CIVIL SERVICE EMPLOYEES ASSOCIATION

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LABOR EDUCATION ACTION PROGRAM

Examination Preparation Booklet

Improving Your Test-Taking Skills

Booklet ITTS

CSEA

CIVIL SERVICE EMPLOYEES ASSOCIATION, INC.

LOCAL 1000, AFSCME, AFL-CIO

Danny Donohue, President

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Improving Your Test-Taking Skills

The CSEA Examination Preparation Booklet Series is designed to help members prepare for New York State and local government civil service examinations. This booklet is designed for practice purposes only and its content may not conform to that of any particular civil service examination.

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Improving Your Test-Taking Skills

The information in this booklet is the result of ten years of studying the Civil Service exam system and teaching people how to improve their scores. Many people have found that this information has been extremely helpful to them, especially when they've combined it with systematic practice with exam preparation questions. We have included practice questions and explanations in this booklet. In addition, there are other test-taking booklets available through CSEA which will provide you with more practice if you feel you need it. Many of these other booklets were prepared for state promotional exams, but the categories they cover are the same or very similar to those found on county exams. There is a list of available booklets in the Appendix.

This booklet is divided into two sections: test-taking tips and sample reading comprehension questions. The test-taking tips section includes an outline of general test-taking tips, a more detailed version of the general test-taking tips, and a few tips for answering reading comprehension questions correctly. The sample questions section includes the reading comprehension questions themselves, an answer key, and full explanations. As we mentioned above, there is also an appendix in the back of the booklet which gives a listing of the booklets available from CSEA, as well as the Diagnostic Worksheet. We will explain the use of the worksheet later.

General Test-Taking Tips

First, a quick review:

1. Practice, practice, practice
2. Be positive
3. Be patient and persistent
4. Know where you're going and get there early
5. Be prepared
6. Bring food
7. Don't be thrown by initial anxiety
8. Pace yourself
9. Take deep breaths and short rest breaks
10. Read very carefully
11. Pick the best possible answer
12. Assess the reasonableness of your answer
13. Don't overanalyze and don't jump to conclusions
14. NEVER, NEVER leave an answer blank
15. Treat your scrap paper with respect

1) PRACTICE

PRACTICE, PRACTICE, PRACTICE. Practice is crucial. We have been told countless times by people that practicing with sample questions has significantly raised their scores, sometimes by more than thirty points. Keep practicing, even if you have doubts about your ability to do any better. If you take the time to practice, you will improve. As you practice, you develop an understanding of how to do well on these exams. It's as if you are adding a new compartment in the brain, a "multiple-choice mind," that you can trot out for the exams and keep in mothballs the rest of the time if you like.

We have included a number of sample questions and complete explanations for them in this booklet. If you make a separate answer sheet for yourself rather than marking your answers in the booklet, you'll be able to work with the questions more than once. It's best to do a few questions and then check your answers rather than doing all of the questions at once. In this way, you can see whether or not you're on the right track. Even if you've answered a question correctly, read the explanation once to make sure your answer is right for the right reasons. If you have time, go back over the questions the week before the exam. You should be able to see an improvement in your scores, and this should increase your self-confidence. Doing the same questions over a period of time will also help you to be more aware of the tendencies and habits you have that do you in. In order to further help you assess your test-taking habits, we've included a diagnostic worksheet in the Appendix. It contains a listing of some common problems people have and has proven to be a valuable self-assessment tool.

Practicing is also important because the exam can be a test of your endurance as much as a test of your reasoning ability. Most of us are not used to sitting for hours reading something that we aren't particularly interested in, and trying to figure out questions that we could care less about. Since practicing with exam preparation questions at home does not require the same amount of endurance as taking the actual exam, we've tipped the scales a bit by making the reading passages in this booklet longer than the ones you would most likely find on an exam.

If you'd like more questions to practice with, you can match up many of the subjects listed on your exam announcement with the other test preparation booklets that are available through CSEA, and order those you feel might be helpful to you. No matter how many questions you choose to work with, try to spread your studying out over a period of time. It isn't wise to pack all of your studying into the week or night before the exam. Some people are successful at cramming, but, for most of us, cramming results in lost sleep and not being able to think clearly during the exam. It's fine to do something fun the night before the exam if you can, but not too much fun or else you'll be tired and unable to think. Of course, if you would rather spend the evening

before the exam reviewing some test-taking material, then you should do so. In either case, whether you decide to work or play, moderation is important.

