fell shares with artists in general.

Choice E is incorrect. The fact that the narrator talks about artists and about Sheila Fell in a speculative vein in the entire first paragraph suggests that she had not spent much time in the company of artists. So there is no

strong suggestion in that paragraph that the narrator enjoyed the company of artists.

## Question 6

**Choice E** is correct. The narrator says that for her the painting is “like a poem” in that she can “recite” the painting from one end to the other, as one might the lines of a poem. In other words, she can call it to mind in its entirety, detail by detail.

**Choice A** is incorrect. At the point at which the narrator compares the painting to a poem, she is concerned with her own ability to hold onto the painting in her mind, not with sharing the pleasure she derives from the painting.

**Choice B** is incorrect. The passage suggests that the painting might be very important to the narrator's sense of identity, but not because the painting is “like a poem.” The point of saying that the painting is “like a poem” is merely to suggest that it is a secure mental possession, just like a poem can be.

**Choice C** is incorrect. The passage does not suggest that poems represent the narrator's longing for beautiful objects, so it does not make sense to say that the painting is “like a poem” in this respect. The narrator's point is that just as she cannot lose poems that she knows by heart, she will also not lose the painting, because she knows it by heart, too.

**Choice D** is incorrect. The narrator's point about poems is not that that they make a powerful first impression but that, with familiarity, they can imprint themselves lastingly on the mind. It is in this respect that the painting strikes her as being “like a poem.”

## Question 7

**Choice D** is correct. The narrator uses words and phrases like “grieved,” “marry,” “divorce,” “fiercely possessive,” and “saying my good-byes.” This sort of language is usually reserved for talking about one's feelings for other human beings, and extending it to talk about one's feelings for an object puts

that object on a special plane. So using this language emphasizes that selling the picture took a heavy emotional toll.

Choice A is incorrect. By the time the narrator starts talking about her reaction to having sold the painting, she stops talking about her relationship with its creator, as though it no longer mattered. None of the language of human interaction has anything to do with the narrator's feelings about Sheila Fell.

Choice B is incorrect. The narrator cannot have any difficulty in maintaining the painting because by this time in the narrative she has already sold it, so its maintenance is no longer her responsibility.

Choice C is incorrect. The narrator uses the word “divorce” to refer to the fact that she sold the painting. Since the divorce, in this sense, has already occurred, she cannot still feel under any pressure to bring it about.

Choice E is incorrect. The closing paragraphs are about the narrator's reaction to having sold the painting, to seeing it again in a Sheila Fell Exhibition, and to the likelihood that she was not going to see it again. Throughout, the focus is firmly and exclusively on the painting. What the painting depicts—a rural scene in Cumberland—is not mentioned in the closing paragraphs.

## Passage 9

Aviation belonged to the new century in part because the engineering that went into flying machines was utterly different from that of the Industrial Revolution. Nineteenth-century engineering revolved around the steam engine. It was about weight and brute power – beautifully machined heavy steel, burnished bronze, polished copper pipes, ornamental cast iron – everything built, with no expense spared, to withstand great pressures and last any number of lifetimes. Airplane construction was the opposite of all that; it was about lightness.

The Wright brothers, who created one of the first airplanes, started out making bicycles, which were all the rage at the turn of the century. They knew about thin-wall steel tubes, wire-spoked wheels, chain drives, and whatever else it took to construct efficient machines that weighed as little as possible. In effect, they were practical engineers at **the cheap end of the market**, but they happened to be fascinated by flight. Says one writer, “Wilbur [Wright] spent his time studying the flight of vultures, eagles, ospreys, and hawks, trying to discover the secret of their ability to maneuver with their wings in unstable air. To those who later asked him how he learned to fly, he loved to reply through his scarcely opened lips: ‘Like a bird.’”

This is the point at which engineering intersects with the imagination, with humanity’s ancient dream of freeing itself from gravity. Until the first fliers got to work, the body was earthbound, but it enclosed a soul that flew – in meditation, in poetry, and, as the seventeenth-century English poet Andrew Marvell showed, sometimes spectacularly in both:

Casting the body’s vest aside  
 My soul into the boughs does glide:  
 There, like a Bird, it sits and sings,  
 Then whets and combs its silver wings,  
 And, till prepared for longer flight,  
 Waves in its plumes the various light.

At the beginning of this century, the new light engineering that allowed people to fly seemed to the uninitiated a kind of poetry. In 1913, a writer

in the *Atlantic Monthly* claimed that “machinery is our new art form” and praised “the engineers whose poetry is too deep to look poetic” and whose gifts “have swung their souls free...like gods.” One of Wright’s most eloquent admirers called him a poet and compared him to one of “those monks of Asia Minor who live perched on the tops of inaccessible mountain peaks. The soul of Wilbur Wright is just as high and faraway.” Wright was, in fact, “deeply middle-class and unheroic,” writes one biographer, but those obsessed with the glamour of flight pretended not to notice.

