

# Chapter 1

## Reading Comprehension

**R**eading comprehension questions on the SAT are grouped by passage, where a single passage has ten or eleven questions on it. The passage appears once, and the questions follow sequentially.

All Reading Comprehension questions are based directly on what's in the passage. You don't need to know anything about the subject outside the passage. If you're familiar with the topic, you may easily comprehend the passage, but be careful not to mix your own knowledge of the topic with what's in the passage.

### The Problems You'll Work On

When working through the questions in this chapter, be prepared to

- » Choose one answer from a multiple-choice selection.
- » Select a sentence from the passage to support a previous answer.
- » Answer questions based on biological and physical science topics, including physics, chemistry, and astronomy.
- » Understand the impact of social science topics, including history, psychology, and business.
- » Get the gist of humanities topics, including art, music, philosophy, drama, and literature.

### What to Watch Out For

Trap answers include the following:

- » Facts that aren't mentioned in the passage
- » Things that are true but don't answer the question
- » Terms that twist the facts around, such as *never* for *always*

# Passage A

Questions 1–10 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Introverts For Dummies*, by Joan Pastor, PhD (Wiley).

Fifty percent of gifted kids are introverts. And three-quarters of “supergifted” kids — children with IQs above 160 — are innies.

You’d think these brilliant kids would flourish in school, but frequently, they don’t. Instead, they may spend hours bored to tears as their teachers go over material they already know. They may also get into trouble for ignoring classroom assignments and pursuing their own interests instead. Worse yet, these children’s remarkable talents often go undeveloped.

That’s why smart parents often seek better options for them. If you think your introverted child is gifted, ask for a professional evaluation by a psychologist. If testing confirms your opinion, ask your school what services it offers for gifted children. Some schools have excellent programs for very bright children, while others fall far short.

If your child’s current school can’t fully meet her needs, explore other options. Some communities have magnet schools specifically designed for gifted children. Your child may also enjoy a math, science, or arts camp during the summer. And museums, nature centers, and recreation centers frequently offer programs that will excite your innie.

Additionally, consider supplementing your child’s education with online courses on her favorite topics. Often, these courses allow students to learn at their own pace, so instead of twiddling her thumbs while she waits for her classmates to catch up, your child can go full steam ahead. The Khan Academy ([www.khanacademy.org](http://www.khanacademy.org)) and other free online educational sites can also be great resources.

If your child is far more advanced than other kids her age, her school may suggest moving her up an extra grade. But be aware that gifted innies who are way ahead of the pack intellectually may still need to be around same-age peers to learn social skills. So if this option comes up, consider your child’s overall social and intellectual development and ask yourself if she’s truly ready to study — and play — with older children.

Another issue to keep in mind is that the higher a child’s IQ is, the greater the chances are that the child will also have a learning disability. If your child is gifted but still struggles in some areas, make sure you explore this possibility.

1. According to the passage, “supergifted” kids most likely do *not*
  - (A) identify as introverts
  - (B) have above-average IQs
  - (C) have advanced social skills
  - (D) have learning disabilities
2. Pastor claims that which of the following is the reason gifted kids struggle in school?
  - I. They are shy as introverts.
  - II. They already know the material.
  - III. They ignore classroom assignments.
  - (A) I and II
  - (B) II and III
  - (C) I and III
  - (D) I, II, and III
3. Pastor uses the phrase “these children’s remarkable talents” (line 10) to make the point that
  - (A) the children are more advanced than their peers
  - (B) the children have a lot to learn
  - (C) the children should learn a trade
  - (D) the children could excel as performers

4. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 4–5 (“You’d think . . . they don’t.”)
  - (B) Lines 17–18 (“Some schools . . . fall far short.”)
  - (C) Lines 36–37 (“her school . . . grade.”)
  - (D) Lines 46–47 (“If your child . . . some areas,”)
5. The main theme that Pastor describes in the passage is that gifted, introverted children
- (A) could excel in the academic setting provided by almost any school
  - (B) should avoid online distractions from true academic discourse
  - (C) could benefit from advancing an extra grade to be with peers at their intellectual level
  - (D) could perform extremely well in the right academic setting
6. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 4–5 (“You’d think . . . they don’t.”)
  - (B) Lines 17–18 (“Some schools . . . fall far short.”)
  - (C) Lines 20–22 (“Some communities . . . children.”)
  - (D) Lines 36–37 (“her school . . . grade.”)
7. As used in line 38, “pack” most nearly means
- (A) a group of dogs
  - (B) a group of kids
  - (C) prepare for a trip
  - (D) worn on one’s back
8. The second paragraph (lines 4–11) is primarily concerned with
- (A) drawing a contrast between intellectual ability and academic performance
  - (B) showing a parallel between suitable surroundings and personal growth
  - (C) illustrating the success of exploring options outside the child’s academic setting
  - (D) suggesting a possible correlation between high IQ and learning disability
9. Pastor suggests that parents of gifted children should
- I. explore options outside the classroom
  - II. explore schools outside the district
  - III. explore resources outside the school
- (A) I and II
  - (B) II and III
  - (C) I and III
  - (D) I, II, and III
10. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 4–5 (“You’d think . . . they don’t.”)
  - (B) Lines 12–13 (“That’s why . . . for them.”)
  - (C) Lines 17–18 (“Some schools . . . fall far short.”)
  - (D) Lines 20–22 (“Some communities . . . children.”)

## Passage B

Questions 11–20 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *U.S. History For Dummies, 3rd Edition*, by Steve Wiegand (Wiley).

America’s front door was wide open, and people poured in. Between 1866 and 1915, 25 million immigrants came to the United States. Most of them came from Italy and Southeastern Europe, but they also came from Scandinavia, Russia, Poland, Germany, Ireland, England, and France. By 1910, 15 percent of the country’s total population was foreign-born. Most of them came to escape hard economic times at home, despotic governments, or both. Many times their expectations were unrealistically high. “America is all puddings and pies!” enthused one young man as he stepped off the ship in New York.

Despite the warning of a popular immigrant guidebook to “forget your past, your customs, and your ideals,” many of the new Americans clung to their own languages, customs, and cuisines, and gravitated to communities populated by others from their country. The presence of so many immigrants in so short a time caused alarm in some “natives,” who feared the newcomers would weaken their chances in the job market and pollute American culture. But it wasn’t until 1921, after World War I had created millions of refugees in Europe, that Congress tightened immigration policies concerning Europeans.

In the meantime, as much as 80 percent of the immigrant wave settled in Northern cities. By the turn of the century, more than a third of Chicago’s populace was foreign-born, and there were more Irish in New York City than there were in Ireland. The immigrants weren’t the only newcomers in town, because there were plenty of American-born country folks moving to urban areas, as well. By 1900, 30 million Americans lived in cities, about

a third of all U.S. residents. The number of cities larger than 100,000 increased from 9 to 50 between 1860 and 1910.

But many parts of the big cities were festering sores. In those areas, fire protection, street cleaning, sewage systems, garbage collection, and water treatment barely existed. The Chicago River was an open sewer. Baltimore’s sewers emptied into the tidal basin and in the summer heat, journalist H. L. Mencken wrote, it “smelled like a billion polecats.”

Housing was often designed to cram the most people into the least space. It wasn’t uncommon for 24 four-room apartments to be built on a 2,500-square-foot lot. Tenement slums took on fitting names, such as “Hell’s Kitchen,” “Bone Alley,” or “Poverty Gap.”

Gradually, things improved in the major urban areas. No one, rich or poor, wanted to live in filth, and after the link between disease and poor sanitation was firmly established, city leaders began to develop adequate sewage and water systems. Public transit systems, based on streetcars or trolleys, were put in place. But none of it happened overnight, and more than a few farmers-turned-city-dwellers must have yearned more than once to be home on the range.

