

## **PASSAGE 1**

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

### **Mapping the Passage:**

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

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

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

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

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

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

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

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

### **(C): the Correct Answer**

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

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

2) An Inference question, this one requires students to find that one option which can logically follow from the information in the passage without making any extreme assumptions. Only (C) has support in the passage. The claim is originally made in lines 17-20, and ¶s 3, 4 and 0 offer support.

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

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

**(C): The Correct Answer**

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

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

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

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

**(B): The Correct Answer**

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

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

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

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

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

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

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

**(D): The Correct Answer**

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

## **PASSAGE 2**

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

### **Mapping the Passage:**

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

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

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

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

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

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

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

(C): Opposite. This runs counter to the point made in the last paragraph. (D): Opposite. This runs counter to the point made in the last paragraph. **(E): The Correct Answer**

2) The passage broadly describes the early years of the railroad and its impact on the American character at that time. B fits in very nicely with this. (A): The author never criticises anything

**(B): The Correct Answer**

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

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

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

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

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

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

**(C): The Correct Answer**

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

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

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

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

**(B): The Correct answer**

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

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

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

**PASSAGE 3**

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

**Mapping the Passage**

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

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

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

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

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

**(A): The Correct Answer**

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

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

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

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

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

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

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

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

**(D): The Correct Answer**

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

3) C is the most consistent with our passage summary above. (A): Extreme. The author never says this in the passage

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

**(C): The correct answer**

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

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

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

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

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

**(C): The Correct Answer**

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

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

**PASSAGE 4**

**Topic & Scope** - American business lags behind the competition because management has alienated workers, concentrated on high tech products, and neglected long-range planning.

**Mapping the Passage**

¶1 outlines the decline of American business

¶s2 and 3 list reasons that analysts have given for the decline and introduce the author's own theory for American business problems: incompetent management.

¶4 lists management's problems with labour.

¶0 explains the problem with America's fixation on high-tech products.

¶6 uses mergers to show that corporations lack long-range planning. Strategy Points: *Some passages will consist of a "laundry list" of recommendations, criticisms, or facts, with very little competing opinion. Work efficiently through the passage to identify the main ideas, knowing that much of the time will be spent on the questions.*

1) A quick scan of the answer choices shows that you have to compare the workers of the two nations on two criteria: contentedness and efficiency. Search for a part of the passage that touches on this. ¶3 is the only one that cites Japan, and mentions that analysts consider American workers less productive and less content. (C) it is.

(A): Opposite. They're neither.

(B): Opposite. Latter, but not former.

**(C): The Correct answer**

(D): Opposite. Former, but not latter.

(E): The passage doesn't mention these anywhere

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2) An inference question; make sure that you're clear on the main points of the author's argument. Remember that the author will agree with four, but will disagree with the correct answer. The three wrong answers could be easily eliminated,

leading to (B). However, you can also reason that since management has suffered by cutting labour costs, cost-cutting doesn't always result in lowered prices.

(A): Opposite. The author does believe this (¶6).

**(B): The correct answer**

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(C): Opposite. The author only briefly mentions that "a few analysts even censured American consumers for their unpatriotic purchases of foreign goods" but then says that the real blame "lies with corporate management" (¶3). Therefore the author agrees.

(D): Opposite. This is the focus of ¶s2 and 3 (E): Opposite. This is mentioned in line 48

3) Paraphrase the author's argument about high technology: it's better to start out with low-tech, get experience, and then ramp up to high-tech. Search the answer choices for something that would contradict this. (B) clearly does; if the processes are completely different, why start with low-tech.

(A): Out of Scope. While this is quite possibly true, it wouldn't affect the author's chain of reasoning.

**(B): The Correct Answer**

(C): Out of Scope. Again, though it might be true, it doesn't harm the author's argument.

(D): Opposite. This *strengthens* the idea that starting out low-tech makes the high-tech business easier.

(E): Out of scope

4) We're looking for a business action that would presumably fix one or more of the problems that the author sees in American business. While (C) offers no detailed prescriptions; we know that the author believes foreign models of management to be superior. If American business followed their lead, the author would probably give his support.

(A): Opposite. The author attacks this strategy in ¶6.

(B): Distortion. The author does argue that businesses should stop trying to minimize wages, but says nothing about wage fairness between groups of workers, only wage fairness as a whole. In fact, the author would probably say that more money should be funnelled to lower-skilled workers making low-tech products.

**(C): The correct answer**

(D): Out of Scope. There's nothing to suggest that the author would agree with this strategy, especially given the fact that he considers the American business model rotten at the core. Simple advertising won't cut it.

(E): Out of scope

**PASSAGE 5**

**Topic and Scope** - Pool coverage of televised live debates violates the first amendment and should be changed.

**Mapping the Passage:**

¶1 and 2 define the pool system.

¶3 argues that the pool system violates the first amendment.

¶4 further defines the pool system and describes the consequences of it. ¶10 proposes a solution to the pool system.

1) The passage is primarily concerned with describing the negative effects of the pool system of media coverage so the best answer choice will be something on these lines. 'D' nicely captures this thought.

(A): The passage never states anything to this effect

(B): The passage is doing more than just 'describing' the pool system

(C): Distortion. The passage actually says that the pool system needs to be amended

**(D): The correct answer.**

(E): The passage is not criticising the American Presidential election system but only the pool system.

2) Remember that the right answer must not only be a claim made by the passage, but also must have supporting evidence in the passage. (C) is the only claim actually made, and is also supported by evidence throughout the passage, especially ¶4.

(A): Distortion. While the author claims that news organizations participate in the pool system reluctantly, there's no indication that they're forced to cooperate.

(B): Out of Scope. The author never discusses this point.

**(C): The Correct Answer**

(D): Opposite. The author recommends that foreign news organizations be given a place at debates, suggesting that they *are* interested in them.

(E): Never stated anywhere by the author

3) Make sure you're clear on the author's apparent purpose for writing the passage, as well as any suggestions she offers. Scan the answer choices for something that reflects these key ideas. (A) is exactly what the author is arguing for; take the quick points.

**(A): The correct answer**

(B): Opposite. Precisely what the author is arguing *against*.

(C): Distortion. The author argues that the current system is flawed, but not that debates should be abolished altogether as a result.

(D): Opposite. Again, the author wants *more* news services. (E): Out of scope

4) In the last paragraph the author is trying to come up with a solution to the problem of pool system of media coverage. 'B' best states this.

(A): A very vague answer and this paragraph is not exactly the conclusion of the passage anyway.

**(B): The Correct answer**

(C): 'Specific' is an incorrect word; if anything this paragraph provides a broad guideline

(D): Opposite. The author 'recommends' rather than 'opposes' this action

(E): There is no main conclusion as such in the passage

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**PASSAGE 6**

**Topic and Scope** - The author argues for an expanded idea of the role of fatherhood.

**Mapping the Passage**

¶1 introduces society's focus on maternalism (Freud, Gadpaille).

¶2 describes the lack of focus on fatherhood (Spock).

¶3 describes scientific and societal bias against the role of the father (Mead)

¶4 suggests that the motherhood role is learned rather than biological.

¶0 argues that fatherhood is a unique and necessary role.

Strategy Points:

*Move quickly through long paragraphs filled with examples. Passages will often include multiple examples to illustrate the same basic point. Remember to note key people (i.e. Freud) mentioned. Questions will often contrast the author's opinions with the opinions of people mentioned within the passage.*

1) The author only makes two major points in the passage: fatherhood should get more respect, and fathers should play more of a role in raising their children. The passage states that a father should be more than "the provider and protector." Only B goes beyond those roles.

(A): Opposite. This fits the "provider" role.

**(B): The Correct Answer**

(C): Opposite. This is almost identical to the situation outlined at the end of ¶2, of which the author clearly disapproves.

(D): Opposite. This also fits the "provider" role. (E): Out of scope

2) The passage is mainly concerned with demonstration how men are taking more and more interest in bringing up children. 'D' sums this up very nicely.

(A): Out of scope. The author makes no such comparison.

(B): Opposite. The passage provides information contrary to this. (C): Opposite. This was the case earlier.

**(D): The correct answer**

(E): Out of scope. 'Decry' means to criticise. The author never criticises motherhood.

3) Paraphrase Freud's opinion, as stated in ¶1: mothers have a major role in infant development; father's don't. We're looking for the opposite. With the paraphrase and careful thought beforehand, (B) yields instant points.

(A): Opposite. This would support Dr Freud.

**(B): The Correct Answer**

(C): Out of Scope. The passage doesn't deal with siblings.

(D): Out of Scope.

(E): Does not challenge Freud

4) The author is big on fatherhood; look for an answer choice that either disputes this or would challenge a claim made in the passage. Alternatively, you can eliminate the three statements that fit with the author's goals. (D) runs directly counter to the point of the Margaret Mead quote.

(A): Opposite. The passage's main point.

(B): Opposite. Mentioned in ¶1. (C): Opposite. Also in ¶2.

**(D): The Correct answer**

(E): Opposite. Mentioned in ¶1.

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**PASSAGE 7**

**Topic and Scope** - The author describes the skeletal structure of *Archaeopteryx lithographica* and how it illustrates the evolutionary leap from reptile to bird.

**Mapping the Passage**

¶1 discusses the coincidental connection between Eastern mythical beasts and real animals.

¶2 gives an overview of *Archaeopteryx*, emphasizing its reptilian and bird-like features.

¶s 3 and 4 discuss skeletal features in *Archaeopteryx* that suggest it probably lacked the ability to fly

¶0 discusses skeletal features in *Archaeopteryx* that seem adapted for movement on the ground and argues that *Archaeopteryx* is probably a transitional species between reptiles and birds.

1) Where is the Jurassic period mentioned? Go back to the second paragraph. *Archaeopteryx* lived during the latter part of the Jurassic period. If the fossil of a bird living before this were discovered, what would that do to the theory that *Archaeopteryx* was a transitional species between reptiles and birds? It would weaken it, as birds would have already existed. (B) repeats this line of reasoning.

(A): Opposite. If *Archaeopteryx* lived after birds, it could not represent a bridge between reptiles and birds.

**(B): The correct answer**

(C): Opposite. The order of *Archaeopteryx* and birds in the fossil record is crucial to the author's argument.

(D): Out of Scope. The theory about the development of pectoral muscles wouldn't be affected by the new evidence.

(E): There's no connection between this fossil and *Archaeopteryx lithographica* so we can't make any such inference

*Strategy Point:*

*Always pay attention to dates and time periods when mentioned in questions, particularly in natural science passages.*

2) Quickly consider the main points of the passage and the structure of your map before checking the answer choices. A good map will immediately lead to (A) as untrue: much of the passage deals with the differences between the skeletons of *Archaeopteryx* and modern birds, so (A) can't possibly be true.

