

VERBAL REASONING

This part of the test examines verbal abilities necessary for academic studies: vocabulary, logical thought processes, the ability to analyze and understand complex texts, and the ability to think clearly and methodically.

At the beginning of each verbal reasoning section you will find instructions, including information on the number of questions that appear in the section and the amount of time you have in which to answer them. For example:

This section contains 27 questions.

The time allotted is 25 minutes.

This section consists of several types of questions: analogies, sentence completions, logic and reading comprehension. Each question is followed by four possible responses. Choose the one which **best answers the question** and mark its number in the appropriate place on the answer sheet.

- Solving the analogies takes relatively little time. Solving the other types of questions – sentence completions, logic and reading comprehension – generally takes more time. Take this into account in planning the amount of time to devote to each question.
- All questions of a given type are arranged in ascending order of difficulty, that is, the first questions are easier than the last questions, except for the reading comprehension questions, which are arranged in the order in which the subject matter appears in the text.
- For each question, choose the response that best answers the question out of the four possible responses provided. If, at first glance, several responses seem to be correct, read the question and the alternative responses carefully and try to find the most correct answer.

On the following pages you will find several examples of each type of question. Most of the examples are followed by a detailed explanation.

ANALOGIES

Instructions:

Each of the following questions contains a pair of words in bold type. Find the relationship between the meanings of these two words, and then choose from among the possible responses the one in which the relationship between the two words is **most similar** to the relationship you have found.

Note: The order of the words in each pair is significant.

Questions of this type examine your ability to precisely define a connection or relationship between two words and to recognize the similarity between two relationships.

First, define the relationship between the two words in bold type. Then, define the relationship between the pairs of words in each of the possible responses and choose the response in which the relationship is most similar to the relationship between the two words in bold.

Examples and Explanations:

1. **baker : eating** -

- (1) surgeon : anesthesia
- (2) author : reading
- (3) gardener : watering
- (4) policeman : enforcement

The relationship between the words in bold type: **eating** is an activity involving the product of the **baker's** work.

Response (2) has the same relationship: **reading** is an activity involving the product of the **author's** work.

The other responses are incorrect: **anesthesia** is a stage that precedes a **surgeon's** work. **Watering** is one of the jobs of a **gardener**. **Enforcement** is the objective of the **policeman's** work.

2. **to shutter : is closed** -

- (1) to explain : is understood
- (2) to estimate : is exact
- (3) to believe : is correct
- (4) to permit : is forbidden

The relationship between the words in bold type: **to shutter** something causes it to be **closed**.

Response (1) contains the same relationship: **to explain** something causes it to be **understood**.

The other responses are incorrect: **to estimate** is to make an approximate calculation of something's worth, not an **exact** one; **to believe** something is to think that it is **correct**; **to permit** something means to declare that it is not **forbidden**.



3. **deck** : **fleet** -

- (1) ruler : country
- (2) roof : neighborhood
- (3) clothespin : laundry
- (4) player : team

The relationship between the words in bold type: a **deck** is the upper part of a ship, and a group of ships makes up a **fleet**.

Response (2) contains the same relationship: a **roof** is the upper part of a house, and a group of houses makes up a **neighborhood**.

The other responses are incorrect: a **ruler** is someone who rules over a **country**. A **clothespin** is a means for hanging **laundry** on a clothesline. A **player** may be part of a **team**.

4. **warn** : **wariness** -

- (1) distort : truth
- (2) provoke : anger
- (3) know : proficiency
- (4) dissuade : action

The relationship between the words in bold type: to **warn** means to do something that produces **wariness** in someone else.

Response (2) contains the same relationship: to **provoke** means to do something that produces **anger** in someone else.

The other responses are incorrect: to **distort** means to twist the **truth**. To **know** means to have **proficiency**. To **dissuade** means to cause someone to refrain from a particular **action**.