Plan to reward yourself after you finish the exam. Getting ready for and taking an exam can make people feel deprived; having something to look forward to can do a lot to foster perseverance. It doesn't have to cost money. It might be something you'd feel guilty about otherwise – taking the rest of the day to do something just for yourself perhaps. It doesn't matter what it is as long as it makes you feel rewarded.

2) BE POSITIVE

It helps so much to look at this as a positive experience rather than as a dreaded activity that's being forced upon you. You may hate the idea, the very thought may send you into a spasm of negativity, but please try to figure out some way that taking this exam is benefiting you. (At the very least, it's good practice for the next one.) Whenever you start to feel anxious, put upon, resentful, or whatever, remind yourself of the benefits.

Of course, we aren't saying that positive thoughts are all that are necessary. In most cases, practicing with the test-taking booklets is more valuable. But what we tell ourselves has a great effect on how we view what's happening to us, and this can affect what <u>will</u> happen to us. Many studies have shown that people who consciously try to think positively can improve their performance significantly. This is true even in such areas as job interviews where it would seem that our own thoughts wouldn't carry as much weight as those of the interviewer.

What do you tell yourself about the exams and your prospects? If your internal communication runs something like: "I'M NOT A TEST-TAKER, I NEVER DO WELL ON TIIESE EXAMS, AND I'M TERRIBLE AT MATH," it's probably preventing you from doing as well as you otherwise might. If we already feel doomed to failure, how can we put much energy into learning how to do well? The more we repeat negative phrases, the more we reinforce them and the more difficult it is to overcome them. If we worry and obsess about the exam before, during and/or even after it's over, we're also wasting a lot of energy. Thinking takes energy, and negative thinking takes even more energy. Fear, anxiety, or any other type of negative thinking is often very draining. That's why we feel exhausted when we're extremely worried about something or when we're under a lot of emotional strain.

It's very important to take the time to listen to your thinking so you can discover what really goes on in your mind. Once you have become better acquainted with your thought processes and have observed patterns of negative communications, you

can change these habits by saying things that are the opposite of your fears or expectations. If math is your demon, then keep telling yourself, “I do well in math.” If you get anxious when taking tests, and the page starts swimming before your eyes, tell yourself, “I think clearly under pressure.” Create sentences that are positive and in the present. It’s better to say, “I am perfectly calm whenever I take an exam” than to say, “I will not be nervous during the exam.” The latter phrase introduces an element of doubt, and there are generally enough doubts in our minds already.

For some people, their negative self-talk involves putting themselves down, perhaps because they don’t feel they do well on tests. If this is true for you, try to remember that being able to answer test questions correctly does not reflect upon your intelligence, your worth, or how well you actually do your job. It just reflects upon your ability to answer test questions. That’s all. If you doubt this, think about people you know who are good at taking tests, but lacking in other areas like job competence or personality or basic human decency. Then think of those who are great people, highly intelligent, or incredibly effective in their jobs, but who do terribly on the exams.

3) BE PATIENT AND PERSISTENT

Have patience with yourself, with the exam preparation questions we’ve provided, and with the exam itself. When you practice, don’t get depressed or upset if you do poorly at first – or if you have done poorly in the past. You will improve.

A favorite trick of the impatient mind is to think that there must be a typo in the exam booklet or to be overly enamored with choice d: “none of the above.” Typos do occur, but not that frequently, and “none of the above” is rarely the correct answer. In fact, it’s not even given as a choice for most questions.

There are good test-takers and there are bad test-takers. Good test-takers have confidence; they believe that the problem can be solved and that they can solve it. Because they believe they can do it, they have the persistence to be good problem solvers. They stick with a problem until they get an answer. They analyze problems step by step, breaking them down into parts, and solving them piece by piece. And finally, they are active thinkers. They do anything to make the problem manageable and concrete: translate it into real life examples, draw diagrams, write things down in simple terms, or reorganize the facts.

4) KNOW WHERE YOU'RE GOING AND GET THERE EARLY

Make sure you know where you're going, how to get there, and if parking will be a problem. Try to leave the house a little bit early. Of course, you can still take the exam even if you're late, but why do that to yourself?

5) BE PREPARED

Be prepared – provision yourself.

1. Bring your admittance card, and some form of I.D. in case you need it.

2. Bring a calculator if math or tables are included on the exam. In the past, people weren't allowed to use calculators in the exams, but people have been able to use them in recent years. So bring one just in case.