**(A): The correct answer**

(B): Opposite. This is mentioned in ¶10.

(C): Opposite. This is one of the main points of the passage. (D): Opposite. This is mentioned in ¶10.

(E): Opposite. This is mentioned in ¶12

3) Review your map to get a grasp of where to find the details in this question. Be aware of the main similarities and differences between *Archaeopteryx* and birds when tackling the choices. (A) immediately jumps out: since *Archaeopteryx* did have feathers, it certainly doesn't differ from birds by lacking them.

**(A): The correct answer**

(B): Opposite. This is mentioned in ¶13.

(C): Opposite. This is also mentioned in ¶13. (D): Opposite. This is mentioned in ¶14.

(E): Opposite. This is mentioned in ¶14.

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**PASSAGE 8**

**Topic and Scope** - The author discusses some unique ecological features of Australia.

**Mapping the Passage**

¶1 discusses Australia's geographic movement over time.

¶2 argues that Australia's native species provide unique insights into how the world works.

¶3 discusses Australian rainforests and the prospect of undiscovered plant species.

¶4 discusses the importance of Australian dinosaur fossils to the understanding of dinosaurs in general.

¶0 argues that Australia's harsh conditions led to coadaptation and efficient ecosystems.

*Note: when there are abrupt transitions between paragraphs, take the whole passage in context in order to determine the topic and scope. Here, each paragraph discusses an individual way in which Australia's ecology is important in scientific research.*

1) Keeping the author's main points and your own map in mind, look for an answer choice which directly conflicts. (B) is false based on the passage. If researchers have listed 18,000 species and believe that 7,000 remain undiscovered, then the majority of the species *have* been discovered.

(A): Opposite. This is discussed in ¶1.

**(B): The correct answer**

(C): Opposite. Species of -worldwide importance are mentioned in ¶3.

(D): Opposite. This is also mentioned in ¶3. (E): Opposite. This is discussed in ¶4.

2) Paraphrase the author's main argument about the Australian rainforests: they're unique and worthy of careful study. How would finding a useful medicine affect this claim? It would validate the idea that the rainforests were worth studying. (A) straightforwardly summarizes this.

**(A): The correct answer**

(B): Opposite. The discovery of useful plants would support the author's claims.

(C): Opposite. As above.

(D): Opposite. It supports the author's claim even more strongly if the plant is unique to the Australian rainforests.



(E): Opposite. As above.

3) Review the parts of your map that touch on the benefits of studying Australian ecosystems; eliminate answer choices that match up while looking for something that falls outside the scope of the passage. (C) is never mentioned, and it would be difficult to imagine how studying ecosystems could provide insight into hydroelectric or solar power anyway.

(A): Opposite. This is mentioned in ¶2. (B): Opposite. This is mentioned in ¶10. **(C): The correct answer**

(D): Opposite. This is mentioned in ¶3. (E): Opposite. This is mentioned in ¶2.

4) This is primarily a descriptive passage and 'C' summarises this really well.

(A): The author makes no such claim

(B): The author is not 'criticising' anyone in the passage

**(C): The correct answer**

(D): Too specific to be the answer. While the author does state this, it is not the main purpose of the passage

(E): Extreme option, plus too specific to be the main purpose

**PASSAGE 9**

**Topic and Scope** - The author discusses the threat posed by dioxin and suggests that fears about the toxin may be overblown.

**Mapping the Passage**

¶1 provides an example of another case of hysteria over a toxin that outran scientific knowledge.

¶2 states that some claim that dioxin is a threat and that the reaction to dioxin may also be overly emotional.

¶3 rhetorically asks if there can be any meaningful response.

¶4 describes responses to the dioxin threat, expresses skepticism at some environmentalists' proposals, and suggests that common sense and risk analysis should guide decisions about threats.

¶10 quotes an authority to argue that levels of risk should be kept in perspective.

1) Predict by recalling the author's main points: fears about certain toxins are often overblown and should be tempered by common sense and science. (D) simply repeats this.

(A): Out of Scope. There's no evidence from the passage that the government has ignored these problems. The author might also dispute the seriousness of these health problems, as it's argued in ¶4 that asbestos fears are exaggerated.

(B): Opposite. The author argues roughly the opposite: dioxin isn't the threat many make it out to be.

(C): Out of Scope. While this might be true, there's no evidence from the passage that the government modifies extreme environmental stances.

**(D): The correct answer**

(E): Opposite: The author will probably consider this a very extreme step

2) Look for an answer choice that either contradicts something that the author says about reactions or simply isn't included in the passage. (C) fits the latter: the author never mentions the effect of drastic reactions on insurance premiums.

(A): Opposite. This is the point made in the last paragraph: it's more effective to worry about safety methods that have been proven to improve safety.

(B): Opposite. This can be inferred from various statements in the passage: the author believes that drastic reactions generally represent irrational thought that can itself be dangerous if it leads to the neglect of proven safety measures.

**(C): The correct answer**

(D): Opposite. The author makes this point in ¶4.

(E): ‘Emotions’ are not within the scope of the passage

3) Refer back to the passage. Who wants to ‘whipsaw public opinion’? Both corporate lobbyists and environmental groups, each of represent extreme viewpoints. Each of these groups want to convince the public of their own view. (B) matches this.

(A): Out of Scope. There’s no discussion about changing the *needs* of the public, only the opinion.

**(B): The correct answer**

(C): Opposite. Groups with an extreme viewpoint won’t present a range of alternatives, as evidenced by the examples in ¶s1 and 4.

(D): Distortion. Though the author might believe that extreme groups are acting irrationally, this isn’t related to the attempt to change public opinion.

(E): ‘Common sense’ is not within the purview of the passage.

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**PASSAGE 10**

**Topic and Scope** - The author discusses the health crisis caused by the tsetse fly and the environmental problems caused by attempts to eradicate it.

**Mapping the Passage**

¶1 introduces general information about the tsetse fly.

¶2 discusses diseases caused by the fly.

¶3 discusses the reasons the immune system responds poorly to a parasite transmitted by the fly.

¶4 summarizes the controversy between African environmentalists and those who want to eliminate the tsetse fly.

¶5 and 6 outline strategies that have been used to destroy the fly itself, and their potential environmental drawbacks.

1) Refer back to your map and the passage to eliminate details that are in the passage, keeping an eye out for one that contradicts a claim made in the passage. (B) suggests a mechanism for illness completely different from the parasitic transmission the passage discusses.

(A): Opposite. This is mentioned in ¶2.

**(B): The correct answer**

(C): Opposite. This can be deduced from information in ¶s 1 and 2 about each of the two organisms.

(D): Opposite. As above, this can be deduced from information about the fly and the parasite in ¶s 1 and 2, respectively.

(E): Opposite. This is mentioned in ¶2.

2) As in the last question, keep an eye on the passage and the map while looking for a choice that doesn't fit the passage's evidence and explanation. (C) attributes a characteristic of the *trypanosome* parasite (described in ¶3) to the fly itself.

(A): Opposite. This is mentioned in ¶1. (B): Opposite. This is the topic of ¶2. **(C): The correct answer**

(D): Opposite. A little removed from the other choices, but this can be inferred from the environmentalists' concerns in ¶4.

(E): Opposite. This is mentioned in ¶6.

3) Summarize the point made by the environmentalists in ¶4: the fly keeps herd animal populations in check and thereby prevents them from destroying the African grasslands. (C) restates this point.

(A): Opposite. The environmentalists argue that the grasslands will disappear if the tsetse fly is *eliminated*.

(B): Opposite. As above, they believe that the tsetse prevents this situation from happening.

**(C): The correct answer**

(D): Opposite. The environmentalists believe that destruction of the fly will lead to destruction of the grasslands.

(E): Incorrect. The tse tse fly does not have an indirect effect on the grasslands by restricting the population of cattle

*Strategy Point:*

*You've now researched this information in ¶4 three times. On test day, make sure to use previous research to answer questions quickly and score easy points.*

4) The first three paragraphs of the passage describe the negative impact of tse tse flies but this paragraph provides an indirect benefit of the flies – protection of grasslands. 'C' captures this perfectly.

(A): Opposite. This paragraph actually describes a benefit of the tse tse fly

(B): Opposite. It is actually the eradication of tse tse flies that can lead to deforestation of African grasslands

**(C): The correct answer**

(D): Distortion. This is actually stated in the fifth paragraph

(E): Too specific to be the correct answer

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**PASSAGE 11**

**Topic and Scope** - The author describes two theories of cloud electrification and their possible impact on controlling lightning formation.

**Mapping the Passage**

¶1 describes the mechanism of lightning formation and notes that scientists hope to someday control it.

¶2 introduces two competing theories of cloud electrification, convection and precipitation, and describes the older theory of precipitation.

¶3 describes the convection model of cloud electrification.

1) What is the author's main purpose? To describe the competing theories on cloud charge and to describe how they might help to control lightning. (D) fits well

(A): Out of Scope. The author doesn't discuss recent breakthroughs, and only one of the theories presented has evidence described.

(B): Faulty Use of Detail. Though this is mentioned in the passage, it's not the main idea of the passage.

(C): Distortion. The author presents two competing theories, but doesn't endorse one or the other or argue that they're inaccurate.

**(D): The correct answer**

(E): Out of scope. The author never states his preference for any theory.

2) Go back to the referenced line numbers to read about breakdown potential. The passage says that lightning occurs after the breakdown potential is reached. Only A catches this cause-and-effect relationship.

**(A): The correct answer**

(B): Opposite. The breakdown potential is required for lightning to occur, but it's not a characteristic of the lightning itself.

(C): Out of Scope. The author doesn't mention the distance between the earth and cloud.

(D): Opposite. As with (B), this is a quality of the lightning rather than a precondition for it.

(E): Takes the meaning of 'breakdown' too literally

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3) Though scientists differ on the causes of cloud electrification, you can deduce from this fact alone that they believe that cloud electrification exists. By definition, then, even the scientists who differ on the causes must both agree with (C), that there's a charge difference between cloud and ground.

(A): Faulty Use of Detail. While scientists who argue for the convection model in ¶3 believe this, not all scientists do.

(B): Faulty Use of Detail. This is a part of the precipitation argument in ¶2.

**(C): The correct answer**

(D): Opposite. This is a potential way to *stop* lightning from forming and also a test of the precipitation hypothesis as described in ¶2.

(E): The passage doesn't really connect moisture content with lightning.

*Strategy Point:*

*When a Natural Science passage presents competing theories, be on the lookout for areas of agreement as well as points of difference.*

4) Review ¶3 to review the convection theory. The main tenet of the convection model is that water droplets capture ionized gas molecules which are transported in updrafts and downdrafts. With an eye to the paragraph, look for a choice that conflicts with or is not part of the theory. (D) is part of the precipitation theory described in ¶2 and doesn't factor into the convection theory.