## Questions

### ***Central Point and Main ideas***

1. The primary purpose of the passage is to
  - A. profile the unique personalities of aviation pioneers
  - B. examine the theme of flight in contemporary poetry
  - C. survey the effects of aviation on twentieth-century lifestyles
  - D. explain important principles of flight in nontechnical language
  - E. discuss how early aviation captured people’s imagination

### ***Fact and Opinion***

2. The quotation in last paragraph (“the engineers ... poetic”) serves to reinforce the point that
  - A. machines can be as inspiring as works of art
  - B. technology and poetry are both misunderstood
  - C. scientific practicality is more important than artistic creativity
  - D. the technical language of engineers has a lyrical quality
  - E. artistic pretensions are not suitable for engineers
3. In the last sentence of the last paragraph, the inclusion of the biographer’s remarks is intended to
  - A. criticize an instance of unimaginative thinking
  - B. demystify the image of an individual
  - C. reiterate a generally accepted view
  - D. reassess the importance of an invention
  - E. perpetuate the legacy of a scientific hero

### ***Inferences***

4. The author refers to “the cheap end of the market” (line 13) to make the



point that

- A. aviation's progress was hindered by people who had little concern for quality
- B. the public could afford to fly because airplanes used inexpensive materials
- C. aviators were the target of unwarranted and petty criticism
- D. the pioneers of aviation had modest technological beginnings
- E. nineteenth-century engineering methods were too extravagant

### **Purpose**

5. In paragraph 1, the description of the steam engine is primarily intended to illustrate
- A. how train engineers provided a model that aviation engineers could follow
  - B. how the Industrial Revolution accelerated society's interest in travel
  - C. a form of engineering that emphasized immense mass and strength
  - D. a twentieth-century preoccupation with style over practicality
  - E. an inefficient mode of transportation whose value was overrated
6. The author quotes Marvell's poetry primarily to illustrate
- A. the contrast between imaginative and practical engineering
  - B. the solution to the mystery of flight
  - C. how the advantages of flight outweigh its dangers
  - D. how those who analyze the mechanics of flight overlook its beauty
  - E. humanity's deep longing to be able to fly

## **Answers and Explanations of Passage 9**

### **Question 1**

**Choice E** is correct. The passage begins by presenting “the new light engineering” of the twentieth century and the early airplanes that were its product, as tapping into “humanity's ancient dream of freeing itself from gravity”. The passage closes with examples of the kind of enthusiastic reaction people had to this unprecedented feat of engineering, which they saw as a kind of poetry. Therefore, the main focus of the passage is how early aviation captured people's imaginations.

Choice A is incorrect. The passage does talk about the Wright brothers: a quote from one writer shows Wilbur's fascination with the flight of birds, and a biographer is quoted as saying that Wilbur Wright was “deeply middle-class and unheroic” (last sentence of this passage). But there is no sustained effort to give an overall picture of the personalities of either of the Wright brothers, or of any other aviation pioneers. The passage focuses much more on the fascination other people had with the Wright brothers than on what the brothers were actually like.

Choice B is incorrect. The passage quotes part of a poem about flight. But this poem is from the seventeenth century, well before the beginning of the twentieth century, when the first airplanes were created. Elsewhere, the author of the passage says that “the new light engineering that allowed people to fly seemed to the uninitiated a kind of poetry” (the first sentence of the last paragraph). But here “poetry” is used metaphorically. Nowhere is there a discussion of any contemporary poetry whose theme is flight.

Choice C is incorrect. The passage does not consider what effects aviation had on people's lifestyles. Rather, its focus is on the intellectual and emotional appeal of early aviation.

Choice D is incorrect. The passage makes no attempt to explain any principles of flight. It talks about the engineering involved in developing early airplanes only in very general terms, describing it as being “about lightness” in contrast with the engineering of the previous century, which was “about weight and brute power”. The focus of the passage is on the idea of flight in people's imaginations rather than on the scientific and practical realities of flight.

## Question 2

*Choice A* is correct. The same writer who is quoted in last paragraph is also quoted immediately before as saying that “machinery is our new art form”. The praise is for “the engineers whose poetry is too deep to look poetic”—that is, engineers are also poets, but they make machines rather than poems—is meant to reinforce this idea.

Choice B is incorrect. Neither the writer quoted in last paragraph nor the

author of the passage says anything to suggest that either poetry or technology is misunderstood. The point is rather that, with “the new light engineering,” technology began to be perceived of as a kind of poetry.

Choice C is incorrect. The quotation in last paragraph makes the point that, thanks to “the new light engineering,” it became possible to see science and art as two sides of the same coin. The quotation is not included to suggest anything about the relative importance of practicality and creativity.

Choice D is incorrect. It is the machines built by engineers, not their technical language, that are said to have a poetic or lyrical quality. The quote could be paraphrased as follows: “engineers are also poets, but they make machines rather than poems.” The poetry of engineers that the quotation mentions is to be found in the airplanes they built, not in the technical language of engineering.

Choice E is incorrect. To say that people have artistic pretensions is to criticize them for regarding themselves as artists when they are not. The writer being quoted, however, considers engineers to be artists and praises them as such.