SUMMARY OF ANALOGIES

- Formulate the precise relationship between the words in bold type.
- Formulate the precise relationship between the pairs of words in each of the possible responses and choose the appropriate response.
- The relationship you have defined between the pair of words in bold might not apply to any of the responses. Defining the relationship in more general terms should solve the problem. Sometimes the relationship that you have defined can apply to more than one of the responses. In this case, a more precise definition of the relationship is required.
- Make sure that your solution is based solely on the similarity of the relationship between the words. Do not rely on similarity of form or content between the words in bold and the words in one of the responses.
- Relate only to the meanings of the words. Do not base your choice of response on similarity of sound or appearance in the relationship between the words.
- Pay attention to the order of the words. If you switch the order of the words in bold when defining the relationship between them, make sure that you also switch the order when defining the relationship in each of the possible responses.

SENTENCE COMPLETIONS

Instructions:

In each question, there is a sentence (or sentences) with several parts missing, followed by four possible ways of completing the sentence. Complete each sentence, using the response that is **most appropriate**.

Sentence completion questions test your ability to recognize logical connections between parts of a sentence and to understand what the sentence is saying. Each question consists of a sentence with several parts missing, and each missing part is indicated by a blank. Each of the four possible responses contains several sets of words separated by a slash (/). Insert the sets of words, in the order in which they appear, in place of the blanks. After inserting all of the words, it is important to read the entire sentence. A logical sentence will be formed only if you have inserted the correct sets of words.

The key to solving sentence completions is understanding the logical connections between the parts of the sentence. There are different types of relationships between parts of a sentence: one part might elaborate on what is stated in a different part, or explain it, illustrate it, negate it, offer an opposing opinion, and so on. These relationships can be deduced from the way the sentence is worded and from the punctuation used. Special attention should be paid to conjunctions such as "because," "since," "Therefore," "thus," "in spite of," "for example," "although." These conjunctions may appear in the question itself or in the sets of words in the possible responses.

The most important consideration in solving sentence completion questions is that there must be an internal logic to the sentence that is created. An answer may appear illogical in terms of the facts that it contains, but if it has its own internal logic, then it is the correct response.

Examples and Explanations:

1. Dead ends never _____ scientific progress. _____, they were always a factor that induced researchers and thinkers to _____ the commonly held beliefs of their time, _____ a breakthrough.

- (1) led to / Indeed / delve into / thus occasionally achieving
- (2) interfered with / Indeed / be satisfied with / while abandoning any attempt to achieve
- (3) furthered / On the contrary / cling to / thus often achieving
- (4) hindered / On the contrary / question / which enabled them to reach

Response (1) is incorrect: It first states that dead ends did not lead to scientific progress, but then goes on to say that breakthroughs were sometimes achieved as a result of dead ends.

Response (2) is incorrect since it first states that dead ends did not interfere with scientific progress, and it then goes on to say that dead ends led to abandoning the attempt to achieve a breakthrough.

Response (3) is also incorrect, since it first states that dead ends did not further scientific progress, while later on saying that they often resulted in a breakthrough.

Response (4) is the correct response. It first states that dead ends did not hinder scientific progress, and the rest of the sentence reinforces this claim: Dead ends always led to questioning what was commonly believed to be true, and motivated researchers and thinkers, which enabled them to reach a breakthrough.

2. Those who disapprove of Juan, a healer, claim that the improvement reported by his patients is due solely to their belief in his healing powers. In the past, I _____ to believe this claim, but I changed my mind after learning that _____ patients who were _____ about the treatment's chances of success reported _____ in their condition following treatment.
- (1) was inclined / even / skeptical / an improvement
 - (2) refused / only / skeptical / an improvement
 - (3) was inclined / only / confident / an improvement
 - (4) was inclined / all of the / skeptical / that there was no change

Response (1) is the correct response: The speaker states that, as a result of new information, he is no longer inclined to believe the claim appearing in the first part of the sentence. The new information indeed weakens that claim: If even those patients who were skeptical about the treatment's chances of success reported an improvement in their condition, then there is no validity to the claim that the only reason for the improvement is belief in the treatment.

Response (2) is incorrect since the speaker states that he no longer refuses to believe the claim; in other words, he has decided to believe the claim, but the new information actually weakens the claim.

Responses (3) and (4) are also incorrect since, in both, the speaker decides to reject the claim after receiving information that actually reinforces it.