(A): Opposite. This is mentioned in line 00.

(B): Opposite. This is mentioned in ¶1 and is the basis for both theories.

(C): Opposite. As described in ¶3, this must be true in order for the ionized gas particles to be transported.

**(D): The correct answer**

(E): Opposite. This is mentioned in ¶3

*Strategy Point:*

*Proper names, italicized text, and titles can all be a useful way to quickly zero in on relevant concepts and text.*

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**PASSAGE 12**

**Topic and Scope** - The author discusses the gradual development and acceptance of the theory of plate tectonics.

**Mapping the Passage**

¶1 states that the theory of plate tectonics evolved gradually and gives the earliest version of the theory of continental drift.

¶2 discusses Wegener's theory of -Pangeall and Holmes' idea that magma is responsible for continental flow. Ocean floor evidence supports this.

¶3 discusses new ocean floor evidence suggesting that the sea floor is younger than the continents.

1) Use your map to assist in predicting. Ortelius is mentioned in ¶1, which discusses early versions of continental drift theories. (A) is immediately attractive.

**(A): The correct answer**

(B): Out of Scope. The author isn't concerned with cartography; this choice is off the passage's scope.

(C): Opposite. The author wants to show a *continuum* between the older theories and the newer theories; saying that there's a contrast does just the opposite.

(D): Out of Scope. As with (B), the author isn't concerned with cartography.

(E): The idea is exactly the opposite as described in 1 above

2) As with the last question, find the general area in the passage this is mentioned. Molten uprisings are mentioned in ¶3 in order to suggest a way that continents could move, which even scientists who already believed continental drift was occurring had been at a loss to do. (A) summarizes this.

**(A): The correct answer**

(B): Faulty Use of Detail. Though this is true, it's not the primary significance of the finding.

(C): Faulty Use of Detail. As above, while this is true, the author's more concerned with describing a mechanism for continental drift.

(D): Out of Scope. The author doesn't suggest that this has perplexed scientists for decades or that the new evidence would clear up the confusion.

(E): No real connection between molten uprisings and volcanic eruptions.



3) The entire passage broadly describes the theory of plate tectonics and this theory came to be accepted by scientists. 'B' summarise this very well.

(A): Too specific to be the primary concern of the passage.

**(B): The correct answer**

(C): The author never criticises Pangaea

(D): The author states that this might have once been the case but he never states that this would again happen one day

E): Too specific to be the primary concern of the passage

4) Keep an eye out for an answer choice that contradicts the author's main points about continental drift. (C) distorts the point made in the passage. The author mentions that this is *one* place that similar fossils can be found, but also lists other locations as well.

(A): Opposite. This is true because the linear zones in ¶1 were recognized very early on, long before fossil dating was possible.

(B): Opposite. This is the point of ¶3.

**(C): The correct answer**

(D): Opposite. This can also be found in the passage. (E): Opposite. This is mentioned in ¶3. .

*Strategy Point:*

*Watch out for extreme wording; words like "only," "always," and "never" will always be backed up by the passage if they're true.*

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**PASSAGE 13**

**Topic and Scope** - discusses the evolution and unique adaptations of wind pollination.

**Mapping the Passage**

¶s1 and 2 describe adaptations specific to pollen grain size.

¶s2 and 3 elaborate on the traditional view of wind pollination as primitive and suggest that wind pollination has independently evolved several times.

¶4 describes wind pollination and the traditional view of it.

¶0 describes recent evidence and introduces two sophisticated features of wind pollination: pollen grain size and ovulate organ morphology.

¶6 describes adaptations specific to ovulate organ morphology.

1) Where does the author discuss pollen grains? Go back to ¶s1 and 2. Since the Roman Numeral choices are fairly short, it's probably fastest in this case not to worry about searching for the one that appears most frequently; start in order. The author discusses in ¶s1 and 2 that small, low-density grains are preferable, which validates RNs I and III. Dryness can be inferred from the author's point that many pollen grains —quickly dehydrate after release.¶ Therefore, all RNs are valid and the answer choice must be (D).

(A): Opposite. As described above. (B): Opposite. As above.  
(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

2) The passage is primarily describing wind pollination and related concepts. 'B' captures this very well

(A): The author is not criticising anything in the passage

**(B): The correct answer**

(C): The author is not praising anything in the passage

(D): There is no humour in the passage

(E): The passage does not 'condescend' or look down upon anything

3) A scattered detail question. You're looking for an answer choice that *doesn't* function to prevent pollen loss. While three of the choices can be eliminated based on the text of the passage, (D) is an adaptation with an entirely different function. Preventing self-pollination is never discussed in the context of pollen loss; it's useful only to prevent inbreeding.

(A): Opposite. This is mentioned in ¶4.

(B): Opposite. This paraphrases the author's point in ¶3 that —the wind vector is only useful in large, near-monoculture populations.

(C): Opposite. This is the topic of ¶6, which is focused with adaptations necessary for pollen capture.

**(D): The correct answer**

(E): Opposite. This is mentioned in ¶4.

4) Predict: where would wind pollinated plants not do well? Probably in a place without much wind and with lots of moisture. (A) looks good: tropical rain forests certainly match both these criteria.

**(A): The correct answer**

(B): Opposite. This is a dry, windy biome. Perfect for wind pollination. Conifers are specifically mentioned in the passage as wind pollinators.

(C): Opposite. The author mentions certain plants in central California valleys in ¶2 as having recently adapted to wind pollination.

(D): Opposite. Since the plants are right by a riverbank, they might be less likely to wind pollinate, but they would still be far more likely to use wind pollination by a river (which doesn't guarantee humidity) than in a tropical rain forest (which does).

(E): Opposite. Windy places are ideal for wind pollination

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**PASSAGE 14**

**Topic and Scope** - discusses the question of whether women should be represented as their own political group.

**Mapping the Passage**

¶s 1-3 provide the author's definition of a legitimate political interest group.

¶4 cites research supporting the idea that women as a group fit this definition. The author provides evidence on the amount of housework and childcare.

¶0 argues that despite these differences, women may not be generally conscious of them and then goes on to cite further evidence in support the idea fit the definition of a political interest group.

1) Where does the author mention the year 1900? Though it's not specifically stated, author mentions the turn of the century in ¶4. Review the context: evidence shows that women spend about the same amount of time working around the house as they did around 1900. (B) matches up.

(A): Distortion. This distorts the point made in the first sentence. There's no point of comparison on this point with the turn of the century.

**(B): The correct answer**

(C): Out of Scope. This is never mentioned in the context of the turn of the century.

(D): Out of Scope. Another choice that has no relation to the turn of the century. (E): Out of Scope. The passage never states this.

2) Predict by reviewing the author's purpose in writing the passage. The author wants to discuss whether women constitute a politically representative group; (D) summarizes this.

(A): Out of Scope. The author only discusses history in passing, and only to support arguments in favour of the main focus: political representation for women.

(B): Distortion. Though the author alludes to the changing status of women in ¶0, it's again less a concern than the appropriateness of political representation.

(C): Out of Scope. The author never mentions opposing views.

**(D): The correct answer**

(E): Out of Scope. The author isn't really concerned with uplifting the status of women in modern society.

3) Most of the support that the author provides is in the form of evidence listed in ¶s 3-0; keep this in mind when evaluating the answer choices. Socioeconomic position is discussed in ¶0. The author suggests that the socioeconomic status of women and men is different, and provides a list of evidence supporting this at the beginning of the paragraph.

**(A): The correct answer**

(B): Opposite. This contradicts the author's suggestion in ¶0 that women and men have few differences in their degree of feminism.

(C): Opposite. The author argues in ¶3 that it's not necessary that the members of an interest group be -consciously allied.¶

(D): Out of Scope. The author never suggests that a lack of education is getting in the way of voicing concerns.

(E): Out of Scope. While this could actually be true, the author never really mentions this in the passage.

4) These three paragraphs are primarily concerned with describing the characteristics of a political interest group. 'B' captures this very well.

(A): Incorrect as described above.

**(B): The correct answer.**

(C): This doesn't happen in the first three paragraphs

(D): 'Debate' is the wrong word as the author never debates anything

(E): Incorrect as described above.

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**PASSAGE 15**

**Topic and Scope** - The origin of Aurore Dupin's pen name, George Sand

**Mapping the Passage**

¶1 introduces the topic of pseudonyms and brings up the example of Washington Irving.

¶2 expands on the Irving example.

¶s3 and 4 introduce Aurore Dupin's pen name, George Sand.

¶s0 and 6 discuss one possible origin of the name: a take-off on the name of her first lover.

¶7 discusses possible reasons for Dupin's choice of a specifically male pen name.

¶8 discusses a second possible origin: each letter refers to part of Aurore Dupin's life.

1) In questions that ask you for the author's tone, a vertical scan can be helpful. The choices start out with —skeptical, critical, appreciative, intrigued. Which of these would best fit the author's purpose of discussing the origin of Dupin's pen name? Intrigued fits most closely with the author's descriptive function and doesn't carry the charges of the other three. Looking at the whole answer choice validates the hunch: the author spends most of the passage theorizing about how the male pen name might have come about.

(A): Opposite. The author never suggests in the passage that the pen name wasn't useful. In fact, it's suggested in the last paragraph that it gave Dupin *more* freedom.

(B): Out of Scope. The author doesn't express any sort of negative opinion regarding Dupin's choice of names, but is rather interested in why she chose it.

(C): Distortion. Though the author suggests that the male pen name gave Dupin more freedom, there's no suggestion that female authors in *general* should do whatever it takes to be published, including taking a male name.

**(D): The correct answer**

(E): The author is not 'disillusioned' with anything in the passage

*Strategy Point:*

*Keeping the author's tone, positive, negative, or neutral, in mind can help you easily eliminate answer choices with positive or negative charges.*

2) A scattered detail question; look for a choice that isn't mentioned specifically in the passage or eliminate the three that are. While three of the answer choices reflect

the topics of paragraphs in the passage, (C) is outside the author's scope: no attempts to publish under her given name are discussed.

(A): Opposite. This is the theory discussed in ¶10.

(B): Opposite. This is the second theory, described in ¶8.

**(C): The correct answer**

(D): Opposite. ¶7 mentions this advantage of a male pen name. (E): Opposite. This is mentioned in the last paragraph

3) The passage more of a descriptive one and the author never really provides a very strong personal opinion either in favour or against the topic being discussed. This makes 'B' the best choice.