### Question 3

**Choice B** is correct. Here, one of Wright's biographers is quoted as saying that Wright was “deeply middle-class and unheroic.” That quotation follows a quotation from one of Wright's admirers, who called him a poet and compared his soul to that of a mystic on an inaccessible mountain peak. In that context, the effect of quoting the biographer's remark is to deflate the extravagant picture of Wright as a glamorous, mysterious artist.

Choice A is incorrect. The biographer's remarks amount to a criticism of the thinking of some of Wright's admirers, who were so obsessed with the glamour of flight that they failed to notice how unglamorous a person Wright himself actually was. But the criticism is not that their thinking was unimaginative. Rather, the criticism is that they were being too imaginative, too fanciful, and too willing to blind themselves to the truth of things.

Choice C is incorrect. The passage makes it clear that Wright's contemporaries were very excited by Wright's inventions and regarded him as

something of a hero. Therefore, it seems unlikely that the generally accepted view of Wright was as a “middle-class and unheroic” person.

Choice D is incorrect. The biographer's remarks were included to counter a view of Wright as mysterious and glamorous. They are about Wright the man, not Wright the inventor. The importance of Wright's invention is not questioned anywhere in the passage.

Choice E is incorrect. Pointing out that someone is “middle-class and unheroic” is not calculated to help perpetuate, or keep alive, the legacy of that person as a scientific hero.

## Question 4

**Choice D** is correct. The author describes the Wright brothers as having started out making bicycles and as a result knowing about “thin-wall steel tubes, wire-spoked wheels, chain drives and whatever else it took to construct efficient machines that weighed as little as possible”. Thin-wall steel tubes, wire-spoked wheels, and chain drives are effective but were certainly not particularly sophisticated or advanced technology, even at that time. So by calling the Wright brothers “practical engineers at the cheap end of the market”, the author is emphasizing their modest technological beginnings.

Choice A is incorrect. There is no reference in the passage to people who hindered aviation's progress. The Wright brothers and others who built the early airplanes may have used relatively inexpensive and unsophisticated technology, but there is no indication that they had little concern for quality.

Choice B is incorrect. The passage does suggest that early airplanes were built using relatively inexpensive materials. But nowhere in the passage is there any mention at all of the practical use of the airplane as a means of transportation, or of the cost of flying.

Choice C is incorrect. The only aviators discussed in the passage are the Wright brothers. The passage makes it extremely clear that they were widely admired. There is no mention of their being criticized in any way.

Choice E is incorrect. Nineteenth-century engineering is discussed only to provide a contrast with the approach to engineering that produced the bicycle and, eventually, the airplane. No judgment is either made or implied

about the relative merits of the two approaches.

### Question 5

**Choice C** is correct. The steam engine is presented as the perfect example of the engineering of the nineteenth century. That engineering, according to the author, “was about weight and brute power”.

**Choice A** is incorrect. The passage describes the engineering that went into early airplanes as “utterly different from that of the Industrial Revolution”. The steam engine is introduced as the perfect example of the engineering of the Industrial Revolution, so the engineering that went into the steam engine cannot have served as a model for aviation engineers.

**Choice B** is incorrect. The impact of the Industrial Revolution on travel is never mentioned. The steam engine, a product of the Industrial Revolution, is introduced in the passage only as a contrast to the airplane and the new type of engineering that produced it.

**Choice D** is incorrect. The steam engine is presented as the perfect example of nineteenth-century engineering. It is intended to illustrate the nineteenth-century preoccupation with solidity, brute power, and durability. So the steam engine could not have been intended to illustrate anything about twentieth-century preoccupations.

**Choice E** is incorrect. The value and efficiency of the steam engine in transportation are not considered anywhere in the passage. The steam engine is introduced as the perfect example of a style of engineering that focused on “weight and brute power.” It is described in the passage only to provide a contrast to the engineering that produced the early airplanes.

### Question 6

**Choice E** is correct. Before quoting Marvell’s poem, the author talks about “humanity’s ancient dream of freeing itself from gravity” and says that before the first airplanes “the body was earthbound, but it enclosed a soul that flew”. Marvell’s poem shows this deep longing to fly.

**Choice A** is incorrect. At the beginning of the paragraph containing

Marvell's poem, the author states "This is the point at which engineering intersects with the imagination". The poem is used to show that flight had long captured the imagination of people. The poem also allows the author to imply that flight engineering was the practical result of years of imagination.

Choice B is incorrect. The poem expresses human longing for a solution to the mystery of flight. But since at the time the poem was written, humans were not able to fly, the poem cannot be used to illustrate a solution to the mystery of flight.

Choice C is incorrect. The passage is not concerned with either the advantages or the dangers of flight. Its focus is on how people responded to early aviation. The poem is included to show that people had long wished to fly.

Choice D is incorrect. The poem does show that people had long associated flight with beauty. But the author cannot have intended the poem to say anything about those who analyze the mechanics of flight because there is no mention of any such people in the passage.