3. Research shows that laws in biblical times were intended to solve _____ and not to prevent problems that _____. Thus, if the Bible contains a law that forbids looting, _____ that this _____ in those days.
- (1) current problems / might arise in the future / it is unlikely / practice existed
 - (2) commonplace problems / rarely occurred / it would be difficult to contend / was an everyday occurrence
 - (3) problems of the future / were widespread / one should not rule out the possibility / was a deep-rooted practice
 - (4) existing problems / might arise in the future / it would not be unreasonable to argue / was a widespread practice

Response (1) is incorrect because the first sentence says that the purpose of the laws was to solve current problems, and the conclusion in the second sentence is that if the Bible contains a law against looting, then this practice did not exist. This is the opposite of the expected conclusion, based on the first part of the statement.

Response (2) is incorrect because the first sentence says that the laws were intended to solve commonplace problems, while, based on this, the second sentence states that it is not a reasonable assumption that looting was a common practice if a law existed about it. This is the opposite of the conclusion that we would expect, because if the laws dealt with commonplace problems, it would be reasonable to assume that this was an everyday occurrence.

Response (3) is also incorrect, since the first sentence states that the object of the laws was only to solve problems of the future, while the conclusion in the second sentence is that if the Bible contains a law that forbids looting, then it is likely that this was a deep-rooted practice at that time. This is the opposite of the conclusion that we would expect on the basis of the first sentence.

Response (4) is the correct response. The first sentence states that the laws were intended for solving existing problems and not problems that might arise in the future. Based on this statement, the second sentence concludes that if the Bible contains a law forbidding looting, it would be reasonable to assume that looting was widespread at the time, since the laws, as mentioned, reflected an existing situation.

4. _____ that the ability of penguins to survive even under extremely difficult climatic conditions _____ to their ability to survive under all types of environmental conditions. _____ the size of the penguin population _____ following a deterioration in environmental conditions, such as a decrease in the quantity of fish available to them for food.
- (1) There is truth in the claim / attests / This is in spite of the fact that / does not change
 - (2) There is truth in the claim / does not attest / This is because / does not change
 - (3) There is truth in the claim / does not attest / The proof of this is that / decreases considerably
 - (4) It would be incorrect to claim / attests / The proof of this is that / decreases considerably

Response (1) is incorrect. The first sentence says that the claim that penguins are capable of surviving under all types of environmental conditions is correct. The second sentence begins with the words "This is in spite of." We would expect the information that follows to be inconsistent with the claim in the first sentence. However, the information that the size of the penguin population does not change following a deterioration in environmental conditions actually is consistent with the claim made in the first sentence.

Response (2) is also incorrect. The first sentence says that the claim that penguins are capable of surviving under all types of environmental conditions is not true. The second sentence begins with the words "This is because." We would expect this to be followed by the reason why the claim is not true. However, the information that follows indicates that penguins are able to survive under difficult environmental conditions.

Response (3) is incorrect because the first sentence says that the claim regarding the ability of penguins to survive is correct, but the second sentence tries to prove this claim by presenting proof that is actually inconsistent with it.

Response (4) is the correct response. The first sentence says that the claim that penguins are capable of surviving under all types of environmental conditions is incorrect; as proof, the second sentence states that following a worsening of environmental conditions, the size of the penguin population decreases, which does indeed support the fact that the claim is incorrect.



Verbal Reasoning

SUMMARY OF SENTENCE COMPLETIONS

- Read the sentence carefully and try to understand the general idea that it expresses.
- In most cases, the key to solving the question lies in understanding the logical relationships between the parts of the sentence. Conjunctions generally hint at these connections, as do punctuation (for example, a colon indicates that further elaboration will follow) and context.
- For each of the responses, insert all of the words in the blank spaces and check carefully whether they make sense. Do not choose a response based on the appropriateness of only some of the sets of words.
- Do not choose a response just because the content is consistent with reality, and do not reject a response just because the content does not appear realistic. Check only whether the response creates a sentence that has internal logic.

LOGIC

This part contains different types of questions, requiring you to perform a variety of tasks, but they all examine your ability to arrive at correct conclusions based on the information provided. The nature of the information and the conclusions to be arrived at differ from question to question. Pay close attention to what is asked of you in each question, and answer accordingly.