11. What is the purpose of the phrase “America is all puddings and pies!” (lines 11–12)?
- (A) To demonstrate that immigrants looked forward to eating sweets
  - (B) To reflect the hope and excitement felt by the immigrants
  - (C) To show the lifestyle that the immigrants looked forward to
  - (D) To exemplify the dietary habits of New Yorkers

- 12.** Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 8–10 (“Most of them . . . or both.”)
  - (B) Lines 10–11 (“Many times . . . unrealistically high.”)
  - (C) Lines 40–42 (“In those areas . . . existed.”)
  - (D) Lines 58–59 (“Public transit . . . in place.”)
- 13.** What is the purpose of the phrase “there were . . . in Ireland” (lines 30–31)?
- (A) To exemplify the presence of immigrants
  - (B) To show the dwindling population in certain other countries, including Ireland
  - (C) To allude to the disproportionate number of Irish in New York
  - (D) To show the dwindling numbers of other Americans
- 14.** Which choice does the answer to the preceding question exemplify?
- (A) Lines 8–10 (“Most of them . . . or both.”)
  - (B) Lines 19–23 (“The presence . . . culture.”)
  - (C) Lines 28–30 (“By the turn . . . foreign-born,”)
  - (D) Lines 58–59 (“Public transit . . . in place.”)
- 15.** The purpose of the passage is to describe
- (A) the countries most immigrants came from
  - (B) the effects of immigration on cities such as Chicago and New York
  - (C) Baltimore’s billion polecats
  - (D) the flow of immigrants and the evolution of big American cities
- 16.** In this passage, Wiegand makes use of
- (A) literary narrative
  - (B) metaphor
  - (C) emotion
  - (D) persuasion
- 17.** What does Wiegand suggest was the path of many immigrants?
- (A) From danger and poverty to comfort and security
  - (B) From danger and poverty to overcrowding and filth
  - (C) From comfort and security to overcrowding and filth
  - (D) From overcrowding and filth to comfort and security
- 18.** According to the passage, which of the following prompted Congress to tighten immigration policies?
- (A) The millions of refugees following World War I
  - (B) The 25 million immigrants between 1866 and 1915
  - (C) The 80 percent of the immigrant wave that settled in Northern cities
  - (D) The inner-city housing problems
- 19.** What is the purpose of the last paragraph?
- (A) It describes the squalid conditions in the cities.
  - (B) It suggests that circumstances were starting to improve.
  - (C) It showcases the farmers who traveled to the city.
  - (D) It describes a timeline of events.
- 20.** If the numbers stated in the passage are true, which of the following had a 15 percent foreign-born population?
- (A) New York City
  - (B) Chicago
  - (C) Northern cities
  - (D) America

## Passage C

Questions 21–28 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Clinical Anatomy For Dummies*, by David Terfera, PhD, and Shereen Jegtvig, DC, MS (Wiley).

Each spinal nerve is formed from the convergence of *posterior* and *anterior nerve roots*. The cell bodies of the anterior nerve roots are located in the *anterior horns of gray matter* in the spinal cord, and the cell bodies of posterior nerve roots are located as a mass of cell bodies called the *spinal ganglia* (posterior root ganglia) outside of the cord. The anterior nerve roots contain motor fibers, and the posterior nerve roots contain sensory fibers. The spinal nerve roots merge to form spinal nerves (spinal nerves contain both sensory and motor fibers) where they leave the vertebral canal.

Just past the point where the nerve roots merge, each spinal nerve divides into a *posterior ramus* and an *anterior ramus*. The posterior ramus innervates the skin and deep back muscles, and the anterior ramus innervates the rest of the trunk and the extremities. The rami (like the spinal nerves) are mixed (contains both sensory and motor fibers). The *recurrent meningeal branch of the spinal nerves* innervates most of the vertebral column; however, the *zygapophysial joints* are innervated by the *medial branches of the posterior rami*.

The spinal cord tapers into a conical-shaped *conus medullaris* and actually ends around the level of the 2nd lumbar vertebra, so the nerve roots that emerge past that point become quite long because they have to extend down to exit the intervertebral foramina in the remaining lumbar and sacral levels. The collection of those spinal roots resembles a horse's tail, so it's referred to as the *cauda equina*.

The spinal nerve roots may be impinged by arthritic osteophytes or by disc herniations. Pressure on the posterior nerve roots causes pain in the back and in any extremity served by the nerve

roots being affected. Pressure on anterior nerve roots results in motor weakness. A patient with nerve-root impingement of one of the lumbar spinal nerve roots due to a herniated disc may feel pain and tingling in the buttock, hip, and leg. Nerve-root impingement in the neck can cause pain and weakness in the arm and forearm.

(40)

21. According to the passage, the *cauda equina* is so named because it resembles
- (A) a tingling leg
  - (B) a cone
  - (C) a horse's tail
  - (D) a cell body
22. A person experiencing pain in the arm and forearm without an actual cause in that area is most likely suffering from
- I. arthritic osteophytes
  - II. disc herniations
  - III. innervated vertebral column
- (A) I and II
  - (B) II and III
  - (C) I and III
  - (D) I, II, and III
23. The purpose of the passage is to
- (A) describe the placement of the spinal nerves
  - (B) explore the issues that arise from maladies such as herniated discs
  - (C) discuss the naming conventions of certain features
  - (D) illustrate the roles of certain spinal nerves
24. The purpose of the last paragraph is to
- (A) support the theory that motor weakness arises from issues with the spine
  - (B) explore the tapering of the spinal cord into the *cauda equina*
  - (C) explain the causes of pain and tingling in the extremities
  - (D) describe the causes and symptoms of impinged spinal nerve roots

25. According to the passage, each spinal nerve is formed by
- I. posterior nerve roots
  - II. anterior nerve roots
  - III. medial branch roots
- (A) I and II  
(B) II and III  
(C) I and III  
(D) I, II, and III
26. The use of the word “actually” (line 25) suggests that
- (A) most textbooks describe the spinal cord ending at the 1st lumbar vertebra  
(B) there is a common misconception about the placement of the spinal cord  
(C) one would expect the spinal cord to extend through all the vertebrae  
(D) the nerve roots that emerge past the 2nd lumbar vertebra are typically considered part of the spinal cord
27. Past the point where the nerve roots merge, each spinal nerve divides into
- (A) the posterior and anterior nerve roots  
(B) the posterior and anterior rami  
(C) the recurrent meningeal branch  
(D) the medial branches of the posterior rami
28. Sensory motor fibers are contained within
- I. posterior nerve roots
  - II. anterior nerve roots
  - III. the anterior ramus
- (A) I and II  
(B) II and III  
(C) I and III  
(D) I, II, and III
29. In context, the word “mixed” (line 19) means
- (A) diverse  
(B) combined  
(C) assorted  
(D) hybrid
30. How are the rami specifically like the spinal nerves?
- (A) Both are primarily motor fibers.  
(B) Both are spinal nerves.  
(C) Both contain a combination of sensory fibers and motor fibers.  
(D) Both innervate the trunk and extremities.

## Passage D

Questions 31–40 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Global Issues: An Introduction, 5th Edition*, by Kristen A. Hite and John L. Seitz (Wiley-Blackwell).

The population of the world is growing. No one will be startled by that sentence, but what is startling is the rate of growth, and the fact that the present growth of population is unprecedented in human history. The best historical evidence we have today indicates that there were about 5 million people in the world in about 8000 BCE. By 1 CE there were about 200 million, and by 1650 the population had grown to about 500 million. The world reached its first billion people in about 1800. While it took thousands of years for the global population to reach 1 billion, it only took a little over a century for the population to reach the next billion: the second billion came about 1930. The third billion was reached about 1960, the fourth about 1974, and the fifth about 1987. The sixth

Line

(05)

(10)

(15)

came in 1999 and the seventh in 2011. The eighth billion is expected by 2024.<sup>1</sup> These figures indicate how rapidly the population is increasing. Table 1.1 shows how long it took the world to add each billion of its total population. A projection is also given for the next billion.

How can we explain this dramatic increase in population growth? Development gains over the last two centuries have seen major improvements in health conditions for many and the overall lowering of the death rate, dramatically and rapidly reducing rates of early death by disease. With this

great success came a population explosion, the rapid increase of the number of humans on the planet that we are facing today, with significant impacts for the Earth's resources. While population growth rates are starting to stabilize in many places, the total number of people on the planet continues to increase while natural resources continue to decline. This chapter explores the complex situation of the global population in the context of development, and later chapters explore the relationships between population, wealth, food, energy, climate, and the environment.

**Table 1.1** Time taken to add each billion to the world population, 1800–2046 (projection)

Date	Estimated world population (billions)	Years to add 1 billion people
1800	1	2,000,000
1930	2	130
1960	3	30
1974	4	14
1987	5	13
1999	6	12
2011	7	12
2024 (projected)	8	13
2046 (projected)	9	22

Source: Data from UN Department of Economic and Social Affairs, Population Division, World Population Prospects: The 2012 Revision.