(A): The author never criticises anyone

**(B): The correct answer**

(C): Extreme. The author never applauds anything

(D): The author is not encouraging anyone to do anything

(E): The author makes no such suggestion

4) A broad deduction question that will probably touch on the author's main points. Predict: The pen name George Sand has a variety of possible origins, and was useful for writing without the limitations of her actual place in society (a "wife, mother and lover," ¶7). (B) fits in with this latter point, most extensively described in ¶7.

(A): Opposite. The author argues in ¶7 that —there was no reason to change her pen name.

**(B): The correct answer**

(C): Distortion. While the author mentions in ¶10 that Dupin's early work was in collaboration with Sandeau, there's no evidence that she owed her early success to him.

(D): Distortion. The author argues that George Sand took on certain masculine elements, which gave her *more* freedom.

(E): The author never makes any statement in the passage to this effect.

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**PASSAGE 16**

**Topic and Scope** - Rapid growth and infrastructure problems in 60s and 70s western boomtowns

**Mapping the Passage**

¶1 notes that the population drop after a project is completed makes problems worse.

¶2 describes the reasons that money is scarce for infrastructure.

¶3 and 4 describe the causes of modern boomtowns and introduce problems caused by the growth.

¶10 describes social problems and their negative impact on the project that caused the problems in the first place.

1) Where are consequences of poor planning mentioned? While the author discusses them throughout the passage, there's a particular focus in ¶3-10. RN I is mentioned explicitly in line 33 and expanded on in ¶10. RN II is mentioned in line 41. Note that at this point, all the answer choices except for (D) are eliminated, so you can save time by not evaluating the last statement! RN III is discussed in the context of the "us against them" mentality described in the second half of ¶10.

(A): Opposite. As described above. (B): Opposite. As above.  
(C): Opposite. As above.

**(D): The correct answer**

(E): Opposite. As above.

2) An "All...EXCEPT" question, so either eliminate or look for an off-scope answer choice. (B) is the only statement not suggested in the passage as a cause for lack of services. Although resentment among "old timers versus persons brought to the community by the boom" (¶10) can occur, there's no reason why the lack of support from long-time residents would lead to a shortage of schools, housing, etc.

(A): Opposite. This is the topic of ¶1.

**(B): The correct answer**

(C): Opposite. An energy project is one of the types of projects the author mentions at the beginning of the passage as causing all the problems listed in the passage.

(D): Opposite. This is discussed throughout ¶2. (E): Opposite. This is discussed throughout ¶2.



3) What does the author think about the traditional systems of taxation as described in ¶2? Predict: The author thinks that it leads to a –critical problem.¶ (B) is the only choice that reflects that worry about the effects of too few taxes.

(A): Distortion. Though the author thinks that the inefficient taxation is a problem, there's no hint of outrage, which is far too extreme.

**(B): The correct answer**

(C): Out of Scope. There's nothing to suggest that the author is at all astonished by the taxation programs.

(D): Opposite. The author thinks that the problem is –critical,¶ which suggests that the tone is anything but complacent.

(E): The author does not mock anything in the passage

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**PASSAGE 17**

**Topic and Scope** - Experiments supporting the theory of analog mental imaging

**Mapping the Passage**

¶1 introduces the analog hypothesis of mental imaging and states that four types of experiments support the idea that mental images have regular properties.

¶2 describes the 1st experiment highlighting the mind's reaction to relative sizes of mental images.

¶3 describes the 2nd experiment demonstrating perceptions of distance in mental images.

¶4 describes the 3rd experiment suggesting that problems can be solved mentally by manipulating mental images.

¶0 describes the 4th experiment suggesting that the time needed to mentally compare figures depends on how similar those figures initially appear.

1) This question simply asks you to summarize the hypothesis described in ¶3. The fastest way to predict here it to read the text. The analog position is —the idea that mental processing requires one to go sequentially through all intervening steps to solve a problem.¶ (A) repeats this almost word-for-word.

**(A): The correct answer**

(B): Opposite. This contradicts the argument that mental processing has to proceed step-by-step.

(C): Faulty Use of Detail. Don't get side-tracked by the information in ¶1. This follows from the analog position, as supported by the experiments in the passage, but it's not the analog position itself.

(D): Out of Scope. There's no support for this statement in the passage.

(E): If anything the theory states the Opposite to be the case

2) What reason would the analog position give for the fact that it takes longer to scan long distances in a mental image? Review the relevant parts of the passage, ¶2 in particular. The experiment suggests that people are building a mental map since the map is —fictional¶. Because the analog position suggests that one has to go through steps to solve a problem, it would be reasonable to infer that it takes longer to scan long distances because those doing the scanning are —looking¶ at all the intervening space in between the two given objects. (C) summarizes this.

(A): Out of Scope. There's nothing to suggest that those in the experiment don't believe that this relationship exists. The experiment is concerned with their mental images rather than their opinions.

(B): Out of Scope. There's no evidence for this in the passage.

**(C): The correct answer**

(D): Out of Scope. As above, there's simply no support for this in the passage.

(E): No such fact is mentioned in the passage

3) Where is Kosslyn mentioned? In ¶s2 and 3. Since the question mentions big and small objects, focus on the experiment described in ¶2. Review the text to determine why Kosslyn believes it takes longer to identify small objects next to large ones: Kosslyn believes -subjects had to zoom in on the image to detect the particular feature.¶ (D) says the same.

(A): Out of Scope. This isn't suggested in the passage.

(B): Out of Scope. Kosslyn's experiment says nothing about this either.

(C): Out of Scope. This is also unsupported by the passage.

**(D): The correct answer**

(E): 'Imposing' has got nothing to do with this

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**PASSAGE 18**

**Topic and Scope** - The passage describes some of the technical aspects of movie making

**Mapping the Passage**

¶1 stresses on the importance of ‘cinematics’ or technical features in creating a movie’s atmosphere

¶2 describes the various types of ‘shots’ that a director can make use of.

¶3 discusses the various camera ‘angles’ that a director can make use of

1) The second paragraph clearly tells us that it is the director who decides what shot to take or what angle to use. This makes hiring a good ‘director’ the most important aspect of filmmaking. ‘C’ sums it up very well.

(A): Incorrect as described above. (B): Incorrect as described above. **(C): The correct answer**

(D): Incorrect as described above. (E): Incorrect as described above.

2) The idea is to show the monster as huge so a high angle shot would work best. Also it needs to be in long shot so as to be able to capture both the lovers as well as the monster. ‘B’ captures this really well.

(A): ‘Eye level’ does not make the monster look threatening; also ‘close up’ eliminates the monster from the shot altogether

**(B): The correct answer**

(C): ‘Low angle’ does not make the monster look threatening or imposing

(D): ‘Child’s eye level’ makes no sense; also ‘close up’ eliminates the monster from the shot altogether

(E): ‘Eye level’ does not make the monster look threatening

3) Since the father is secretly listening 'over the shoulder' angle is probably the best which brings us to options A and C. Ideally the mother should be shot in the 'high angle' to make her look more threatening. Thus 'A' is the best answer.

**(A): The correct answer.**

(B): Incorrect as described above. (C): Incorrect as described above. (D): Incorrect as described above. (E): Incorrect as described above.

**PASSAGE 19**

**Topic and Scope** - The iridium layer's impact on theories of dinosaur extinction

**Mapping the Passage**

¶s 1 and 2 describe the Berkeley group's discovery of the iridium layer and its significance to dinosaur extinction.

¶3 discusses conflicting theories for the cause of iridium deposition.

¶s4 and 0 elaborate on various theories that an asteroid or comet was responsible for the iridium layer.

¶6 presents Alvarez's mechanism for extinction: debris from impact blocked sunlight, impeded photosynthesis, and harmed the dinosaurs' food chain.

1) Read the phrase in context. The author argues that the discovery of the iridium layer revolutionized theories about dinosaur extinction. What is true about these theories? Immediately afterwards the author says that they had centred on the assumed gradual climatic change. The implication is that the iridium layer suggests a fast climatic change. (D) is therefore correct: it's likely that the discovery will change the time frame that scientists had used.

(A): Out of Scope. The author doesn't discuss any geographic angles of the theories.

(B): Distortion. Though theories about the length of time over which the extinction occurred may have changed, the author notes that the iridium layer was found in a period roughly contemporaneous with the disappearance of the dinosaur, which suggests that the date of extinction was already well-established.

(C): Out of Scope. The author doesn't suggest that this is an assumption of traditional theories, and if it was, it wouldn't change: the impact theory, at least as described by Alvarez, says the same thing.

**(D): The correct answer**

(E): Ice age is not within the scope of the passage.

2) A detail question. Review the Berkeley groups' hypothesis: lots of material was deposited in a very short span of time, suggesting a quick extinction. Any support that they have must be in the form of the iridium evidence listed in the first two paragraphs. RN I doesn't pass the test: fossils are mentioned in ¶1, but not in the context of marine strata. RN II, however, repeats the fact that the group compared the iridium strata with the nearby strata from the late Cretaceous and early Cenozoic. Only (D) remains as an answer choice, and there's no need to look at RN III. RN III has to be true from the information in the passage: the Berkeley group compared their findings with marine rocks from various other locations.

(A): Opposite. As described above.

(B): Opposite. As above. (C): Opposite. As above. **(D): The correct answer**  
(E): Opposite. As above.

3) Review ¶3: Why are isotopes important? Predict: They rule out the possibility that the iridium deposits were caused by a supernova. (D) says the same in slightly vaguer terms.

(A): Out of Scope. The passage doesn't discuss any such attempt to estimate the age of the iridium layer.

(B): Out of Scope. The isotopic information is useful only to determine that the iridium wasn't extrasolar, not to determine what type of object from within the solar system hit or how extensive the damage was.

(C): Faulty Use of Detail. Alvarez has a hypothesis that does this, but it doesn't rely at all on the isotopic data.

**(D): The correct answer**

(E): 'Allergy' is outside the scope of the passage

**PASSAGE 20**

**Topic and Scope** - Popular perception of the myth of the Great American Desert in the mid-1800s

**Mapping the Passage**

¶1 puts into context the notion of the -Wild West.¶

¶2 lists the geographical differences in acceptance of the myth of the Great American Desert.

¶3 describes the myth and the traditional view that it was widely-held in the mid-1800s. The author argues that it oversimplifies the case, though.

¶4 and 0 argue that the Plains were overlooked partially out of a desire to get to Oregon, not out of a belief that the Plains were a desert, and cite more evidence supporting the contention that many Americans did not regard the Plains as desert.

*Strategy Point:*

*Very often, when a traditional view is presented, a new view will be offered that argues that the traditional view is too simplistic or too black-and-white*

1) The mid-1840s are mentioned in ¶3 and 4. Review the author's basic points: Not everyone thought the plains were the desert, and many settlers simply passed the Plains up because they were on their way to Oregon. (C) reflects the latter point.