3. Bring a watch to reassure yourself that you have enough time, or to time yourself. There is generally enough time to answer the questions, but timing yourself will keep you from using up too much time and energy on one section.

4. Bring a few #2 pencils.

6) BEING PREPARED INCLUDES BRINGING FOOD

We made this a separate category because it is so important.

Civil Service tells people to bring food for the longer exams, but very few people do so. For some, it's hard enough to get themselves there without packing a lunch, too. Others are self-conscious about bothering people with noisy bags and wrappings. If that's the case, use plastic wrap instead of aluminum foil, but please take food.

Blood sugar levels rule our lives. Our brains need a constant, steady supply of glucose (blood sugar) to function properly. The average American lifestyle – full of stress and fueled by a diet laden with sugar, caffeine, nicotine, processed foods, and alcohol – very often interferes with the proper functioning of the brain. Most people need coffee, Coke, or donut injections throughout the day, but because their internal regulating mechanisms are so out of whack, they still feel as if they're in a trance by 11:30 in the morning and after 3:00 (or so) in the afternoon. When blood sugar is low, we are likely to become spacy, irritable, frustrated, depressed, or impatient. We may get headaches, or have trouble thinking clearly and concentrating. And during

an exam, when the stakes are high, we often get anxious, so the adrenaline is pumping and throwing off blood sugar levels even more. For this reason, bringing food to an exam may be critical. But stay away from candy bars and other sweets because they provoke an adrenaline response. While they will bring the blood sugar up, they cause it to rise too high and too quickly. Blood sugar levels drop quickly when they are elevated by processed sugars, and so not too long after the quick high comes an equally rapid low. These extreme fluctuations are hard on the body and prevent the brain from functioning as well as it could. Instead of bringing sweets or junk food, take foods that contain protein: cheese, nuts (preferably unsalted), chicken legs, a tuna fish sandwich. If you're a smoker, you especially need to bring food because your body is used to using cigarettes to stabilize your blood sugar levels. Since you can't smoke in the room, you'll feel the effects of the blood-sugar roller coaster even more than a non-smoker would. But if you're addicted to caffeine, and can't think without it after 10 AM (or even before), bring a big thermos of coffee or tea by all means. This is no time to decide to do without and get healthy.

Bring something to eat even if it is a short exam.

7) DON'T BE THROWN BY INITIAL ANXIETY (if you have any)

Are you one of those people who takes one look at the booklet and gets an anxiety attack? Do the words of the first question swim before your eyes? Do you enter a trance-like state? Are there times when you can read a passage over and over yet have no idea what the words mean? There is hope for you, too.

One trick is to take a deep breath – perhaps you might even close your eyes – and just take a few seconds to become aware of how you feel. Fear or anxiety is a signal sent by your body. Your body is urgently telling you that you're in some kind of danger. If you acknowledge the signal and just watch it, your body becomes satisfied that you're paying attention, and it will allow you to calm down. If you try to ignore the signal or push it away, as most people do, then it often acts like an alarm that gets louder and louder if no one turns it off. The more you try to ignore it, the worse it affects you.

You might try taking inventory. Notice how your body is reacting, and dispassionately make a list of the symptoms: pounding heart, panicky feeling, words swimming, and so on. Believe it or not, this helps by allowing you to witness what's happening as if it were happening to someone else. It gives the body time to calm down rather than feeding it more anxiety-producing thoughts. (When we try to argue away a feeling or get mad at ourselves for feeling a certain way, we usually prolong the feeling.) You may also want to think about your past experiences in this kind of situation and reassure yourself: "I'll be nervous at first, but I always settle down and am able to think after a while. Even if I waste some time being nervous, I still have enough time to finish the exam." (If you tend to <u>stay</u> nervous and unable to think, skip this step because it obviously won't be very reassuring.)

Another technique that works for many people is to spend a few seconds doing some deep breathing. Try it now:

> Sit up straight, cross your legs at the ankles or put your feet flat on the floor, close your eyes, and place your hands loosely on your abdomen. Take a long, slow breath in through your nose and pretend that you are breathing into your abdomen. Allow your abdomen to expand. Then exhale slowly and evenly through your nose. As you exhale, allow your abdomen to go in, to slowly collapse as if the breath were coming out of your abdomen like air slowly being released from a balloon. Continue to breathe in this way for five to ten breaths.