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There is another way to look at population growth, one that helps us understand the uniqueness of our situation and its staggering possibilities for harm to life on this planet. Because most people born can have children of their own, the human population can – until certain limits are reached – grow exponentially: 1 to 2; 2 to 4; 4 to 8; 8 to 16; 16 to 32; 32 to 64; 64 to 128; and so on. When something grows exponentially, there is hardly discernible growth in the early stages and then the numbers shoot up. The French have a riddle they use to help teach the nature of exponential growth to children. It goes like this: if you have a pond with one lily in it that doubles its size every day, and which will completely cover the pond in 30 days, on what day will the lily cover half the pond? The answer is the twenty-ninth day. What this riddle tells you is that if you wait until the lily covers half the pond before cutting it back, you will have only one day to do this – the twenty-ninth day – because it will cover the whole pond the next day.

<sup>1</sup> UN Department of Economic and Social Affairs (DESA), Population Division, World Population Prospects: The 2012 Revision, at [http://esa.un.org/unpd/wpp/unpp/panel\\_population.htm](http://esa.un.org/unpd/wpp/unpp/panel_population.htm) (accessed July 2015).

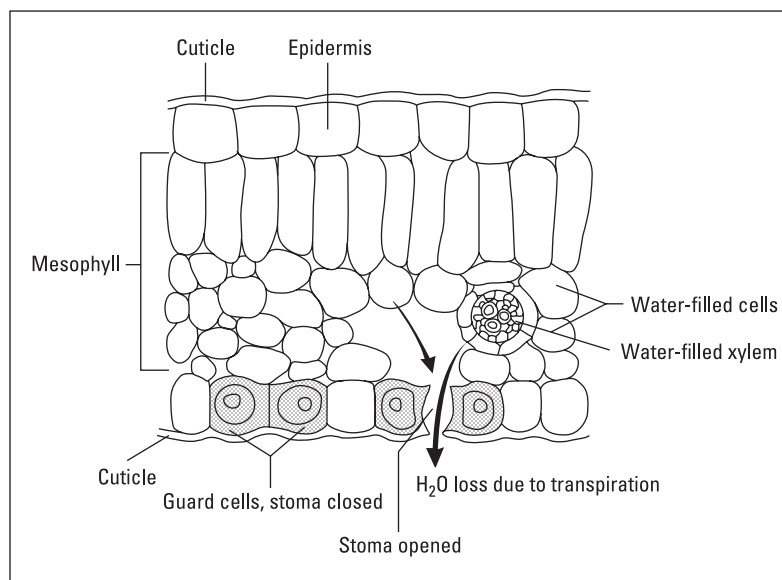
- 31.** According to the passage, what was a direct result of development gains?
- (A) An explosion of world population
  - (B) Major improvements in health conditions
  - (C) Exponential growth of world population
  - (D) The diminishing of natural resources

- 32.** Which of the following was a specific result of the answer to the preceding question?
- (A) Lines 2–3 (“but what is . . . of growth”)
  - (B) Lines 27–28 (“dramatically . . . disease”)
  - (C) Lines 34–36 (“the total number . . . decline”)
  - (D) Lines 58–60 (“if you . . . do this”)
- 33.** According to the passage,
- (A) population growth rates are starting to stabilize in many places
  - (B) population growth rates are out of control in most places
  - (C) population health has significantly deteriorated in many places
  - (D) population resources have increased in many places
- 34.** What is implied by the phrase “until . . . reached” (line 46)?
- (A) Humans will cover the entire earth.
  - (B) Humans will run out of natural resources.
  - (C) Humans will lose the capacity to reproduce.
  - (D) Humans will run out of room.
- 35.** According to Table 1.1, what was the approximate world population in 1945?
- (A) Between 1 billion and 2 billion
  - (B) Between 2 billion and 3 billion
  - (C) Between 3 billion and 4 billion
  - (D) Over 4 billion
- 36.** As the estimated world population increases, the number of years estimated to add 1 billion people
- (A) decreases sharply
  - (B) decreases and then increases slightly
  - (C) increases sharply
  - (D) increases and then decreases slightly
- 37.** What other factor do the authors attribute to the rapid population growth besides exponential growth?
- (A) Enhancements in living conditions
  - (B) Improvements in health conditions
  - (C) Reduction of dangerous animals
  - (D) Mitigation of harmful weather conditions
- 38.** What is the message of the French riddle in the last paragraph?
- (A) By the time we realize population overgrowth is an issue, it will be too late.
  - (B) The human population will cover the earth in the same way that the lily covers the pond.
  - (C) The human population will cover half of the available space before we realize that it is an issue.
  - (D) If continued, the 29th line of Table 1.1 will show that the earth has reached half of its capacity for supporting the population.
- 39.** Which choice supports the answer to the preceding question?
- (A) Lines 2–3 (“but what is . . . of growth”)
  - (B) Lines 23–24 (“How can . . . growth?”)
  - (C) Lines 51–52 (“The French . . . children”)
  - (D) Lines 58–60 (“if you . . . do this”)
- 40.** The French riddle makes use of
- (A) imagery
  - (B) simile
  - (C) folklore
  - (D) analogy

# Passage E

Questions 41–50 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Biology For Dummies, 2nd Edition*, by Rene Fester Kratz, PhD, and Donna Rae Siegfried (Wiley).



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FIGURE 1-1

Line The cuticle is a layer of cells found on the top  
surfaces of a plant's leaves. It lets light pass into  
the leaf but protects the leaf from losing water.  
(05) Many plants have cuticles that contain waxes that  
resist the movement of water into and out of a  
leaf, much like wax on your car keeps water off the  
paint.

(10) Guard cells are found on the bottom of a plant's  
leaves, near a stomate, a tiny opening that you  
can't see with your naked eye. (An individual  
opening is called a stomate, or stoma; several pen-  
ings are called stomates, or stomata.)

(15) Plants need to keep their stomates, shown in the  
figure, open in order to obtain carbon dioxide for  
photosynthesis and release oxygen. However, if the  
stomates are open too long or on a really hot day,  
the plant can lose too much water. To prevent such

water loss from happening, each stoma has two  
guard cells surrounding it.

Guard cells can swell and contract in order to open  
and close the stomates. When the Sun is shining  
and photosynthesis is occurring, guard cells swell  
up with water like full balloons, which stretches  
them outward and opens the stomates. At night,  
(25) when photosynthesis isn't occurring, the guard  
cells release some water and collapse together,  
closing the stomates.

Some plants that live in very hot, dry environ-  
ments save water by opening their stomates at  
night and storing carbon dioxide in their leaves.  
(30) Then, during the day when it's hot and dry, they  
keep their stomates closed to conserve water,  
performing photosynthesis with the carbon dioxide  
they stored during the night.

41. According to the passage, the functioning of stomates is most like the functioning of
- (A) the nuclei of cells
  - (B) the pores of skin
  - (C) hair follicles
  - (D) digestive enzymes
42. A result of the stomates being open too long is that
- (A) the plant can lose too much water
  - (B) the plant can lose too much carbon dioxide
  - (C) the plant can take in extra oxygen
  - (D) the plant can take in too much sunlight
43. The authors of the passage make use of
- (A) parables
  - (B) emotions
  - (C) analogies
  - (D) hyperbole
44. What is the purpose of the phrase “When the Sun . . . occurring” (lines 21–22)?
- (A) To specify the source of light
  - (B) To create a visual outdoor image
  - (C) To create a silly tone
  - (D) To describe a process by starting with the catalyst
45. According to the passage, what is the primary purpose of the guard cells?
- (A) To prevent the plant from losing too much water
  - (B) To protect the plant from intruders
  - (C) To take in carbon dioxide during photosynthesis
  - (D) To reflect certain rays from the Sun that may be harmful
46. Which sentence provides the best evidence for the answer to the preceding question?
- (A) Lines 2–3 (“It lets . . . losing water.”)
  - (B) Lines 4–7 (“Many plants . . . paint.”)
  - (C) Lines 15–17 (“However, if . . . water.”)
  - (D) Lines 17–19 (“To prevent . . . surrounding it.”)
47. A suitable title for this passage would be
- (A) Plant Leaves and CO<sub>2</sub> Processing
  - (B) The Stomates and Guard Cells of the Plant Cuticle
  - (C) Plant Control of Water Loss
  - (D) Desert–Climate Plants
48. Which sentence provides the best example of the answer to the preceding question?
- (A) Lines 4–7 (“Many plants . . . paint.”)
  - (B) Lines 21–24 (“When the Sun . . . stomates.”)
  - (C) Lines 28–30 (“Some plants . . . leaves.”)
  - (D) Lines 31–34 (“Then, during . . . night.”)
49. What is the purpose of the last paragraph?
- (A) To provide an example of a plant’s use of stomates to conserve water
  - (B) To provide an example of plants that perform photosynthesis at an unusual time
  - (C) To provide an example of plants that struggle to survive
  - (D) To provide an example of plants that use less wax on their cuticles
50. According to the information presented in the passage, the xylem is contained within the
- (A) cuticle
  - (B) epidermis
  - (C) mesophyll
  - (D) stomates

## Passage F

Questions 51–60 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *World Literature in Theory*, by David Damrosch, Editor (Wiley–Blackwell).