(A): Opposite. The author states in the same lines that -those who encouraged migration to Oregon did not deny the agricultural potential of the Plains.¶ For the purpose of settling, agricultural potential in the Plains was presumably equivalent to economic potential.

(B): Distortion. Though the author argues that settlers generally didn't have an overly *pessimistic* view of the Plains as a desert, there's no indication that their view skewed too far in the opposite direction.

**(C): The correct answer**

(D): Opposite. Newspapers are cited in ¶2 as a data source for investigating the myth of the Great American Desert; the author argues that those who did accept the desert images were mainly the elite, who presumably weren't the main migratory population.

(E): Bandits are not within the scope of the passage

2) An unusual question in an -All...EXCEPT¶ format that asks you to evaluate the author's argument. A quick scan of the answer choices show that they focus on structure rather than particular details. Look for something that the author doesn't



do: (B) fits the bill. The author never mentions oral accounts, and so there can be no comparison of them with something else.

(A): Opposite. This is the subject of ¶2.

**(B): The correct answer**

(C): Opposite. The author describes the type of person most likely to believe the desert myth at the end of ¶2.

(D): Opposite. The author mentions in ¶4 that the year 1840 marked the beginning of broad migration.

(E): Opposite. This is mentioned in the ¶3.

3) What is the author's opinion of the traditional view? Review ¶3: the author doesn't say that the traditional view is completely wrong, and in fact takes pains to say that it's *not* —completely invalid nor necessarily incorrect.¶ The author believes that it's —too simplistic¶ and ignores —a considerable array of data to the contrary.¶ (A) summarizes this neatly.

**(A): The correct answer**

(B): Opposite. This choice is far too negative in tone, and since the author says that the traditional view is not completely invalid, it must have some historical relevance.

(C): Opposite. The author argues that it's too simplistic, which means that it can't be —substantially correct.¶

(D): Opposite. The author argues that the traditional view has been overhyped if anything and that a more nuanced historical analysis should take its place.

(E): 'Absurd' is extreme language

**PASSAGE 21**

**Topic and Scope** - Pesticides and the decline of California amphibian populations

**Mapping the Passage**

¶1 describes the mechanism of pesticide toxicity for the enzyme cholinesterase.

¶s2 and 3 describe experimental evidence suggesting that pesticides negatively affect amphibian species and describe the decline in amphibian populations in various areas of California.

¶4 suggests a mechanism by which pesticides would be transported through wind to contaminate the Sierra Nevada.

*Strategy Point:*

*Be sure to understand cause-and-effect relationships in Natural Science passages. A simple flowchart that diagrams what the passage says can be an effective form of mapping.*

1) Review the lines in context. Why would the author want to make a point about population declines in –seemingly pristine areas especially? Predict: Even though the areas *seem* pristine, they might not in fact be so if amphibian populations are declining; they might be contaminated by pesticides that simply aren't obvious. (C) says the same.

(A): Out of Scope. The author only discusses contamination; anything about repair is outside the author's topic, and wouldn't have anything to do with the specific mention of –seemingly pristine areas anyway.

(B): Out of Scope. As above, the author never discusses whether or how to fix the damage caused by pesticides.

**(C): The correct answer**

(D): Distortion. Casual observers might not realize that there's *pollution*, but the author never argues that amphibians are abundant

(E): This is not the idea as is clear from the above explanation

2) A detail question. Where are pesticides primarily mentioned? Focus your search on ¶s 1 and 4. (D) follows directly from the author's point in the first sentence of ¶1: Pesticides are useful in attacking organisms that harm plants.

(A): Distortion. Though the author says that pesticides might be transported –on the prevailing eastward summer winds, there's no way to tell whether they're in fact transported a long distance.

(B): Distortion. The author states in ¶1 that organophosphates are harmful to both insects and vertebrates, but doesn't assert this about pesticides in general, as the question requires.

(C): Out of Scope. While this sounds plausible, the author never discusses potential pesticide *use* in the Sierra Nevada, only contamination from pesticides used elsewhere.

**(D): The correct answer**

(E): Opposite as well as Extreme

3) An evaluation question; refer to your map. What is the author's purpose in writing the third paragraph? Predict: The author wants to describe a mechanism by which some pesticides can harm animal populations. The answer choices are abstract, so compare them to your prediction piece-by-piece. (B) holds up: The mechanism of action is evidence, and it supports the hypothesis in ¶3 that pesticides are in fact hurting the frog population.

(A): Out of Scope. While the author *does* allude to a scientific study in ¶3 by mentioning that amphibian populations are declining (someone had to study that), the author never critiques the study.

**(B): The correct answer**

(C): Out of Scope. The author doesn't discuss any geographic information in ¶1. (D): Distortion. Though the author does provide examples of harmful effects in ¶1, there are no harmful pesticide effects mentioned in ¶2; there's only the suggestion of a link between pesticide use and amphibian population decline.

(E): Opposite as mentioned in 'B' above

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**PASSAGE 22**

**Topic and Scope** - The role of information technology in a recent spike in American productivity

**Mapping the Passage**

¶1 gives background about the dotcom boom and asks what the precursors to the condition were.

¶2 describes a productivity spike and the possible explanation some have given for the spike: information technology.

¶3 defines productivity growth and suggests that heavy investment in information technology should have led to an increase in productivity.

¶4 discusses productivity and technology investment in other countries, and concludes that the data supports the argument that information technology was important to American productivity gains

1) A detail question; evaluate it carefully. What is a resurgence? It's a rise to previous levels; if it were just a rise, it would be a surge, but not a *re*-surgence. Only the United States has enough data in the passage to infer a resurgence from: the author says at the end of ¶2 that —the rate of growth in labor productivity returned to the pre-1970 rate of increase. While other nations are mentioned, their previous levels aren't mentioned. Therefore, RN I must fit, while the other ones don't. (A) fits.

**(A): The correct answer**

(B): Opposite. As described above. (C): Opposite. As above.  
(D): Opposite. As above. (E): Opposite. As above.

2) Review the topic and scope of the passage: the author is concerned with information technology's role in boosting American productivity in the recent past. Look for an answer choice that sticks as closely as possible to topic and scope. (B) does this: It's reasonable to guess that the author would continue the paragraph by talking about the next stage of these trends in the same topic and scope: information technology and its effect on productivity.

(A): Out of Scope. The author discusses the 1970s in ¶3, but only as background to discuss the current productivity spurt. It's more reasonable to think that the author will continue by talking about the future trajectory of the productivity gains.

**(B): The correct answer**

(C): Out of Scope. The author doesn't mention any other possible causes for the increase in productivity and believes that information technology is the primary cause, and so it's unlikely that there would be a drastic shift that discussed other causes.

(D): Out of Scope. The author only discusses other countries to shed light on *American* productivity gains. Going into greater depth regarding other countries would veer out of scope.

(E): Out of Scope. Prediction for the next five years does not follow from the information in the passage

3) An evaluation question: Predict by reviewing your map of ¶2. The author's main intent is to define productivity growth, and to suggest that the investment in information technology should have led to a growth in productivity. (D) most closely describes the author's purpose of providing a possible explanation, and suggests that the explanation is given with the intent of following it up with further evidence, which the author does in fact provide in ¶4.

(A): Faulty Use of Detail. Though (A) might be tempting because the author does define productivity and identify the factors that can affect its growth, this choice neglects the second half of the paragraph, which provides an explanation for a growth in productivity.

(B): Distortion. The author describes a correlation between investment and productivity, but doesn't describe peaks in either.

(C): Distortion. As above, while the author proposes a broad correlation between investment and productivity, there's no specific discussion of how much investment is required for a certain amount of productivity.

**(D): The correct answer**

(E): Opposite as explained above.

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**PASSAGE 23**

**Topic and Scope** - PCB contamination of the Hudson River and possible clean-up

**Mapping the Passage**

¶1 describes PCBs and what industries and products made use of them.

¶2 describes PCB toxicity, the ban on PCBs, and the problem that PCBs remain in the environment.

¶3 describes the historical context of chemical dumping and clean-up.

¶4 describes PCB pollution in the Hudson River.

¶0 notes that the fate of PCBs *after* dredging has received little attention.

¶6 describes competing views over clean-up: the EPA wants to dredge PCBs, while corporations and some citizens argue that this will do more harm than good.

1) A Roman Numeral inference question with little information to go on in the question. RN I appears in three out of the four answer choices, so evaluate it first. What in the passage would provide information about the relative weights of PCBs and water? If the solution to removing PCBs from the river is to dredge, then PCBs must be at the bottom of the river, which means that they must be heavier than water. Eliminate (D). There's no suggestion that PCBs are toxic to fish; just the opposite! If fish consumption remains the most potent route of PCB exposure, that must mean that the fish are relatively healthy (at least until eaten). RN III goes against the main thrust of the passage: if PCBs were biodegradable, there would be no need to dredge at all. (A) must be correct.

**(A): The correct answer**

(B): Opposite. As described above. (C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

2) A nastily-worded question. Be sure to take the time to figure out exactly what it's asking. Differences between the EPA and the other two groups are mentioned in ¶6. The question asks how the EPA differs on the basis of its recommendation for clean-up. The EPA bases its recommendation on the belief that dredging will reduce contamination and may revitalize commercial fishing. Predict where the difference *isn't*: it's not on environmental concerns, because the company and the residents also base their argument on environmental benefit. Neither the company nor residents are associated with commercial fishing; this is therefore a valid difference. (A) fits.

**(A): The correct answer**

(B): Opposite. Presumably reduced contamination will further residential interests, which the residents clearly also believe since some oppose dredging on the belief that it will *increase* contamination.

(C): Opposite. Even if the EPA *is* concerned with the environment as a whole, for which there's no basis in the passage, it's arguable that the residents have a similar environmental concern.

(D): Opposite. This is a reason that residents who oppose dredging, not the EPA, cite.

(E): Incorrect as described above

3) Why are individuals prohibited from eating fish from contaminated areas of the Hudson? Review the mechanism described in ¶2: PCBs increase in concentration as they move up the food chain, and so eating fish from contaminated areas would increase the PCB concentration in the person eating the fish. It can be inferred that the fish ban is in place to prevent this from happening; (C) fits.

(A): Distortion. Though not eating the fish may reduce the rate of *increase* in PCB concentration, there's no indication that simply avoiding contaminated fish will reduce PCB concentration overall.

(B): Distortion. As above, though not eating the fish will reduce the rate of increase, this doesn't mean that it will eliminate the increase altogether; there are still other possible sources of contamination.

**(C): The correct answer**

(D): Distortion. Simply reducing the rate of increase won't necessarily eliminate all risk factors for cancer and developmental problems, which could come from any number of sources, non-fish-borne PCBs included.