Logic questions may take the form of individual questions, each a self-contained unit with its own separate information, or they may appear as a cluster of questions that are based on information pertaining to the entire cluster.

Examples and Explanations:

1. Two statements are given:

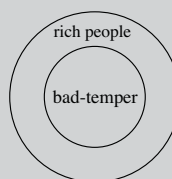
- A. Only rich people are likely to be bad-tempered.
- B. Only bad-tempered people are likely to wear glasses.

If the two statements are taken together, which of the following conclusions **necessarily** follows?

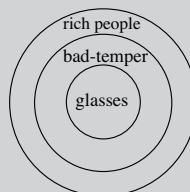
- (1) All people who wear glasses are rich.
- (2) There are no rich people who wear glasses.
- (3) There are no bad-tempered people who are rich.
- (4) All rich people are bad-tempered.

This type of question presents several statements that deal with sets (in this case, rich people, bad-tempered people and people who wear glasses) and the relationships between them.

A diagram is helpful for solving this type of question. Statement A says that only rich people are likely to be bad-tempered. This statement means that all bad-tempered people are rich (since according to the statement, no one who is not rich is bad-tempered), and this can be depicted in diagram form, with the group of bad-tempered people contained within the group of rich people, for example:



Statement B says that only bad-tempered people are likely to wear glasses. This statement means that all people who wear glasses are bad-tempered. We will incorporate this statement into the diagram, with the group of people who wear glasses contained within the group of bad-tempered people, thus:



The diagram is now a graphic representation of the relationships between the groups that results from taking both statements together.

We will now examine the possible responses. (Remember that you are being asked to find the response that would **necessarily** follow when the two statements are taken together.)

- (1) The diagram shows that the entire group of people who wear glasses is contained within the group of rich people. In other words, all people who wear glasses are rich, and this is therefore the correct response.
- (2) This response is incorrect, since it can be seen from the diagram that all people who wear glasses are rich.
- (3) This response is also incorrect, since all bad-tempered people are rich.
- (4) This response is incorrect since we can see that there could be rich people who are not bad-tempered.

Note: The first step is to fully understand the meaning of the statements and the relationships between the groups appearing in the statements. (For example, saying that only rich people are likely to be bad-tempered does not mean that all rich people are bad-tempered.) Only then should you draw a diagram representing the statements. Otherwise you may have an incorrect diagram, which will lead to an incorrect response.

2. Three women, Eva, Diane and Sheila, are sitting side by side on a bench, not necessarily in that order.

One of the women is a teacher, one is a singer, and one is a pharmacist.

The woman sitting to Diane's right is the teacher, and the woman sitting to Eva's right is the singer.

What is Sheila's profession?

- (1) She must be a singer.
- (2) She is either a teacher or a singer.
- (3) She is either a pharmacist or a teacher.
- (4) She must be a pharmacist.

In this question, you need to determine the order in which the three women are sitting and their professions. To solve questions of this type, where it is necessary to figure out what the order is within a group of items based on the information given, it is helpful to draw a diagram. First, search for definite facts, or try to deduce a definite conclusion from the information provided, which can serve as an "anchor" for solving the question. This question does not contain any definite facts, but a definite conclusion can be drawn from the information provided: It states that the teacher is sitting to Diane's right; in other words, Diane is not sitting in the rightmost place. It also states that the singer is sitting to Eva's right; in other words, Eva is also not sitting in the rightmost place. Thus, Sheila is definitely sitting in the rightmost place. After arriving at this definite conclusion, we can draw a diagram as follows:

_____ _____ Sheila

There are two possible ways that the two remaining women can be seated. Let us write down the two possibilities, and also note the professions of each, based on the information provided (the teacher is to Diane's right and the singer is to Eva's right):

- | | | | |
|----|---------------------|-----------------|-------------------|
| 1. | Diane
pharmacist | Eva
teacher | Sheila
singer |
| 2. | Eva
pharmacist | Diane
singer | Sheila
teacher |

We see that Sheila can be either the teacher or the singer, and the correct response is therefore (2).