Line  
05  
10  
15  
20  
25  
30  
35

What are we to make of world literature today? The cultural and political realignments of the past two decades have opened the field of world literature to an unprecedented, even vertiginous variety of authors and countries. At once exhilarating and unsettling, the range and variety of literatures now in view raise serious questions of scale, of translation and comprehension, and of persisting imbalances of economic and cultural power. At the same time, the shifting landscape of world literature offers new opportunities for readers to encounter writers located well beyond the select few western European countries whose works long dominated worldwide attention. Whereas in past eras works usually spread from imperial centers to peripheral regions (from China to Vietnam, from London to Australia and Kenya, from Paris to almost everywhere), an increasingly multipolar literary landscape allows writers from smaller countries to achieve rapid worldwide fame. While still in his fifties, Orhan Pamuk became the second-youngest recipient of the Nobel Prize for Literature and was translated into 56 languages, Vietnamese included; he has many more readers abroad than in his native Turkey. Increasingly complex patterns of travel, emigration, and publication make “national” languages and literatures more and more international in character. The winner of the Nobel Prize in 2000, Gao Xingjian, has long lived in France and has become a French citizen, yet he continues to write in Chinese. Cultural hybridity is also found within the borders of China itself, as in the stories of the Sino-Tibetan writer Tashi Dawa, who has blended elements drawn from Tibetan folklore and international magical realism for his writings in Chinese; in a very real sense, his works were participating in world literature even before they began to be translated and read abroad.

51. In the context in which it appears, “vertiginous” (line 4) most nearly means
- (A) conceivable
  - (B) dizzying
  - (C) enlightening
  - (D) edifying
52. Which of the following statements are given as examples of cross-cultural influence in literature?
- I. Distributing literary works from London to Kenya
  - II. A French citizen writing in Chinese
  - III. Blending magical realism with Tibetan folklore
- (A) I and II
  - (B) II and III
  - (C) I and III
  - (D) I, II, and III
53. According to the passage, how has the potential reach of literature changed?
- (A) It may be translated into over 50 languages.
  - (B) It may allow authors to continue to write in their native languages.
  - (C) It may be discovered by readers from all over the world.
  - (D) It may bring the authors the Nobel Prize recognition that they deserve.
54. Which choice best describes the phenomenon described in the preceding question?
- (A) Lines 1–5 (“The cultural . . . countries.”)
  - (B) Lines 9–14 (“At the same time . . . attention.”)
  - (C) Lines 25–28 (“Increasingly . . . character.”)
  - (D) Lines 31–38 (“Cultural . . . abroad.”)

55. What is the significance of two of the three authors mentioned in the passage having won the Nobel Prize?
- (A) It exemplifies the significance of the new readers that authors may now reach.
  - (B) It exemplifies the cultural diversity embraced by the Nobel Committee.
  - (C) It exemplifies the quality of work that readers may not otherwise access.
  - (D) It exemplifies the opportunities for recognition that these authors may not have otherwise had.
56. According to the passage, Orhan Pamuk is from
- (A) China
  - (B) Vietnam
  - (C) Turkey
  - (D) France
57. What is the purpose of the text “What are we . . . power” (lines 1–9)?
- (A) It describes an evolution that has a result.
  - (B) It describes a problem that needs a solution.
  - (C) It describes a pattern that has emerged.
  - (D) It describes the result of a historical event.
58. Which of the following best summarizes the main idea of the passage?
- (A) Writers from almost anywhere have better opportunities to win the Nobel Prize.
  - (B) Writers from almost anywhere can now achieve global recognition.
  - (C) The cultural and political landscape has been significantly realigned over the past two decades.
  - (D) An author can move to another country and continue to write in his native language.
59. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 1–5 (“The cultural . . . countries.”)
  - (B) Lines 9–14 (“At the same time . . . attention.”)
  - (C) Lines 18–20 (“an increasingly . . . fame”)
  - (D) Lines 31–38 (“Cultural . . . abroad.”)
60. What is the significance of the phrase “in a very real . . . abroad” (lines 36–38)?
- (A) It suggests that Dawa was ahead of his time.
  - (B) It reminds us of the importance of international authors.
  - (C) It implies that Dawa should also have received the Nobel Prize.
  - (D) It indicates that Dawa was well-versed in many languages.

## Passage G

Questions 61–70 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *GRE For Dummies, 8th Edition*, by Ron Woldoff and Joe Kraynak (Wiley).

A key study has shown that the organic matter content of a soil can be altered to a depth of 10 cm or more by intense campfire heat. As much as 90 percent of the original organic matter may be oxidized in the top 1.3 cm of soil. In the surface 10 cm, the loss of organic matter may reach 50 percent if the soil is dry and the temperature exceeds 250 degrees. The loss of organic matter reduces soil fertility and water-holding capacity and renders the soil more susceptible to compaction and erosion. Sandy soils attain higher temperatures and retain

Line

(05)

(10)

(15) heat longer than clay soils under similar fuel, moisture, and weather conditions. From this standpoint, it is desirable to locate campgrounds in an area with loam or clay-loam soil. Sandy soils are less susceptible to compaction damage, however, and are more desirable for campgrounds from this standpoint.

(20) A water-repellent layer can be created in a soil by the heat from the campfire. This condition was noted only in sandy soils where the temperature remained below 350 degrees during the campfire burn. Campfires often produce temperatures above this level. By comparison, forest fires are a shorter-duration event, and soil temperatures produced are more likely to create water repellency-inducing conditions. The greater extent of forest fires makes them a more serious threat than campfires in terms of causing soil-water repellency.

(35) If the soil remained moist for the duration of the campfire, the increased heat capacity of the soil and heat of water vaporization kept the soil temperature below 100 degrees. At this temperature, little loss of organic matter occurred, and no water repellency was created. For areas where the soil remains very moist, campfires probably have little effect on the soil properties.

(40) Studies show that softwood fuels burn faster and produce less heat flow into the soil than do hardwood fuels under the same conditions. Elm and mesquite were the hottest burning and longest lasting fuels tested. In areas where some choice of fuels is available, the use of softwood fuels should be encouraged in an effort to minimize the effect of campfires on soil properties.

(50) By restricting the fire site to the same area, the effects of campfires on the soil in a campground can be lessened, even if permanent concrete fireplaces are not installed. In this manner, any harmful effects are restricted to a minimum area. If campfires are allowed to be located at random by the user, the harmful effects tend to be spread over a larger part of the campground. The placement of a stone fire ring in the chosen location is one way to accomplish the objective.

These data support the decision to install perma-

nent fireplaces in many areas and to restrict the use of campfires elsewhere in the park. This eliminates the harmful effects of campfires on the soil and allows the campground to be located on sandy soil with low compactibility and good drainage.

- 61.** According to the passage, what is the benefit of moisture in the soil?
- (A) It facilitates the extinguishing of the fire.
  - (B) It mitigates fire damage to the soil by increasing the soil's heat capacity.
  - (C) It bolsters ambient fire heat by releasing vapor and steam.
  - (D) It transfers clay soil properties to sandy soil conditions.
- 62.** Which sentence best supports the answer to the preceding question?
- (A) Lines 20–21 (“A water-repellent . . . campfire.”)
  - (B) Lines 35–37 (“At this temperature . . . created.”)
  - (C) Lines 37–39 (“For areas . . . properties.”)
  - (D) Lines 58–60 (“These data . . . the park.”)
- 63.** The main idea of this passage is that
- (A) soil temperature affects soil fertility
  - (B) only certain woods allow for high-quality campfires
  - (C) soils must be able to absorb water to sustain organic matter
  - (D) steps can be taken to minimize soil damage from campfires
- 64.** According to the passage, long-lasting campfires are more likely than short-lived ones to
- (A) create water repellency-inducing conditions
  - (B) maintain soil fertility
  - (C) occur with softwood fuels
  - (D) produce higher soil temperatures

65. The authors would be most likely to agree with which of the following?
- (A) Campfires should be banned as destructive to campground soil.
  - (B) Organic matter decreases soil erosion.
  - (C) Clay-loam soil is preferable to sandy soil for campsites.
  - (D) Campfires will not burn in areas with moist soil.
66. Which sentence best supports the answer to the preceding question?
- (A) Lines 8–11 (“The loss . . . erosion.”)
  - (B) Lines 20–21 (“A water-repellent . . . campfire.”)
  - (C) Lines 35–37 (“At this temperature . . . created.”)
  - (D) Lines 58–60 (“These data . . . the park.”)
67. According to the passage, elm and mesquite are probably
- (A) fast-burning softwoods
  - (B) fast-burning hardwoods
  - (C) slow-burning softwoods
  - (D) slow-burning hardwoods
68. The passage suggests that the best way to reduce soil damage from fire is to
- I. use soft fuel
  - II. vary the location of the fires
  - III. have the fires on moist soils
- (A) I and II
  - (B) II and III
  - (C) I and III
  - (D) I, II, and III
69. What is the purpose of mentioning “permanent concrete fireplaces” (lines 50–51)?
- (A) The authors allude to an ideal solution.
  - (B) The authors caution against a certain decision.
  - (C) The authors describe a dangerous situation.
  - (D) The authors recommend an alternative course of action.