If you took the time to do this exercise, rather than just read it, you probably feel a difference in your state. You may feel calmer, more peaceful, or more energized. We asked you to close your eyes and put your hands on your abdomen because it's easier to learn the technique this way, but you can do it more discreetly. You can keep your

eyes open and simply take slow, quiet breaths into your abdomen whenever you feel anxious –and no one will know what you're doing.

If you are still anxious after doing the above exercises, you might try one or both of the following techniques:

1. Skim the passages until you find one with a question that you can answer. After you've successfully completed one question, you will most likely feel more calm and be able to return to the first question with your mind functioning. (Be careful when you skip questions, however, and be sure to mark the correct space on your answer sheet.) This approach does work for a lot of people, but it can backfire. All the passages might look like gibberish, even the most simple ones, and your panic might increase.

2. You might want to work from the answers and the question stem. Figure out what the question stem is asking of you and then look at the first answer choice. Next, skim the passage to see if you can find something similar to the answer choice or something that contradicts it. Do this for each choice, and then select the best answer for that question.

8) PACE YOURSELF

Know how much time you have, and watch the time so you can pace yourself. You don't have to speed through the exam; the individual sections aren't timed, and you generally have enough time to finish them all. You usually are given 3 to 5 hours for 60 to 90 questions, but some sections and questions will take longer than others. If this isn't your first exam, you probably know which sections will take more of your time. If this is your first exam, just be aware of the time and don't get bogged down. There is often enough time both to finish the exam and to go back into each section to recheck the difficult questions or the ones you weren't sure of.

9) TAKE DEEP BREATHS AND SHORT REST BREAKS

It helps to take short rest breaks throughout the exam to reduce the building cycle of tension. The exams can be tedious, anxiety-producing, and frustrating. Often we are forcing ourselves to concentrate – using all the will power we have to keep from just giving up and saying the heck with it. All this creates fatigue and a building cycle of tension which can interfere with optimal performance. By taking deep breaths, stretching, staring into space (or out the window if there is one), closing our eyes, or

doing other tension release exercises, we break the cycle of tension and start over with a relatively cleaner slate.

Here are a few tension-release exercises that might help you:

> Hold your arm out in front of you. Make a fist, as tight as you can – tighter, tighter. Now quickly release it and let your arm just fall. Do the same with the other arm.
>
> Hunch your shoulders as if you were trying to touch your ears with the tops of your shoulders – higher, higher. Now drop them.
>
> Straighten your leg out in front of you and lift it about 6 inches off the floor. Point your toe – more, more. Now point your heel – tighter, tighter. You should feel the stretch all the way up your leg. Now drop it. Do the same with your other leg.

As we mentioned earlier, it's also helpful to take deep breaths every once in a while. The brain normally uses 20 percent of the oxygen we take in. The trouble is that when we are under stress we tend to need more oxygen but take air in less efficiently. When the brain doesn't have enough oxygen, it tends to get spacy, unable to focus, unable to concentrate, impatient, anxious, and so on. Doing a little quiet deep breathing (like that described in Point 7) can significantly improve our ability to function when taking an exam because deep breathing increases oxygen intake, calms the nervous system, and increases vitality. The problem is that we often forget to do these things at the times we need them the most. If you (discreetly) practice doing these exercises at work and while you are practicing with the exam booklets in the days before the exam, you'll be more likely to remember to do them during the exam. Try to remember to do them often because they are worth the few seconds they take. (It is not advisable to take deep breaths in an area where the air quality is poor. Sometimes heavily polluted air is very noticeable – when pumping gas or standing near a bus, for example. At other times, when the pollutant is asbestos or odorless chemicals, there are no obvious clues. If you find yourself feeling worse after doing some deep breathing, go back to your normal breathing habits.)

The most relaxed you can stay in general, the better off you will be. Along with practicing with the test-taking booklets, it would be good to practice relaxation techniques before the exam. If you develop a habit of relaxation, you will be able to think more clearly and easily, and you will be less likely to produce an excess of adrenaline.

10) READ VERY CAREFULLY

We can't stress this enough. Sometimes there will be **just one word** in an answer that will make that choice the wrong one.

11) PICK THE BEST POSSIBLE ANSWER

Read all the choices and pick the best one. If you want to do well on the exam, you have to get used to picking the least rotten choice. It's like voting for president sometimes. Your candidate didn't make it, you don't like what you're stuck with, but you have to pick the best of what's available. And, as sometimes happens when voting for president, it comes down to just two choices, and you have a heck of a time deciding.