3. During the time that Rachel was CEO of a computer company, the company's profits decreased considerably. As a result, Rachel's decision-making abilities were severely criticized. Coming to Rachel's defense, Joe pointed out several instances in which her decisions had produced positive results. In response, Martin, one of her critics, replied, "Even a broken clock shows the correct time twice a day."

In using this example, Martin was arguing that -

- (1) there is no connection between the company's profits and Rachel's decision-making abilities
- (2) the criticism directed at Rachel may have been exaggerated
- (3) even in those instances which Joe cited, Rachel's decisions had, in fact, produced negative results
- (4) a few successes do not prove the soundness of Rachel's decision-making ability

Since the subject of Martin's reply (the broken clock) does not appear to be related to the subject of his conversation with Joe (i.e., a CEO whose decision-making is drawing criticism), it can be deduced that Martin is answering Joe with a metaphor. In other words, Martin is trying to tell Joe that the situation which they are discussing could be compared to the situation described in his example.

The first stage in solving the question is understanding the idea behind the metaphor. Martin makes the point that even a broken clock shows the correct time twice a day. In other words, even something faulty, which does not possess the qualities needed for accomplishing its purpose, and is therefore of no use, sometimes "succeeds" in its role. If we now examine this idea within the context of the topic of Martin and Joe's conversation, we can deduce that Martin intended to say that even a CEO whose decision-making ability is totally unsound can, from time to time, make decisions that happen to produce positive results. In other words, if the decisions of the CEO produced positive results only on rare occasions, these few successes do not prove the soundness of her decision-making. Thus, (4) is the correct response.

4. Studies show that roads with speed bumps have a third the number of car accidents involving injuries to children than roads without speed bumps. As a result of these studies, the residents of Begonia Road decided to install speed bumps to reduce the number of injuries to children on their road.

Which of the following facts can serve as an argument for those who feel that the decision was not justified?

- (1) Driving more slowly makes the driver more alert to what is happening on the road.
- (2) Of the roads that were included in the studies, many more children played on the roads without speed bumps than on the roads with speed bumps.
- (3) Knowing that a certain road has speed bumps causes drivers to choose alternate roads.
- (4) The studies were conducted during the summer months, when children play outdoors more than at other times.

Response (1) can actually serve as an argument for those who feel that the decision was justified. Assuming that the more alert the driver, the smaller the likelihood of an accident, then if driving more slowly makes the driver more alert to what is happening on the road, installing speed bumps on Begonia Road is likely to decrease the number of injuries to children on this road.

In response (2), the decision by the residents of Begonia Road is based on the assumption that speed bumps are the reason for the relatively small number of car accidents involving injuries to children, but the fact presented in response (2) weakens this assumption. If fewer children played on the roads with speed bumps than on those without speed bumps, the likelihood of an accident involving injury to children would in any case be lower on roads with speed bumps. It is thus possible that the reason for the smaller number of accidents recorded on these roads is not the speed bumps, but instead the smaller number of children playing on these roads. Therefore, response (2) can serve as an argument for those opposing the decision, and it is the correct response.

The fact presented in response (3), like the fact presented in response (1), actually reinforces the assumption upon which the decision of the residents of Begonia Road is based. If knowing that there are speed bumps on a certain road causes drivers to choose alternate roads, then installing speed bumps on a particular road does indeed reduce the likelihood of car accidents on that road.

The fact presented in response (4) does not weaken the basis for the decision made by the residents of Begonia Road. If the studies that compared the number of children injured in roads without speed bumps and the number of children injured in roads with speed bumps were conducted at a time when children play outdoors more than at other times, it is almost certain that the total number of injured children was high at that time, but there is no reason to assume that this fact had an effect on the ratio (three times as high) between the number of children injured on roads without speed bumps and the number of children injured on roads with speed bumps. Therefore, there is nothing in this fact to make the residents of Begonia Road change their interpretation of the studies' findings.

5. Nat, who always tells the truth, and Tom, who always lies, were holding a conversation. Which of the following statements could not have been made during their conversation?
- (1) I am telling the truth.
 - (2) We are both telling the truth.
 - (3) I am a liar.
 - (4) We are both liars.