70. What approach does the passage take?
- (A) It warns of a dangerous outcome.
  - (B) It advocates the restriction of a harmful activity.
  - (C) It offers guidance and suggestions.
  - (D) It suggests that an overhaul be effected.

## Passage H

Questions 71–80 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Pride and Prejudice*, by Jane Austen (public domain).

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

“My dear Mr. Bennet,” said his lady to him one day, “have you heard that Netherfield Park is let at last?”

Mr. Bennet replied that he had not.

“But it is,” returned she; “for Mrs. Long has just been here, and she told me all about it.”

Mr. Bennet made no answer.

“Do you not want to know who has taken it?” cried his wife impatiently.

“You want to tell me, and I have no objection to hearing it.”

This was invitation enough.

(25) “Why, my dear, you must know, Mrs. Long says  
that Netherfield is taken by a young man of large  
fortune from the north of England; that he came  
down on Monday in a chaise and four to see the  
place, and was so much delighted with it, that he  
agreed with Mr. Morris immediately; that he is to  
take possession before Michaelmas, and some of  
his servants are to be in the house by the end of  
(30) next week.”

“What is his name?”

“Bingley.”

“Is he married or single?”

(35) “Oh! Single, my dear, to be sure! A single man of  
large fortune; four or five thousand a year. What a  
fine thing for our girls!”

“How so? How can it affect them?”

(40) “My dear Mr. Bennet,” replied his wife, “how  
can you be so tiresome! You must know that I am  
thinking of his marrying one of them.”

“Is that his design in settling here?”

(45) “Design! Nonsense, how can you talk so! But it  
is very likely that he *may* fall in love with one of  
them, and therefore you must visit him as soon as  
he comes.”

(50) “I see no occasion for that. You and the girls may  
go, or you may send them by themselves, which  
perhaps will be still better, for as you are as hand-  
some as any of them, Mr. Bingley may like you the  
best of the party.”

(55) “My dear, you flatter me. I certainly have had my  
share of beauty, but I do not pretend to be any-  
thing extraordinary now. When a woman has five  
grown-up daughters, she ought to give over think-  
ing of her own beauty.”

“In such cases, a woman has not often much  
beauty to think of.”

“But, my dear, you must indeed go and see Mr.  
Bingley when he comes into the neighbourhood.”

“It is more than I engage for, I assure you.” (60)

“But consider your daughters. Only think what an  
establishment it would be for one of them. Sir Wil-  
liam and Lady Lucas are determined to go, merely  
on that account, for in general, you know, they  
visit no newcomers. Indeed you must go, for it will  
(65) be impossible for us to visit him if you do not.”

“You are over-scrupulous, surely. I dare say Mr.  
Bingley will be very glad to see you; and I will send  
a few lines by you to assure him of my hearty con-  
sent to his marrying whichever he chooses of the  
girls; though I must throw in a good word for my  
(70) little Lizzy.”

“I desire you will do no such thing. Lizzy is not  
a bit better than the others; and I am sure she is  
not half so handsome as Jane, nor half so good-  
humoured as Lydia. But you are always giving *her*  
(75) the preference.”

“They have none of them much to recommend  
them,” replied he; “they are all silly and ignorant  
like other girls; but Lizzy has something more of  
(80) quickness than her sisters.”

“Mr. Bennet, how *can* you abuse your own children  
in such a way? You take delight in vexing me. You  
have no compassion for my poor nerves.”

(85) “You mistake me, my dear. I have a high respect  
for your nerves. They are my old friends. I have  
heard you mention them with consideration these  
last twenty years at least.”

“Ah, you do not know what I suffer.”

(90) “But I hope you will get over it, and live to see  
many young men of four thousand a year come  
into the neighbourhood.”

“It will be no use to us, if twenty such should  
come, since you will not visit them.”

(95) “Depend upon it, my dear, that when there are  
twenty, I will visit them all.” Mr. Bennet was so  
odd a mixture of quick parts, sarcastic humour,  
reserve, and caprice, that the experience of three-  
and-twenty years had been insufficient to make  
his wife understand his character. *Her* mind was  
(100)

(105)

less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

- 71.** The primary purpose of the passage is to
- (A) introduce Mr. and Mrs. Bennet and the dynamic that they share
  - (B) suggest that the Bennet daughters meet Mr. Bingley
  - (C) make the case that Mr. Bingley must be in need of a wife
  - (D) make the case that Mr. Bennet visit Mr. Bingley
- 72.** What is Mrs. Bennet’s primary purpose?
- (A) To bring friendliness and welcoming throughout the neighborhood
  - (B) To help her daughters overcome any shortcomings
  - (C) To see her daughters married to wealthy men
  - (D) To convince her husband that their daughters are ready for marriage
- 73.** Which statement best supports the answer to the preceding question?
- (A) Lines 6–9 (“this truth . . . daughters.”)
  - (B) Lines 42–44 (“But it is . . . one of them,”)
  - (C) Lines 90–92 (“But I hope . . . neighbourhood.”)
  - (D) Lines 104–105 (“The business . . . married;”)
- 74.** What is the purpose of the opening statement “It is . . . a wife” (lines 1–3) in the first two paragraphs?
- (A) To serve as a reminder of an undeniable truth
  - (B) To describe an inescapable fate
  - (C) To introduce a conviction and irony
  - (D) To explain insatiable needs
- 75.** Based on the passage, what is Mrs. Bennet most likely to engage in the most?
- (A) Charity
  - (B) Housework
  - (C) Nurturing and caring
  - (D) Gossip
- 76.** Which statement best supports the answer to the preceding question?
- (A) Lines 22–24 (“Why, my dear . . . England;”)
  - (B) Lines 42–44 (“But it is . . . one of them,”)
  - (C) Lines 90–92 (“But I hope . . . neighbourhood.”)
  - (D) Lines 105–106 (“its solace . . . news.”)
- 77.** How many daughters do the Bennets have?
- (A) Two
  - (B) Three
  - (C) Four
  - (D) Five
- 78.** What does Mr. Bennet mean when he says, “Depend . . . them all” (lines 95–96)?
- (A) He will visit the new neighbors only when there are more of them to visit.
  - (B) He is committing to a course of action for a scenario which will not likely happen.
  - (C) He is using gentle humor to assuage his wife’s concerns.
  - (D) He wants his daughters to have a good selection of men to choose from.
- 79.** In line 41, “design” most nearly means
- (A) purpose
  - (B) layout
  - (C) schematic
  - (D) blueprint
- 80.** In line 69, “a few lines” most nearly means
- (A) drawings
  - (B) poetry
  - (C) message
  - (D) boundaries

# Passage I

Questions 81–90 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Anna Karenina*, by Leo Tolstoy (public domain).

Happy families are all alike; every unhappy family is unhappy in its own way.

Everything was in confusion in the Oblonskys' house. The wife had discovered that the husband was carrying on an intrigue with a French girl, who had been a governess in their family, and she had announced to her husband that she could not go on living in the same house with him. This position of affairs had now lasted three days, and not only the husband and wife themselves, but all the members of their family and household, were painfully conscious of it. Every person in the house felt that there was no sense in their living together, and that the stray people brought together by chance in any inn had more in common with one another than they, the members of the family and household of the Oblonskys. The wife did not leave her own room, the husband had not been at home for three days. The children ran wild all over the house; the English governess quarreled with the housekeeper, and wrote to a friend asking her to look out for a new situation for her; the man-cook had walked off the day before just at dinner time; the kitchen-maid, and the coachman had given warning.