(E): Health insurance premium outside the scope of the passage

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**PASSAGE 24**

**Topic and Scope** - Specific types of memory loss in old age

**Mapping the Passage**

¶1 describes episodic memory, which declines in old age, as well as some possible explanations for the decline.

¶2 gives a traditional view that memory loss and old age are directly correlated, and a new view which suggests that more than one kind of memory exists and that not all of them necessarily deteriorate in old age.

¶3 describes new methodology in studies which has led to the new view.

¶4 describes semantic memory, which the author argues may *improve* with age.

¶5 and 6 describe implicit memory, which isn't affected by age.

1) What type of memory will advanced age affect? Predict: Only episodic memory will be affected. Review what episodic memory is: the —recall of specific events, as well as names and locations. Only RN I is an example of this type of memory, while RN II is an example of semantic memory and RN III is an example of implicit memory. A is therefore correct.

**(A): The correct answer**

(B): Opposite. As described above. (C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

2) What is the author's tone in the passage? First ask yourself why the author thinks the research is relevant. The last paragraph states: —While the findings are encouraging, it must be noted that such studies do not deal with memory problems associated with illness, disease, or injury to the brain. Note the keyword —while: the author is optimistic, but not wildly so. (C) rewards the careful attention to structure with a very close paraphrase of this prediction.

(A): Distortion. The author's optimism is tempered by the keyword —while and the idea that the new research only has limited applicability.

(B): Opposite. The author doesn't seem skeptical of the new research at all, but rather optimistic that it's better than the old approach.

**(C): The correct answer**

(D): Distortion. While the author is arguably objective, there's a clear bias in favour of the research (hence the optimism).



(E): 'Unreserved' is extreme language.

3) A main idea question, tucked unusually in the middle of the question set. Predict, using topic, scope, and purpose to guide your prediction: the author wants to describe new research in the field of memory and aging. (A) paraphrases this closely.

**(A): The correct answer**

(B): Faulty Use of Detail. This is the purpose of ¶3, but not of the whole passage. (C): Distortion. While the passage does this, its focus is far more specific. This choice is far too broad.

(D): Faulty Use of Detail. The author suggests some explanations for this in ¶1, but it's only one small part of the passage.

(E): the passage does much more than just describe the two memory types

*Strategy Point:*

*When predicting the answer to a main idea question, construct your paraphrase as Topic, Scope, and Purpose. Many correct Main Idea answers will follow this order.*

4) What does the author say about illness, disease, and injury? Review the last paragraph: the author argues that the new research has nothing to say about memory loss caused by these factors. (B) fits with this; the author is summarizing scientific research, and so in this paragraph is likely summarizing the researcher's views that the new research has nothing to say about unnatural memory loss.

(A): Opposite. The author seems hopeful that the results *are* practical, since only practical results would be encouraging.

**(B): The correct answer**

(C): Distortion. Though the author suggests that new research would be needed to shed light on these studies, there's no suggestion that there *will* be new research in these areas.

(D): Out of Scope. The author doesn't discuss scientific interest in these disorders at all.

(E): In depth research is out of scope

**PASSAGE 25**

**Topic and Scope** - The importance of the historical precursors to Darwin's theory of natural selection

**Mapping the Passage**

¶1 Discusses Linnaeus and LeClerc (Creationists), who helped pave the way for evolutionary theory with some of their insights.

¶2 argues that understanding old ideas is important to understanding modern theories.

¶3 states that Darwin's theory of natural selection was developed in the context of older ideas.

¶4 notes that many of these older ideas came from scientists who were creationists and discusses LeClerc further.

¶0 describes pre-Darwinian data that challenged the Biblical account of creation.

1) A main idea question. Predict using topic, scope, and purpose. The author argues that Darwin's theory of natural selection didn't exist in a vacuum, (as unfortunately it is taught in many schools, ¶3) but that the theory experienced gradual development that had started before Darwin was born. (C) paraphrases this.

(A): Faulty Use of Detail. Though religious scientists did influence Darwin's theory, the author's main focus is on the fact that there were earlier (and perhaps false) ideas in general that influenced Darwin's theory.

(B): Faulty Use of Detail. This paraphrases the claim in the passage, but it's not the main idea of the passage, which again focuses on the idea that evolution wasn't a completely new idea when Darwin proposed it.

**(C): The correct answer**

(D): Faulty Use of Detail. The author makes this claim in ¶2, but it's used as a way of introducing a discussion of the ideas that preceded Darwin's theory. Since the bulk of the passage is devoted to explaining these theories rather than the argument that new ideas shouldn't be dismissed, it's safe to assume that the author is more concerned with the specifics of natural selection's precursors than with the general idea that old ideas shouldn't be dismissed.

(E): Opposite. The author actually lays emphasis on the role of older ideas in explaining newer ones

2) What does the author focus on specifically in regard to evolution? Predict: the theory's scientific precursors. Further, the author specifically complains in ¶3 about high school biology classes that teach Darwin's theory in a vacuum. It's reasonable to infer, then, that the author would spend a lot of time teaching the background to Darwin's theory. (A) paraphrases this.

**(A): The correct answer**

(B): Out of Scope. The author is mainly concerned with the background of the theory. Details are presumably important, but there's no evidence from the passage that the author would focus on the details especially.

(C): Distortion. While the author might focus on this as a way of discussing precursor theories, the focus would be on the theories themselves, and not on Biblical creation.

(D): Distortion. Taxonomy is associated regarding Linnaeus (§1), and so the author would presumably discuss it, but only in the context of how it led up to Darwin's theory. (A) states this more comprehensively.

(E): The future doesn't really follow from the information in the passage

3) What is the main idea of §3? Predict: The author believes that those studying Darwin's theories should study the ideas preceding those theories. (B) paraphrases this and is essentially a summary of §3.

(A): Distortion. Though the author believes that Darwin's ideas have to be understood in context, there's no suggestion that Darwin doesn't deserve credit for his theory.

**(B): The correct answer**

(C): Out of Scope. The author speaks very positively of Darwin and never suggests that his ideas should be devalued at all. The author discusses religion in order to show that ideas essential to evolution coexisted with creationism, not to show that the theory of evolution is false.

(D): Distortion. Though the author does described Darwin's ideas as –relatively simple, there's no suggestion that Darwin required no help in formulating them. If anything, he was helped by the theories that had come before.

(E): Extreme, plus the author never says this

*Strategy Point:*

*Correct answers to inference questions are sometimes nothing more than summaries of the given paragraph or lines. A strong map will help you to get these points quickly.*

4) A detail question. Who specifically argued that mountains take a long time to develop? The author states explicitly in the passage that Lyell did, as well as –uniformitarian geologists like him. (D) fits the bill.

(A): Out of Scope. Catastrophists aren't mentioned in the passage and so can be eliminated, but you can guess that they believed the opposite of the uniformitarians: that mountains and other large structures formed due to catastrophic events.

(B): Out of Scope. While Darwinists presumably believe this too, the author only mentions uniformitarians as specifically championing this view.

(C): Opposite. Creationists, unless they were in the vein of LeClerc, would likely argue that mountain ranges would have been created rather than developing over a long period of time. The author specifically states that the new geological evidence challenged -accounts from scripture.¶

**(D): The correct answer**

(E): Modern scientists outside the scope of the passage

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**PASSAGE 26**

**Topic and Scope** - The formation and location of hydrocarbon reserves

**Mapping the Passage**

¶1 explains how hydrocarbons form in pockets underground.

¶2 gives some background for our global dependence on fossil fuels.

¶3 describes the two types of hydrocarbon traps: structural traps and stratigraphic traps.

¶4 notes that new sources of hydrocarbons will come from reserves that are difficult to locate, and describes generally how reserves are located and extracted.

¶10 notes that most new oil will be found in stratigraphic traps and outlines the method for finding oil when surface geology doesn't help: seismic exploration.

¶6 describes the limitations to seismic exploration of stratigraphic traps.

¶7 notes recent developments in refining seismic exploration, and raises hope that discovery of stratigraphic traps will be easier in the future.

1) A global question: predict with topic, scope, and purpose. The author discusses how hydrocarbon reserves are formed (especially in ¶s 1 and 3) and how they can be located (throughout the passage, but especially in the second half of the passage). (D) repeats this nearly word-for-word.

(A): Faulty Use of Detail. While the passage does this, this choice says nothing about the location of reserves, which the passage spends significant time on.

(B): Faulty Use of Detail. The flip side of the above answer choice. The passage discusses seismic exploration, but it also discusses the formation of hydrocarbons before this.

(C): Faulty Use of Detail. The author argues in ¶10 that stratigraphic traps are harder to locate than structural traps, but this isn't itself the main idea of the passage; the author mentions this in order to explain the method for discovering stratigraphic traps.

**(D): The correct answer**

(E): No such argument is made in the passage

2) A detail question; —According to the passage... tips you off. Where are difficulties mentioned? Go back to ¶6. The last sentence of ¶6 states what the question does, that it's difficult to distinguish reflections between the two materials. The beginning of the sentence gives the reason: —the density contrasts between oil-bearing sandstones and the shales that provide stratigraphic seals for the oil are often very small. (B) says the same.

(A): Faulty Use of Detail. While the author mentions this in the same paragraph, it's used in the context of how resolution can be improved, not why it's difficult to distinguish between the sandstone and shale.

**(B): The correct answer**

(C): Faulty Use of Detail. This is part of the —primary limitation with the seismic method that the author discusses towards the beginning of the paragraph, not the direct cause of the particular problem in the question.

(D): Out of Scope. As above, thinness has to do with the primary limitation of the method, not the specific problem mentioned in the question.

(E): The passage never states this.

3) A scattered detail question. Either eliminate wrong answer choices or look for a choice that sticks out as correct. (C) should jump out immediately; since not all traps are stratigraphic, it wouldn't make sense for the author to have said that oil couldn't be extracted without a density contrast between reservoir rocks and a stratigraphic seal.

(A): Opposite. The author states in ¶1 that —hydrocarbons...will eventually reach the surface and be lost unless they encounter impermeable rocks.

(B): Opposite. The author ties oil reserves to hydrocarbons in ¶s1 and 4, so it's reasonable to believe that it's not possible to get oil if an original source of hydrocarbons aren't present.

**(C): The correct answer**

(D): Opposite. The author says in ¶1 that —if the rock within which they are trapped is highly permeable...the hydrocarbons can be extracted by drilling. In other words, drilling can't happen unless hydrocarbons are trapped within permeable rocks.

(E): Opposite. This is mentioned in ¶1.

4) What is the author's opinion of seismology? The author discusses why seismology isn't a great way to find stratigraphic traps in ¶6, and raises the hope that seismology will become more effective in the future in ¶7. Paraphrase: Seismology has its problems, but will hopefully improve in the future. (A) says the same.