To solve this question, each of the possible responses should be examined to determine whether at least one of the speakers could have made that statement.

- (1) If the speaker is Nat, the statement is true, since it is a given that Nat always tells the truth. If the speaker is Tom, the statement is a lie, since it is a given that Tom always lies. In both instances there is no contradiction between the statement and the information given, and thus it is a statement that could have been made during their conversation.
- (2) This statement is necessarily a lie, since it is a given that Tom always lies. It is therefore possible that Tom, who tells only lies, made this statement.
- (3) This statement could not have been made by either of the speakers. Nat always tells the truth, and therefore he would not have made a statement which contradicts this fact. Tom, who always lies, could not have said that he is a liar, because that would be the truth. This is therefore the correct response.
- (4) This is a lie, since Nat always tells the truth. Tom could have made this statement, because he always lies.

SUMMARY OF LOGIC QUESTIONS

- There are several types of logic questions. Pay attention to what is asked of you in each question.
- For certain questions, it is helpful to make a diagram of the facts provided and of the information that can be deduced with certainty. Organizing the information in diagram form makes it easier to examine the possible responses.
- If questions appear in cluster form, they too require that you arrive at conclusions based on the information provided. Deal with each question separately from the other questions in the cluster. Do not solve a question based on conclusions arrived at from information that pertains only to a different question!

READING COMPREHENSION

Instructions:

Read the text below carefully and answer the questions that follow.

The topics in the reading comprehension texts are taken from a wide variety of fields. The questions test your ability to understand a text, to recognize the relationships between its components (sentences and paragraphs), and to understand the ideas expressed in it. The questions may involve connections between different sections of the text, inferences based on the text, the text's structure, and so on.

Example and Explanations:

- (1) For over two hundred years man has been using animals for research in order to learn from the animals' cerebral, physiological and behavioral mechanisms about corresponding mechanisms in humans. Almost from the start, controversy arose as to whether using animals in this way was morally justified.
- (5) Until the 18th century, all aspects of life, including science, were governed by a religious perspective. According to this view, God created man in His image, and He created the other creatures to serve man. Thus, man is permitted to use animals for his own needs. The philosophical approaches of secular philosophers, as well, maintained that man has no moral obligation towards animals: Animals do not have the ability to use language; they therefore do not have beliefs, ambitions, or desires, and thus do not have interests that must be protected.

Objections to harming animals were voiced for the first time at the end of the 18th century. The English philosopher Jeremy Bentham asserted that the question that should be asked in this regard is not whether or not animals have awareness, but rather, whether they are able to feel pain, to which the answer is yes. Bentham's successors also disagreed with the approach that animals do not have beliefs and desires. They argued that a dog can believe that a certain bone is tasty even if it is incapable of formulating a sentence to that effect.

The controversy became more acute during the second half of the 19th century with the introduction of Charles Darwin's theory of evolution. Darwin maintained that animals and man have a common origin and pointed to the physiological similarities among the different species. This further reinforced the belief that the findings from experiments on animals could be applied to humans. However, since the theory of evolution placed man and animals on a single, continuous developmental axis, it was hard to continue to claim that only humans were capable of suffering or feeling pain.

A compromise was proposed in the 1970s by Australian philosopher Peter Singer. Singer suggested that the principle of benefit versus harm should be applied whenever an experiment on animals was being considered. According to this principle, the amount of good to be derived from the experiment – for humans and for animals – should be weighed against the amount of suffering it would cause, and the experiment should be conducted only if the benefit outweighed the harm. Singer, however, asserted that the interests of humans and those of animals do not carry equal weight. Thus, for example, in the case of a sinking ship, it is

preferable to sacrifice the life of a dog rather than that of a human being. Singer's opponents argued that nature is governed by the principle of the survival of the fittest, and therefore, any use that humans make of animals for their own needs – and certainly one designed to improve their chances of surviving – is justified.