Three days after the quarrel, Prince Stepan Arkadyevitch Oblonsky—Stiva, as he was called in the fashionable world—woke up at his usual hour, that is, at eight o'clock in the morning, not in his wife's bedroom, but on the leather-covered sofa in his study. He turned over his stout, well-cared-for person on the springy sofa, as though he would sink into a long sleep again; he vigorously embraced the pillow on the other side and buried his face in it; but all at once he jumped up, sat up on the sofa, and opened his eyes.

“Yes, yes, how was it now?” he thought, going over his dream. “Now, how was it? To be sure! Alabin was giving a dinner at Darmstadt; no, not Darmstadt, but something American. Yes, but then, Darmstadt was in America. Yes, Alabin was giving a dinner on glass tables, and the tables sang, *Il mio tesoro*—not *Il mio tesoro* though, but something better, and there were some sort of little decanters on the table, and they were women, too,” he remembered.

Stepan Arkadyevitch's eyes twinkled gaily, and he pondered with a smile. “Yes, it was nice, very nice. There was a great deal more that was delightful, only there's no putting it into words, or even expressing it in one's thoughts awake.” And noticing a gleam of light peeping in beside one of the serge curtains, he cheerfully dropped his feet over the edge of the sofa, and felt about with them for his slippers, a present on his last birthday, worked for him by his wife on gold-colored morocco. And, as he had done every day for the last nine years, he stretched out his hand, without getting up, towards the place where his dressing-gown always hung in his bedroom. And thereupon he suddenly remembered that he was not sleeping in his wife's room, but in his study, and why: the smile vanished from his face, he knitted his brows.

“Ah, ah, ah! Oo! . . .” he muttered, recalling everything that had happened. And again every detail of his quarrel with his wife was present to his imagination, all the hopelessness of his position, and worst of all, his own fault.

“Yes, she won't forgive me, and she can't forgive me. And the most awful thing about it is that it's all my fault—all my fault, though I'm not to blame. That's the point of the whole situation,” he reflected. “Oh, oh, oh!” he kept repeating in despair, as he remembered the acutely painful sensations caused him by this quarrel.

**81.** What is meant by the words “but all . . . conscious of it” (lines 10–12)?

- (A) Stepan did not want the family to know.
- (B) The family members were disappointed.
- (C) The family members were in pain.
- (D) Stepan was in pain.

- 82.** The author probably thinks happy families are
- (A) interesting
  - (B) boring
  - (C) worth writing about
  - (D) commonplace
- 83.** The family is probably
- (A) wealthy and happy
  - (B) wealthy but not happy
  - (C) not wealthy but happy
  - (D) neither wealthy nor happy
- 84.** Which phrase best supports the answer to the happiness part of the preceding question?
- (A) Lines 1–2 (“Happy . . . own way.”)
  - (B) Lines 14–16 (“the stray . . . the family”)
  - (C) Lines 50–53 (“And noticing . . . the sofa,”)
  - (D) Lines 70–71 (“all my . . . blame.”)
- 85.** Stepan probably most regrets
- (A) his indiscretions
  - (B) the family finding out
  - (C) his pain from being caught
  - (D) hurting his wife
- 86.** The primary purpose of the passage is to
- (A) introduce Stepan as a vulnerable, misunderstood figure
  - (B) introduce Stepan as a victim of uncontrollable circumstances
  - (C) introduce Stepan as an uncaring, destructive force
  - (D) introduce Stepan as a controlling, authoritative figure
- 87.** The purpose of the last paragraph is to show that
- (A) Stepan hopes to reconcile with his wife
  - (B) Stepan was driven to have the affair
  - (C) Stepan can’t handle a quarrel
  - (D) Stepan can’t take responsibility for his actions
- 88.** Which phrase best supports the answer to the preceding question?
- (A) Lines 46–47 (“Stepan . . . a smile.”)
  - (B) Lines 59–62 (“And thereupon . . . brows.”)
  - (C) Lines 66–67 (“all the hopelessness . . . fault.”)
  - (D) Lines 70–71 (“though . . . situation,”)
- 89.** What is the purpose of the phrase “he stretched . . . his bedroom” (lines 57–59)?
- (A) It shows how significantly the housing staff’s discomfort affects Stepan.
  - (B) It shows how little of an effect the separation has had on Stepan.
  - (C) It shows that Stepan did not really know where he was.
  - (D) It shows that the bathrobe should have been in its place near the couch.
- 90.** Stepan seems most concerned about
- (A) his wife
  - (B) himself
  - (C) his marriage
  - (D) his household

## Passage J

Questions 91–100 are based on the following information. Read the passage and answer each question based on information stated or implied in the passages.

Passage 1 is an excerpt from *Networks of Outrage and Hope: Social Movements in the Internet Age*, by Manuel Castells (Wiley-Blackwell). Passage 2 is an excerpt from *Tap, Click, Read: Growing Readers in a World of Screens*, by Lisa Guernsey and Michael H. Levine (Wiley-Blackwell).

### Passage 1

Line  
Given the role of the Internet in spreading and  
coordinating the revolt, it is significant to point  
out that Tunisia has one of the highest rates of  
Internet and mobile phone penetration in the Arab  
world. In November 2010, 67 percent of the urban  
population had access to a mobile phone, and 37  
percent were connected to the Internet. In early  
2011, 20 percent of Internet users were on Face-  
book, a percentage that is two times higher than  
in Morocco, three times higher than in Egypt, five  
times higher than in Algeria or Libya, and twenty  
times higher than in Yemen. Furthermore, the  
proportion of Internet users among the urban  
population and particularly among the urban youth  
was much higher. Since there is a direct connection  
between young age, higher education and the use  
of the Internet, the unemployed college gradu-  
ates who were the key actors in the revolution  
were also frequent Internet users, and some were  
sophisticated users who utilized the communica-  
tive potential of the Internet to build and expand  
their movement. The communicative autonomy  
provided by the Internet made possible the viral  
diffusion of videos, messages and songs that  
incited rage and gave hope. For instance, the song  
“Rais Lebled” by a famous rapper from Sfax, El  
General, denouncing the dictatorship became a hit  
on the social networks. Of course, El General was  
arrested, but this incensed the protesters even fur-  
ther and strengthened their determination in the  
struggle for “complete transition,” as they put it.  
Thus, it seems that in Tunisia we find a significant  
convergence of three distinctive features:

1. The existence of an active group of unem-  
ployed college graduates, who led the  
revolt, bypassing any formal, traditional  
leadership; (35)
2. The presence of a strong cyberactivism cul-  
ture that had engaged in the open critique  
of the regime for over one decade; (40)
3. A relatively high rate of diffusion of Inter-  
net use, including household connections,  
schools and cybercafés.

### Passage 2

To cite the old Chinese proverb, “We live in  
interesting times.” One indicator: just pause from  
reading this book for a moment and reflect on the  
recently invented digital devices you have close  
at hand. Open up your smartphone or tablet and  
observe a cornucopia of entertainment and life-  
style apps—games, photography, music, cook-  
ing, sports—as well as social ones that link you to  
friends, family, and colleagues across the globe,  
not to mention apps for messaging anyone, any-  
time. Most of us have instant access to the world’s  
information via powerful, personalized search  
engines that fit in our pockets. Later in the book  
we talk to experts who now wonder about the  
burdens of being always connected. But how often  
have you wondered, How on Earth did we live  
without our devices? (60)

Hard as it is to believe, a little over five years  
ago, there was no such thing as an iPad or touch-  
screen tablet computer. Similarly, smartphones  
as we know them, with interactive touchscreens,  
advanced operating systems, and anytime, any-  
where access to the Internet, did not exist until  
the first iPhone was introduced in January 2007. In  
the relatively few years since their release, mobile  
technologies have become ubiquitous and certainly  
changed most Americans’ lives. Today, nearly  
60 percent of American adults own a smartphone.  
More than 50 percent have a hand-held device  
such as a tablet computer or dedicated e-reader  
like a Kindle. And the choices of content are simply  
dizzying. For example, as of this writing there are  
some 1.3 million apps available in the iPhone store  
alone; there were less than a hundred thousand in  
late 2009. Yet for those who may want to put the

(80) genie back in the bottle: there's no app for that.  
There's no going back to a less connected age.