**(A): The correct answer**

(B): Distortion. Though seismology has limitations, there's no indication that it's intrinsically flawed. If it were, the author wouldn't argue for its improvement.

(C): Distortion. The author believes that seismology has promise, but spends a significant part of the passage explaining why seismology *isn't* extremely effective. Nothing at all is said about profitability, so this choice is out of scope also.

(D): Distortion. The author doesn't discuss the theory of seismology, instead focusing exclusively on the practical method and its limitations. Further, the

author only suggests that seismology is ineffective for stratigraphic exploration, not completely ineffectual.

(E): The passage does not say anything to this effect.

### **PASSAGE 27**

**Topic and Scope** - The three social functions of popular music

#### **Mapping the Passage**

¶1 discusses the advent of pop music and the birth of Rock and Roll.

¶s2 and 3 discuss popular music's function of creating identity.

¶4 discusses its function in the management of feelings.

¶0 discusses its third function, organizing time, and notes that this is particularly important to the definition of youth.

1) What is the author's primary purpose in the passage? An easy one: the author wants to discuss the social functions of music. (D) fits the bill.

(A): Faulty Use of Detail. The author does this as a side-note to describing popular music's function of organizing time, but it's only a detail.

(B): Out of Scope. There are no theories other than the author's own in the passage.

(C): Out of Scope. The author discusses other forms of popular culture, like sports, but only as a way of further describing the functions of music.

#### **(D): The correct answer**

(E): Origination of pop music is not the concern of the passage

2) Where is classical music mentioned in the passage? It isn't! How could we figure out anything about classical music, then? Predict: by relating it to music in general. The author notes in ¶0 that —one of the effects of all music, not just pop, is to focus our attention on the feeling of time, and intensify our experience of the present.¶ Therefore, both pop music and classical music must focus attention on time, since this is a general quality of music. (C) says the same.

(A): Faulty Use of Detail. This is a social function of pop music, but the author doesn't suggest that it's a function of music in general.

(B): Faulty Use of Detail. The author uses this phrasing in describing —popular love songs¶ but again gives no indication that it's a function of music in general.

#### **(C): The correct answer**

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(D): Faulty Use of Detail. The author argues in ¶10 that pop music defines what youth is, but doesn't argue a similar function for music in general.

(E): The author does not say this for both types of music.

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*Strategy Point:*

*Don't panic when a question throws a curve ball in the form of an unfamiliar situation or terminology that's not in the passage. If it's in a question, it can be related back to the passage; you just need to figure out how.*

3) A question about the author's tone, scan the answer choices and note that only (C) is positive. Is the author's tone positive? Go back to ¶4 to review: the author says that the love songs "give shape and voice to emotions that otherwise cannot be expressed without embarrassment or incoherence." The author also notes that the songs express feeling "for us in interesting and involving ways." The author is positive, and therefore (C) is correct.

(A): Opposite. The author argues that love songs are the antidote to banal language by expressing the same ideas in interesting ways.

(B): Opposite. The author argues that our own expressions of feeling can be emotionally incoherent and that love songs help to compensate for this.

**(C): The correct answer**

(D): Opposite. The author clearly believes that popular love songs have an important social function: the management of feelings.

(E): The author is not disgusted by anything.

*Note: Noting the author's tone (positive, negative, or neutral) helps narrow down answer choices with a quick vertical scan.*

4) What does the author do in the last paragraph? Predict from your map: The author describes the third function of popular music, the organization of time, and its relevance to the definition of youth. (B) captures the author's focus on youth.

(A): Distortion. The author briefly discusses the experience of youth, but only in the context of how youth relates to popular music, which this choice leaves out entirely.

**(B): The correct answer**

(C): Out of Scope. This choice tries to capitalize on words familiar from the passage: "organization" and "youth." *Time* is organized, and youth is defined through popular music, but nothing at all is said about the organization of youth movements.

(D): Faulty Use of Detail. Though the author does discuss the relationship between music and time, it's done so particularly in the context of how it relates to youth, a topic that this choice completely omits.

(E): The passage never discusses the 'decline' of pop music

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## **PASSAGE 28**

**Topic and Scope** - The history of theories of evolution and the appropriateness of teaching evolution, rather than -creation science in the classroom

### **Mapping the Passage**

¶1 points out that Darwin was not the first person to argue for evolution.

¶2 argues that science classes should not teach creation science.

¶3 introduces a quote from Carl Sagan arguing the above statement and points to the simplest form of the concept of evolution.

¶4 introduces ancient analogues of evolutionary theory.

¶0 discusses the Christian philosophy of -natural theology which dominated the period before Darwin.

¶6 outlines the beginning of evolution's acceptance in classrooms, as well as the resistance it met in America.

¶s6 and 7 discuss recent attempts to combat the teaching of evolution by introducing the "dangerous" -creation science.

1) A main idea question hidden in the middle of the question set. Predict using topic, scope, and purpose: The author wants to promote the teaching of evolution and to argue against the teaching of creation in the classroom. Only (B) and (D) suggest that the author is trying to argue for and against something, and of the two only B incorporates the idea of learning and understanding, which the author focuses on extensively in the discussion of classroom instruction.

(A): Faulty Use of Detail. While the author discusses the differences briefly in ¶7, it's only to show that creation science isn't in fact science at all (despite what creationists say) and to argue that it shouldn't be taught in the classroom, a point that this choice leaves out.

### **(B): The correct answer**

(C): Out of Scope. The author describes all these things, but makes no attempt to contrast them. This choice also leaves out the author's attack on creation science, which takes up the latter half of the passage.

(D): Faulty Use of Detail. Though the author does this very briefly in arguing that creation science isn't science at all, it's only to make the larger point that creation science shouldn't be taught in the classroom.

(E): The author never argues in favour of any such thing

2) While this question is straightforward, the answer choices are meant to trick the test taker who does not take time to read through all the possibilities. The author brings up Anaximander and Empedocles in ¶3 as evidence of his claim that -one can trace the origins of evolutionary thought at least as far back as the Greeks.

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But be careful—he also brings up Plato and Aristotle in ¶4, stating that Christian philosophers elaborated on their ideas when they came up with what became creationism. Therefore both evolution and creationism have their origins in Greece. C is correct.

(A): Faulty Use of Detail. The later part of this answer is taken from ¶3 when the author details Empedocles' theory, but his point was never to show it was silly. (B): Faulty Use of Detail. This is the point of ¶3, but it ignores the evidence in ¶4. **(C): The correct answer**

(D): Out of Scope. Anaximander is the earliest source mentioned as a precursor to evolutionary theory, but the author never claims that he is the original source. (E): Extreme language

3) A straightforward detail question D can directly be inferred from ¶6 (A): Extreme language

(B): ¶3 says the opposite

(C): ¶4 clearly says that Anaximander believed humans were descended from fishes

**(D): The correct answer**

(E): ¶10 says that Christian philosophers actually elaborated on the ideas of Aristotle & Plato

## **PASSAGE 29**

**Topic and Scope** - Diversity and adaptation of organisms in coral reefs

### **Mapping the Passage**

¶1 and 2 give examples of reproductive adaptations among reef animals (¶2, hermaphrodites).

¶3 describes the great diversity in types of reefs, and their geography.

¶4 describes the great diversity in reef ecosystems.

¶10 gives examples of unique adaptations among reef animals.

*Strategy Point:*

*Get through examples-heavy passages quickly (in no more than two or three minutes at most, usually). Specific examples cited by a question can always be found in the passage, and most examples won't be mentioned at all in any given question set.*

1) An inference question without any clues to help narrow it down, so chances are it will have to do with the author's main points. What does the author generally believe? Predict: The coral reefs harbour unusually rich ecosystems. (C) echoes this and adds the point at the end of the passage that -much remains to be learned.¶

(A): Out of Scope. The author doesn't discuss conservation efforts in the passage, and so while the author *may* agree with this, it can't be inferred from the passage.

(B): Distortion. Saying that the biodiversity in coral reefs is exceptional doesn't equate with saying that the biodiversity on land is irrelevant. Watch out for choices that suggest false contrasts!

**(C): The correct answer**

(D): Out of Scope. The author doesn't discuss what should be done in terms of studying non-reef ecosystems.

(E): The passage never states this

2) An evaluation question; predict an answer by looking at what comes before and after. Immediately before, the author notes that there are more phyla in coral reefs than tropical rainforests, and immediately afterwards the author notes that coral reefs have a large diversity of marine turtles. The purpose of the whole paragraph is to demonstrate the diversity of the coral reefs. Predict the purpose of this specific example: to give a further example of the diversity in coral reefs. (D) says the same.

(A): Distortion. While the author suggests that coral reef diversity is unique, there's no indication that it's abnormal.

(B): Distortion. The author doesn't want to suggest that worms represent greater diversity, but rather simply give another example supporting the overall diversity of the coral reefs. This choice suggests a false contrast that the author doesn't make.

(C): Out of Scope. The author emphasizes diversity, but says nothing about preservation.

**(D): The correct answer**

(E): 'Contradict' is the wrong verb as no such contradiction is made in the passage

3) Where does the author discuss water clarity and temperature? Go back to ¶3, where the author says that —the ocean's clarity, temperature, and movement have restricted the geographic locations of the Earth's reefs.¶ What can be inferred about water clarity and temperature from this information? Predict: they're important to forming coral reefs. (C) repeats this.

(A): Opposite. Though the two factors limit the location for coral reefs, this doesn't mean that they limit diversity. In fact, the author argues immediately after discussing clarity and temperature, —these requirements have not limited the ecological complexity of reef communities.¶

(B): Out of Scope. While this may be true, it doesn't necessarily follow from a discussion of water clarity and temperature, which are completely irrelevant to whether or not a phenomenon is interesting.

**(C): The correct answer**

(D): Distortion. Though climate change *might* be something that scientists studying reefs are interested in, this conclusion can't be drawn from the information in the passage.

(E): Out of scope. The passage doesn't support this

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**PASSAGE 30**

**Topic and Scope** - How writing has influenced human consciousness

**Mapping the Passage**

¶1 and 2 note that writing was once considered an “alien” technology by outlining Plato’s objections to it.

¶3 introduces the author’s thesis that writing has transformed human consciousness by explaining that thought processes for those who can read depend on writing.

¶4 argues that human consciousness depends on writing to achieve its full potential, and argues that technology in general can enhance human life.

¶0 describes how people in a completely oral culture function and gives an example of an intermediate between oral and written cultures.