- (35) In recent years, advocates of the prohibition or restriction of the use of animals for research purposes are becoming increasingly vocal. The scientific community has formulated several guiding principles in this regard. For example, experiments on animals should be performed only if they are likely to bring real benefit to the human race; effort should be made to minimize the pain and suffering caused to animals during the course of any experiment; and
- (40) whenever possible, preference should be given to alternative methods of research (such as computer imaging). Medical schools have begun attempting to instill these values in their students. For example, in one course on research methods, students were required to plan an animal experiment on the efficacy of a medication, and then were required to find a way to answer the same question by means of research that did not involve animals.

Questions

1. It can be inferred from the second paragraph that "secular philosophers," (line 8) _____ individuals with a religious outlook, maintained that using animals for research purposes was justified, and that each approach _____ .
- (1) as well as / justified its position using a different reason
 - (2) as opposed to / presented moral arguments to reinforce its position
 - (3) as well as / objected to other ways in which humans use animals
 - (4) as well as / explained itself on the grounds that animals do not have the ability to use language

This question uses a technique similar to that used in the sentence completion questions. A sentence is given which has parts missing. You must complete the sentence using the most suitable response. The question compares two approaches to animal experiments: one is the approach of the secular philosophers (referred to in line 8), and the second is the approach of individuals with a religious outlook. From the second paragraph it can be inferred that both approaches supported animal experiments: one for religious reasons (God's intention of designating animals to serve humans) and the other for philosophical reasons (humans have no moral responsibility towards animals since animals have no interests that require protection).

Response (1) is the correct response since it states that both approaches held the same attitude towards using animals for research purposes, but each gave a different reason to support its argument.

Response (2) is incorrect since it states that there was a difference in the attitudes of the two approaches, and that those with a religious outlook in fact objected to using animals for research purposes.

Response (3) is incorrect since it states that both approaches objected to using animals for other purposes, whereas the text states that according to both approaches, humans can use animals for any purpose.

Response (4) is incorrect because it attributes the reason given by the secular philosophers also to individuals with a religious outlook, though this was not the reason they gave.

2. The "approach" (line 14) is -

- (1) that animals have awareness
- (2) that harming animals is immoral
- (3) that of the individuals with a religious outlook, referred to in the second paragraph
- (4) that of the secular philosophers, referred to in the second paragraph

This question directs us to a particular word in the text. In such cases, it is advisable to reread the line referred to and the lines before and after it. According to line 14, the "approach" referred to in the question is that "animals do not have beliefs and desires". Since none of the possible responses uses these words, the meaning of each response must be examined:

Response (1) is incorrect because in order for animals to have awareness they must also have beliefs and desires, and this, as stated, contradicts the "approach".

Response (2) is incorrect since the approach referred to in lines 14-15 is actually that of the secular philosophers mentioned in the second paragraph, and they did not object to harming animals.

Response (3) is incorrect, because according to the second paragraph, individuals with a religious outlook believed that animals were created to serve humans, but they made no claims about the characteristics of animals or about their having beliefs and desires.

Response (4) is the correct response. The second paragraph states that the secular philosophers concluded from the fact that animals cannot use language that they have no ambitions, desires, or interests which must be protected.

3. Which of the following statements about the theory of evolution is **not** correct according to the text?

- (1) The controversy over the use of animals for research began even before the theory was introduced.
- (2) It implied that the answer to the question posed by Bentham was that animals are able to feel pain.
- (3) It supported the scientific justification for conducting experiments on animals.
- (4) It presented a compromise position with regard to the use of animals for research purposes.

This question presents four statements relating to the theory of evolution, three correct and one incorrect. Read the question carefully. The correct answer to this question is the **incorrect statement**, and you must bear this in mind when choosing the answer and marking it on the answer sheet. The theory of evolution is first mentioned in the fourth paragraph of the text (lines 17-23). Reread this paragraph before attempting to answer the question.

Be aware that some of the statements in the possible responses may refer to other parts of the text, and it may be necessary to reread those sections.

We will now examine each of the four possible responses:

Response (1) is incorrect because the beginning of the fourth paragraph states that the controversy became more acute with the introduction of the theory of evolution. In other words, the controversy existed even before the theory of evolution was introduced. Thus, the statement in response (1) is true and, as stated, we are asked to find the incorrect statement.