- 91.** Taken together, the passages would suggest that
- (A) more revolutions are likely to come from the young and increasingly online population
  - (B) as more people become connected, they are likely to make more rational decisions
  - (C) at some point, the percentage of connected people is likely to go down
  - (D) as the world becomes more and more connected, arrests for dissenting artists and musicians are likely to increase
- 92.** Which phrase best supports the answer to the preceding question?
- (A) Lines 2–5 (“it is significant . . . Arab world.”)
  - (B) Lines 22–25 (“The communicative . . . gave hope.”)
  - (C) Lines 48–52 (“Open up . . . across the globe.”)
  - (D) Lines 78–79 (“Yet for those . . . app for that.”)
- 93.** What is the author’s purpose in mentioning “the old Chinese proverb, ‘We live in interesting times’” (lines 44–45)?
- (A) To place attention on how interesting the modern devices can be
  - (B) To show the foresight held by the ancient Chinese
  - (C) To remind the reader that things have always been changing
  - (D) To reflect on how things today are so different
- 94.** As used in line 18, “actors” most nearly means
- (A) beneficiaries
  - (B) supporters
  - (C) instigators
  - (D) portrayers
- 95.** Unlike Passage 1, Passage 2 makes use of
- (A) analogy
  - (B) imagery
  - (C) pedagogy
  - (D) theology
- 96.** The primary message of Passage 2 is that
- (A) we continue increasing reliance on our mobile devices, and there is no going back
  - (B) our times continue to become more interesting, and there is no going back
  - (C) the number of apps continues to increase, and there is no going back
  - (D) mobile device usage continues to increase, and there is no going back
- 97.** Which statement best reflects the answer to the preceding question?
- (A) Lines 44–45 (“We live . . . times.”)
  - (B) Lines 59–60 (“How on . . . devices?”)
  - (C) Lines 74–75 (“And the . . . dizzying.”)
  - (D) Lines 78–79 (“Yet for those . . . app for that.”)
- 98.** What was the main significance of Tunisia in the Arab Spring?
- (A) Sfax was a hotspot of dissent and unrest.
  - (B) The rapper El Général made use of social networks to denounce the dictatorship.
  - (C) The revolt occurred sooner because its citizens were more connected than in other Arab countries.
  - (D) Its citizens were looking for “complete transition.”
- 99.** As used in line 49, “cornucopia” most nearly means
- (A) a horn filled with good food
  - (B) a Thanksgiving icon
  - (C) a plethora
  - (D) a mythical source of nutrition

100. Which best describes the overall relationship between Passage 2 and Passage 1?
- (A) Passage 2 describes an overall trend, while Passage 1 describes a specific aspect of it.
  - (B) Passage 2 describes a platform of change, while Passage 1 describes events likely to occur.
  - (C) Passage 2 explains a phenomenon, while Passage 1 describes a mitigating factor.
  - (D) Passage 2 begins a story, while Passage 1 ends it.

## Passage K

Questions 101–110 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

Passage 1 is an excerpt from *The Wiley-Blackwell Companion to Sociology*, edited by George Ritzer (Wiley-Blackwell). Passage 2 is an excerpt from *The Posthuman*, by Rosi Braidotti (Wiley-Blackwell).

### Passage 1

Line  
 (05) Ritzer (2009) has recently argued that the focus on either production or consumption has always been misplaced and that all acts always involve both. That is, all acts of production and consumption are fundamentally acts of prosumption. The assembly-line worker is always consuming all sorts of things (parts, energy, tools) in the process of production, and conversely the consumer in, for example, a fast food restaurant is always producing (garnishes for a sandwich, soft drinks from the self-serve dispenser, the disposal of debris derived from the meal). This suggests a dramatic reorientation of theorizing about the economy away from production or consumption and in the direction of prosumption.  
 (15)

Prosumption is not only a historical reality, but it is becoming increasingly ubiquitous with the emergence on the internet of Web 2.0. Web 1.0 (e.g., AOL) typically involved sites that were

created and managed by producers and used more or less passively by separable consumers. The latter not only did not produce the websites, but usually could not alter their content in any meaningful way. In contrast, Web 2.0 is defined by sites (e.g., Facebook, blogs) the contents of which are produced, wholly (blogs) or in part (Facebook), by the user. While everything about some 2.0 sites (a blog, for example) is likely produced by those who also consume them, on others (the Facebook page) the basic structure of the site is created by the producer, while all of the content comes from the consumer(s). Even though something of the distinction between producer and consumer remains in the latter case, it is clear that Web 2.0 is the paradigmatic domain of the prosumer. As the internet continues to evolve, we can expect to see more and more user-generated content and therefore an even greater role for the prosumer. (20) (25) (30) (35)

Of course, this shift to prosumption does not mean that sociological theorists should ignore production (the production end of the prosumption continuum) or consumption (the consumption end of that continuum). On the production side, there is certainly no end of issues to concern the theorist. Among others, there is David Harvey's (2005) interest in, and critique of, neoliberalism, as well as Hardt and Negri's (2000) interest in the transformation of the capitalist and proletariat into Empire and Multitude in the global age. (40) (45)

### Passage 2

What the neo-liberal market forces are after, and what they financially invest in, is the informational power of living matter itself. The capitalization of living matter produces a new political economy, which Melinda Cooper (2008) calls 'Life as surplus'. It introduces discursive and material political techniques of population control of a very different order from the administration of demographics, which preoccupied Foucault's work on bio-political governmentality. The warnings are now global. Today, we are undertaking 'risk analyses' not only of entire social and national systems, but also of whole sections of the population in the world risk society (Beck, 1999). Data banks of bio-genetic, neural and mediatic information about individuals are the true capital today, as the (50) (55) (60) (65)

(70)

success of Facebook demonstrates at a more banal level. ‘Data-mining’ includes profiling practices that identify different types or characteristics and highlights them as special strategic targets for capital investments. This kind of predictive analytics of the human amounts to ‘Life-mining’, with visibility, predictability and exportability as the key criteria.

- 101.** What does Ritzer argue is the difference between production and consumption?
- (A) Production is creating, and consuming is using.
  - (B) Production is recent, and consumption is historical.
  - (C) Production is permanent, and consumption is temporary.
  - (D) They are opposite sides of the same spectrum.
- 102.** Which sentence best reflects the answer to the preceding question?
- (A) Lines 1–4 (“Ritzer (2009) . . . both.”)
  - (B) Lines 16–18 (“Prosumption . . . Web 2.0.”)
  - (C) Lines 39–43 (“Of course . . . continuum.”)
  - (D) Lines 45–49 (“Among others . . . global age.”)
- 103.** Unlike Web 1.0, Web 2.0 is specifically
- (A) newer and therefore better
  - (B) fueled by content produced by the user
  - (C) an asset to the neo-liberal market forces
  - (D) a reflection of the distinction between the producer and the consumer
- 104.** What would the author of Passage 2 attribute to a phenomenon described in Passage 1?
- (A) The presumptive shift to Web 2.0 paves the way for life-mining.
  - (B) The continuum of production and consumption set the stage for bio-political governmentality.
  - (C) The assembly-line worker who produces and consumes represents a whole section of the population in the world risk society.
  - (D) The sociological theorist who ignores production or consumption cannot fathom life as surplus.
- 105.** Which sentence best reflects the answer to the preceding question?
- (A) Lines 4–5 (“That is . . . presumption.”)
  - (B) Lines 5–12 (“The assembly-line . . . meal.”)
  - (C) Lines 39–43 (“Of course . . . continuum.”)
  - (D) Lines 63–67 (“Data banks . . . level.”)
- 106.** The emergence of Web 2.0 is an example of
- (A) production
  - (B) consumption
  - (C) prosumption
  - (D) neo-liberalism
- 107.** As used in line 71, “Life-mining” most nearly means
- (A) an extent of data-mining
  - (B) the use of Facebook
  - (C) Cooper’s “Life as surplus”
  - (D) Foucault’s bio-political governmentality

- 108.** What is the primary purpose of Passage 1?
- (A) To explain the success of Web 2.0 sites such as Facebook
  - (B) To describe the shift to prosumption and the accompanying emergence of Web 2.0
  - (C) To portray the perspective of sociological theorists, such as Harvey, on neoliberalism
  - (D) To depict the observation of sociological theorists, such as Hardt and Negri, on the transformation of the capitalist and proletariat into Empire and Multitude
- 109.** What is the primary purpose of Passage 2?
- (A) To describe a marketing phenomenon
  - (B) To offer a global warning
  - (C) To explain profiling practices
  - (D) To show predictability
- 110.** Which sentence best reflects the answer to the preceding question?
- (A) Lines 50–52 (“What the . . . itself.”)
  - (B) Lines 55–59 (“It introduces . . . governmentality.”)
  - (C) Lines 63–67 (“Data banks . . . level.”)
  - (D) Lines 70–73 (“This kind . . . criteria.”)