1) An evaluation question. What is the purpose of mentioning Hesiod at the end of ¶0? The author describes Hesiod as “intermediate between oral Homeric Greece and fully developed Greek literacy,” and immediately before says that “the more sophisticated orally patterned thought is, the more likely it is likely to be marked by set expressions skilfully used.” Paraphrase all this: Hesiod is an example of an oral culture that produced sophisticated thought in sophisticated patterns. (B) paraphrases this.

(A): Distortion. The author suggests that oral poets relied more on “set expressions skilfully used,” but this doesn’t mean that oral poets were more creative overall than those who wrote. In fact, the author would certainly argue that the ability to write could only enhance consciousness and vocabulary, and by extension, creativity.

**(B): The correct answer**

(C): Opposite. Though Hesiod is described as the product of a culture midway between the oral and the written, the author never argues that this is the ideal society. The author believes that writing is important to full human consciousness, and so any ideal society would presumably have to include writing.

(D): Opposite. The author argues in ¶0 that mnemonics are *essential* to “retaining and retrieving carefully articulated thought,” and therefore must be very successful memory devices.

(E): Extreme language. The author never states this.

2) Review the differences between oral and written cultures, which are mentioned throughout the passage. (A) represents a major difference that author discusses in a few places. The author notes in ¶0 that oral culture depends on mnemonic patterns to remember, and in ¶2 the author quotes an ancient objection to writing: “writing destroys memory.” Oral cultures, therefore, rely extensively on memory while written cultures much less so.

**(A): The correct answer**

(B): Out of Scope. The author doesn't discuss chaotic thought in the passage, noting that thought in oral culture is highly structured.

(C): Out of Scope. The author suggests that writing enables more complex *thought*, but suggests in ¶10 that some oral language can be highly sophisticated and complex.

(D): Out of Scope. The author only draws distinctions between level of advancement in thought; there's no suggestion that either type of communication is barbaric.

(E): Not mentioned in the passage

3) What role does Plato serve in ¶s1 and 2? The author says that —essentially the same objections...were urged by Plato...against writing.¶ The prediction is easy: Plato is used to introduce ancient objections to writing. (B) paraphrases this closely.

(A): Out of Scope. The author doesn't discuss whether Plato's philosophy was literate or oral, and Plato is clearly used as more than an example of a type of philosophy: he's the source of objections to writing in general.

**(B): The correct answer**

(C): Out of Scope. The author doesn't suggest that Plato's objections are misconceptions, and in fact seems to agree with the assertion that writing makes memory less important when discussing oral memorization in ¶10.

(D): Out of Scope. The author wants to show *similarities* between writing and computer technology; there's no mention of any differences. (E): Opposite as explained in ¶B' above

4) A main idea question, E sums up the passage really well as is evident from our passage map.

(A): The passage is not concerned with criticising anyone

(B): Close but not as clearly worded as option E

(C): Opposite. The passage actually attempts to show the connection between writing and consciousness

(D): The passage never discusses the negative effects of writing

**(E): The correct answer**

**PASSAGE 31**

**Topic and Scope** - The disadvantages of tracking in schools

**Mapping the Passage**

¶1 argues that tracking contradicts the philosophy that all can learn, and presents an obstacle to eliminating tracking: it makes scheduling easier.

¶2 responds to the argument that tracking improves learning by stating that tracking can dumb down lower level tracks.

¶3 defines tracking and notes that it is common in the nation's schools.

¶4 notes a major problem with tracking: inability for some students in lower tracks to get into higher-level classes later.

1) An incorporation question. How would the author's argument be affected if tracked students did better than their non-tracked counterparts? The question tells you that the argument would be weakened, so you just need to find an answer choice summarizing an argument the author makes against tracking on the basis of performance. (B) is just such a choice: the author argues in ¶2 that tracking encourages dumbing down

(A): Faulty Use of Detail. The author does argue this at the beginning of ¶2, but the statement isn't made in order to argue directly that tracking hurts academic performance. Therefore, it wouldn't be weakened by evidence that indicates higher performance.

**(B): The correct answer**

(C): Faulty Use of Detail. The author makes this point in ¶1, but this is an advantage of tracking, and one of the reasons it sticks around. If evidence that tracking was also good for test scores came out, it would presumably *strengthen* this argument.

(D): Faulty Use of Detail. As above, the author notes this in ¶1 when discussing the advantages of tracking. It doesn't have anything to do with academic performance, however, and so the argument wouldn't be directly affected by the new evidence in the question stem.

(E): The author never states that tracking should be banned in schools so there is no question of strengthening or weakening anything

2) A main idea question. Predict using topic, scope, and purpose. The author argues that tracking in schools leads to disadvantages for the students. Clearly, he is not in favour of tracking. This knowledge allows us to focus in on the global choices (A) and (B). Of the two, (A) oversteps the scope of the passage. Only (B) accurately encompasses what the author is arguing.

(A): Out of Scope. The author never actually argues that tracking should be eliminated, only that it has some negative consequences.

**(B): The correct answer**

(C): Faulty Use of Detail. Stress level is mentioned at the end of ¶3, but this is not the author's main point of the passage.

(D): Faulty Use of Detail. Scheduling is mentioned at the end of ¶1, but this is not the author's main point of the passage. (E): Opposite as explained in 'B' above

3) A scattered detail question. Either eliminate or look for a choice that seems foreign. While the first three are mentioned as criteria for tracking in the passage, (D) isn't mentioned as a criterion for tracking. While the author notes in ¶3 that —there are differences...in...how talkative and energetic the classroom is|| depending on tracking, there's no suggestion that students are tracked *based* on how talkative or energetic they are individually.

(A): Opposite. The author mentions grades as a criterion in the opening lines of ¶3. (B): Opposite. The author cites —academic ability|| as a criterion for tracking in ¶3.

(C): Opposite. The author discusses the way students get locked in to higher tracks (i.e. AP courses) with honours courses (¶4).

**(D): The correct answer**

(E): Opposite. This is stated in ¶1.

4) Use your map to predict the purpose of ¶2: the author first describes why administrators like tracking (it promotes achievement) and then argues that it in fact does the opposite. (A) captures this structure of administrative views and authorial response.

**(A): The correct answer**

(B): Faulty Use of Detail. While this represents the author's view in the paragraph, it neglects the administrative views in the first half of the paragraph.

(C): Faulty Use of Detail. The author mentions —divergent experiences|| that occur in tracking, but only as an introduction to discussing the arguments for and against the practice.

(D): Faulty Use of Detail. As in (B), while this is part of the author's argument against tracking, it neglects the views of the administrators.

(E): No benefits are listed in this paragraph



## PASSAGE 32

**Topic and Scope** – To question the moral validity of using animals for experimentation in laboratories

### **Mapping the Passage**

¶1 provides an example of the suffering animals have to go through during the process of experimentation.

¶2 compares different classes of animals and states that humans sympathise with those that display fussy characteristics

¶3 tries to define ‘animal’

¶4 discussed the views of historians such as Kant who were not much sympathetic towards the plight of these animals.

¶5 discusses one way in which humans decide which animals to show sympathy towards

¶6 concludes by stating that we cannot decide on behalf of animals what is good for them and what is not good for them

1) The author states, ‘We cannot decide right and wrong, good and evil for those with whom communication is barred. Communication between animals and humans is mentioned with finality in this last sentence. The implication of a large portion of the passage is that direct or effective communication with animals is impossible and without direct communication, we are unable to determine whether another creature is experiencing pain.’ ‘B’ clearly follows from this.

(A): The author never implies that ‘that an animal does not have enough ‘fussy’ characteristics to be considered human.’

### **(B): The correct answer**

(C): The author never implies ‘that an animal does not benefit from human empathy.’ In contrast, his references to ‘fussy’ admit that some animals are at least considered for protection.

(D): Out of scope

(E): The author actually attempts to state the opposite in the passage that animals do deserve human sympathy

2) You should immediately grasp the flavor of the quote because of the word ‘torture.’ We are looking for an answer whereby the author would disagree. What would the author’s response be? The recurrent theme throughout the passage is that animals cannot tell us if they are suffering, how much they are suffering, or whether or not they want to suffer. ‘C’ states this the best.

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(A): The author would clearly discount any efforts to quantify the unquantifiable; i.e., –cute. Therefore, he would never respond with –less\_cute. Additionally, he discounts structural differentiation and fubsiness throughout the passage.

(B): In the passage the author makes very few sweeping statements about animals. This answer is an all-inclusive type of statement, which you should be wary of. The author does imply that we would not care if –mosquitoes, spiders, or ticks were suffering

**(C): The correct answer**

(D): This is not the one best answer. Again the author argues that animals cannot tell us if they are suffering, how much they are suffering, or whether they want to suffer or not. According to the author, we actually cannot know, and do not know.

(E): Not as specific an answer as C

3) The author clearly feels that non-verbal means are a poor method of communication, and what meaning there might be could be misconstrued; remember, empathy is apathetic fallacy. Thus the author would never agree with Option ‘A’

(A): The correct answer

(B): The author would agree. This statement is essentially one of the author’s own lines and advances the author’s thesis.

(C): The author would agree. This statement is also rewritten from a passage sentence and it, too, advances the author’s thesis.

(D): The author would agree. (E): The author would agree.

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## **PASSAGE 33**

**Topic and Scope** – To discuss whether marijuana is harmful or beneficial and to state that more research is needed before one could arrive at an answer to the same.

### **Mapping the Passage**

¶1 provides the two points of views on marijuana use – those who are in favour and those who are against.

¶2 states that more people have tried marijuana in Netherlands after its use was legalised

¶3 describes the harmful effects of marijuana

¶4 states that marijuana is addictive and defines drugs of dependence

¶0 concludes that marijuana has not yet been confirmed as a medicine and that it probably has more negative effects than positive ones

1) a simple detail question that can be quickly answered if you've made a good passage map by going through the relevant paragraph. 'D' immediately stands out as the correct answer.

(A): Opposite. This is mentioned in ¶3

(B): Opposite. This is also mentioned in ¶3 (C): Opposite. This is also mentioned in ¶3

(D): The Correct Answer

(E): Opposite. This is also mentioned in ¶3

2) Another detail question that can be answered by going through paragraph 4 which clearly says that 'cannabis is not generally regarded as a drug of dependence because it does not have a clearly defined withdrawal syndrome'. From the passage it is obvious that cannabis and marijuana are one and the same. 'B' clearly is the best answer then.

(A): Out of scope.

(B): The correct answer mentioned in ¶4 (C): Incorrect, as described above.

(D): Incorrect, as described above.

(E): Out of scope.

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3) Evaluating each of the options, it is clear that D is the only one that can be safely inferred from the passage without making any assumptions.

(A): Extreme and Out of scope.

(B): Out of scope. It does have a lot of harmful effects anyway. (C): Out of scope.

**(D): The correct answer.**

(E): Out of scope

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