Response (2): The question posed by Bentham was whether or not animals were capable of feeling pain (lines 13-14). According to the fourth paragraph, the theory of evolution implies that the answer to this question is yes, since "it was hard to continue to claim that only humans were capable of suffering or feeling pain" (lines 22-23). Thus, the statement made in response (2) is true, and therefore it, too, is not the correct response.

Response (3): According to the first paragraph, the scientific justification for performing experiments on animals is that we can learn from the different animal mechanisms about the corresponding mechanisms in humans. According to the theory of evolution, the different species are physiologically similar, and therefore it is justified to draw conclusions about humans from experiments on animals. In other words, the statement appearing in response (3) is correct, and it is thus not the response that is asked for.

Response (4) is the correct response because the statement it makes is incorrect. The theory of evolution provided arguments for both opponents and proponents of animal experiments, but it did not lead to any stand with regard to these experiments, and certainly did not present a compromise position. The person who proposed a compromise on this issue was the philosopher Peter Singer, who is referred to in the fifth paragraph.

4. According to Singer's approach to animal experiments (presented in the fifth paragraph) -

- (1) Any experiment that has been proven to benefit humans should be performed.
- (2) An experiment should not be permitted if it has been proven to cause suffering to animals.
- (3) One should ensure that the benefit derived by humans from an experiment is equal to the benefit derived from it by animals.
- (4) Experiments should not be conducted if the benefit which humans derive from them is less than the harm and pain caused to the animals in the experiment.

According to Singer's approach, the considerations involved in performing animal experiments should be based on the principle of "benefit versus harm"; in other words, he was in favor of conducting an experiment only if the benefit to be derived from it would outweigh the harm that it would cause.

The circumstances described in responses (1), (2) and (3) do not meet the criterion established by Singer. According to response (1), it might be proven that benefit would be derived from an experiment without our knowing that this benefit outweighs the harm that would be caused.

According to response (2), an experiment that causes suffering to animals should not be permitted. However, Singer said that such an experiment may be conducted if the benefit to be derived from it is greater than the suffering it causes.

Response (3) compares the benefit derived by humans from an experiment and the benefit derived by animals; Singer did not deal with this comparison at all.

Response (4) is the correct response, as Singer indeed objected to an experiment whose benefit was less than the harm that it would cause.

5. The main objective of the author of the text is -
- (1) to describe the aspects of animal research that led to the controversy over the issue
 - (2) to point out the importance of animal research for advancing scientific knowledge
 - (3) to describe the main trends in the controversy over the use of animals for research purposes, from the beginning to the present
 - (4) to warn against the renewed widespread use of animals for research purposes

Let us examine the different responses:

Response (1) is incorrect because the author of the text does not deal at all with the details of experiments conducted on animals. The author does present aspects of animal research in the last paragraph. However, the purpose of these examples is not to explain why the controversy arose but to offer ways of solving it.

Response (2) is also incorrect, as the author of the text does not deal with the scientific importance of the experiments, but presumes that they are of great importance to science and that much information can be gathered in this manner.

Response (3) is the correct response, as the author of the text does present the different approaches that have existed over the years to the ethical question of experiments on animals.

Response (4) is incorrect, as the author of the text does not express his own attitude to experiments on animals, as stated in this response, but instead presents an objective description of the ideas of others on this issue.

SUMMARY OF READING COMPREHENSION

- Read the text carefully and try to identify its main ideas and general structure. Some examinees prefer to first read the questions in order to get a general idea of what they will be asked to look for in the text, and then read the text itself. Others feel that reading the questions first wastes precious time. You may want to try practicing both methods.
- In answering a question, carefully read the section of the text referred to in the question (sometimes the question notes the line numbers). For some questions it is even advisable to read the entire paragraph, or at least a few of the sentences preceding and following the section under discussion.
- Carefully examine all of the possible responses. Do not choose a response that appears to be correct before examining the other responses. A response may be correct or logical in and of itself, but it may be the wrong answer to the specific question that is being asked or in view of what is stated in the text. Look for confirmation in the text as to the correctness or incorrectness of each response before deciding if it is the correct answer. A response may have to be eliminated because it is only partially correct. Therefore, make sure to read each response carefully from beginning to end.