## Passage L

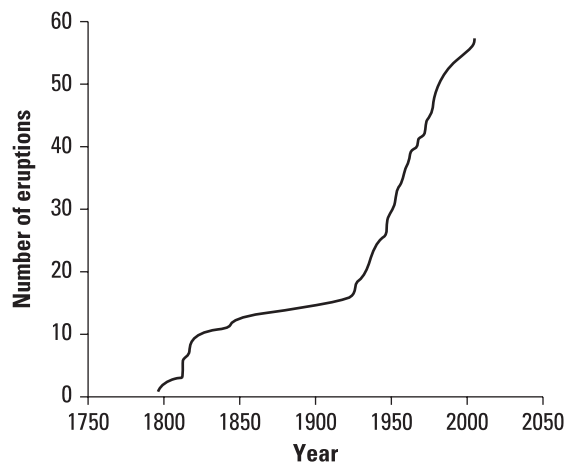
Questions 111–120 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *The Galápagos: A Natural Laboratory for the Earth Sciences*, edited by Karen S. Harpp, Eric Mittelstaedt, Noémi d’Ozouville, and David W. Graham (*The American Geophysical Union and Wiley-Blackwell*).

### *Evidence from Volcanic History and Geomorphology*

The Galápagos Islands are a hotspot-related chain that lies adjacent to the Galápagos Spreading Center (GSC). The islands lie on the Nazca plate, which moves almost directly east at about 51 km/my (no-net rotation reference frame) [Argus *et al.*, 2010]. Consequently, the youngest volcanoes lie in the western part of the archipelago, and the seven shield volcanoes of Isabela and Fernandina are the focus of this paper.

Sixty-two eruptions have been observed and recorded in the western Galápagos, the first in 1797 [Simkin and Siebert, 1994]. The actual number of eruptions is likely to be nearly twice this number, however, as twenty-six eruptions have been witnessed since 1950 (when the islands were permanently inhabited), suggesting that prior eruptions were likely underreported (Figure 5.2). There is a pattern to the activity: Fernandina, Wolf, Cerro Azul, and Sierra Negra have each had more than ten recorded eruptions, whereas Alcedo, Darwin, and Ecuador have had only one or no observed eruptions. Alcedo and Darwin have both been carried away from the core of the Galápagos hotspot, and thus may be in a dying phase of evolution. In contrast, Ecuador is at the leading edge, lying west of Volcan Wolf, but it has undergone a sector collapse, which may have affected its recent eruption rate [Geist *et al.*, 2002].



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**FIGURE 5-2:** Cumulative number of eruptions reported from the western Galápagos. Human inhabitation and visitation increased dramatically in the mid-20th century. The eruption rate since 1950 has been approximately one eruption every two years.

(30) The western Galápagos shields have characteristic morphologies, which in part reflect their shallow magmatic plumbing systems. In addition to their large and deep calderas, they have unusually steep upper slopes and circumferential eruptive fissures on their upper parts, and radial fissures on their lower flanks [McBirney and Williams, 1969; Nordlie, 1973; Mougins-Mark et al., 1996; Chadwick and Howard, 1991]. The distribution of vents is believed to result from a combination of stresses imparted by a shallow magma chamber, surface loading, and the steep slopes and caldera walls [Chadwick and Dieterich, 1995; Reynolds et al., 1995; Chadwick et al., 2011]. The steep summit carapace forms because low volume, stubby lava flows erupt from the circumferential fissures, and more voluminous lava flows erupt from the lower radial vents [Simkin, 1972; Naumann and Geist, 2000]. Both circumferential and radial eruptive vents have fed historical eruptions in about equal numbers, and mechanical modeling suggests that they may alternate in time on a given volcano in a stress feedback relationship. Circumferential dikes are fed from the upper margins of flat-topped subcaldera sill-like magma reservoirs [Chadwick and Dieterich, 1995; Yun et al., 2006; Chadwick et al., 2011]. Because radial dikes feed lower-elevation and submarine eruptions, they likely originate from a deeper part of the system.

The submarine flanks of the volcanoes differ substantially from their subaerial parts: focused rift zones characterize the submarine parts of Fernandina, Cerro Azul, Ecuador, and Wolf volcanoes [Geist et al., 2006b; 2008a], whereas the subaerial volcanoes only have diffuse concentrations of radial vents in certain sectors [Chadwick and Howard, 1991]. The greater degree of focusing of the vents on the submarine slopes is attributed to a positive feedback between topography stubby lavas, and dike emplacement [Geist et al., 2006b].

The Galápagos calderas are up to hundreds of meters deep, but evidence suggests they do not form by singular collapse events tied to individual voluminous eruptions. Instead, the calderas appear to form incrementally by repeated small co-eruption collapse events, sometimes in response to remarkably small eruptions. Wolf, Cerro Azul, Alcedo, and Fernandina each have undergone several cycles of partial refilling, followed by renewed

collapse off-center from the previous collapses, exposing caldera-filling lavas in the new caldera wall [Simkin and Howard, 1970; Chadwick et al., 1991; Rowland and Munro, 1992; Munro et al., 1996; Geist et al., 2005; Naumann and Geist, 2000; Geist et al., 1994; Allan and Simkin, 2000; Howard, 2010]. Sierra Negra, Alcedo, and Darwin volcanoes are currently in a phase of caldera filling [Geist et al., 1994; Reynolds and Geist, 1995; Naumann and Geist, 2000]. No overt change in the magmas' compositions can be tied to caldera filling versus caldera subsidence, so foundering versus filling is probably not simply tied to magma supply rate.

One of the largest caldera collapses in historical times took place at Fernandina in 1968, when the caldera collapsed 350 m over a period of twelve days, accounting for a volume of 1.5 km<sup>3</sup> [Simkin and Howard, 1970; Filson et al., 1973; Howard, 2010]; the volume of erupted material accompanying this event was less than 1% of the volume of the caldera collapse. Either a major submarine eruption went undetected (at the same time as the small subaerial eruption), a large intrusion moved a significant volume of magma from the sub-caldera magma reservoir into the volcano flanks (but did not erupt), or the caldera collapse was driven by loading of the crust with dense, intrusive rocks [Walker, 1988].

**111.** According to the passage, where and when did one of the largest caldera collapses in historical times take place?

- (A) Cerro Azul, 2006
- (B) Isabela, 1950
- (C) Fernandina, 1968
- (D) Ecuador, 1991

**112.** What percent of the volume of that large caldera collapse was the volume of erupted material accompanying this event?

- (A) Less than 1%
- (B) More than 1%
- (C) Less than 75%
- (D) More than 75%

- 113.** Which of the following is *not* a likely cause of the low percentage of erupted material in the collapse referenced in the preceding question?
- (A) A major submarine eruption went undetected.
  - (B) A subaerial eruption occurred.
  - (C) A large intrusion moved a significant volume of magma from the sub-caldera magma reservoir.
  - (D) The crust was loaded with dense, intrusive rocks.
- 114.** According to Figure 5.2, the number of volcanic eruptions in 2050 will probably be
- (A) close to 80
  - (B) close to 60
  - (C) close to 40
  - (D) close to 20
- 115.** What is a drawback of the data collected in Figure 5.2?
- (A) Certain islands may not have been included each year.
  - (B) Earthquakes may have been counted as eruptions.
  - (C) The definition of an eruption has changed.
  - (D) Past eruptions may not have been reported.
- 116.** Which phrase provides the best support for the answer to the preceding question?
- (A) Lines 16–17 (“prior . . . underreported.”)
  - (B) Lines 29–30 (“The western . . . morphologies,”)
  - (C) Lines 57–58 (“The submarine . . . parts:”)
  - (D) Lines 74–76 (“Wolf, Cerro Azul . . . refilling,”)
- 117.** According to the passage, what is likely the primary cause of the Galápagos calderas?
- (A) Singular collapse events
  - (B) Repeated small co-eruption events
  - (C) Individual voluminous eruptions
  - (D) The magma supply rate
- 118.** The first eruption was observed and recorded in the Galápagos in
- (A) 1797
  - (B) 1831
  - (C) 1950
  - (D) 1968
- 119.** As used in line 31, “plumbing systems” most nearly means
- (A) the sewer and waste channels
  - (B) the underground channels of seawater
  - (C) the channels in which magma flows
  - (D) the channels of freshwater irrigation
- 120.** Which of the following is *not* believed to contribute to the stresses that formed the distribution of vents of the western Galápagos shields?
- (A) A shallow magma chamber
  - (B) The circumferential eruptive and radial fissures
  - (C) The surface loading
  - (D) The steep slopes and caldera walls