Don't expect all the questions to be well-written. Civil Service has tight budgets and a lot of exams to prepare. Remember this, and don't get frustrated when you come across a badly written question. Do the best you can, and try to appeal it later. If you come upon a question that you feel is incorrect and should be appealed, try to make a mental note about it so that you can remember it later.

Don't get angry, and don't let a question unnerve you. Everyone taking the exam has the same questions you have, so no one has an advantage when a question is badly written. And please don't pick an answer on principle. In other words, don't pick an answer because you think it's the best one even though you know that the exam writers would probably disagree with you. This is most likely to occur with some supervisory questions. You may know the "proper" response, the one you believe the exam writers would prefer, but you may feel that there is no way that that response would work in real life. You may very well be right, but it doesn't matter. It's not worth throwing the points away just to make a stand.

12) ASSESS THE REASONABLENESS OF YOUR CONCLUSIONS

Above all, be sure to evaluate the reasonableness of your answer. Don't be falsely reassured if your answer is one of the choices. Have you ever spent a lot of time working on a math problem and then discovered that your answer wasn't even there? Perhaps that's better than a false positive: being so relieved that the answer is there that we don't recheck or rethink the question. Test-makers will often figure out the mistakes people are most likely to make and use those as the choices.

Sometimes we pick an answer that is so far off that it's hard to imagine how we could have ever done such a thing. For example, on one exam there was a question that went something like:

> How much does June earn per month if the $350 she pays for rent is 20% of her salary?

You wouldn't believe how many people came up with $70 as an answer, saw that it was one of the choices, and selected it. They multiplied by 20% rather than dividing – a natural mistake. But if they had stopped to wonder how June could pay $350 for rent if she only made $70 a month, they would have noticed their mistake. It's always better to stop for a moment and think about the answer because we sometimes get into a trance when doing exam problems and make mistakes as outrageous as this one.

13) DON'T OVERANALYZE; DON'T JUMP TO CONCLUSIONS

Be careful of having too analytical (too picky) a mind. Some people get too involved in one aspect of a question, or they start reading too much into the question. This kind of behavior is normal, but it can cause a lot of frustration and lead to the wrong answer. A related problem is knowing too much about the subject of the question. When we know too much, we may not read very carefully, or we may read things into the passage that aren't there.

Don't jump to conclusions – don't be in such a rush to get the dreaded thing over with that you fasten onto something too quickly. Also, beware of picking the first choice prematurely. It's not that "Choice a" can't be the answer, but it is sometimes used to mislead people who tend to be impatient and careless.

14) NEVER, NEVER LEAVE AN ANSWER BLANK

In many cases, each section of the exam will consist of three or four questions that seem so difficult you'll want to give up, and three or four more that are so easy you'll think there has to be some trick to them. The rest will be in between.

Don't be afraid to skip the really hard questions for a while. Just remember to go back and answer them. Since you can generally eliminate one or two choices, this gives you a 33 to 50 percent chance of getting the right answer. Even if you are totally at sea, you have a 25 percent chance of getting the right answer. If you do need to skip a question for the moment, don't forget to skip the corresponding space on the answer sheet. There is nothing worse than getting to the end and realizing that you have a space left over. If that happens, don't see it as a sign you were never meant to take this exam. Just patiently work backwards, retracing your answers to see where you went wrong.

Don't be intimidated by technical topics or strange words in reading comprehension questions. The answer has to be there, and you don't need to be an expert in the subject to answer the question correctly.

15) TREAT YOUR SCRAP PAPER WITH RESPECT

Try to keep your scrap paper labeled and in order. It can help you later, particularly in the math sections when you need to check your work. It can also help in those cases where a math question could be answered based on information already written on your scrap paper.

As far as tabular questions are concerned, it's wise to look over all of the choices first. You may not need to do as much calculating as it might appear at first. For example, sometimes tables on exams contain question marks instead of data. It's important to not waste time doing the calculations to fill in all of the question marks before you begin because it's unlikely you'll need all of the information.

READING COMPREHENSION TIPS

There are a number of techniques to use when attacking reading passages and the questions that follow them.

1. Sometimes it helps to quickly look over the material before actually reading it. Skimming over the material will give you a general sense of what it is about and how it is organized. If you know what is coming, you can more easily recognize what will be important as you actually read the material.

2. Sometimes the only way to understand a particularly difficult passage is to analyze it and then translate it into words that make sense to you. This is especially true if the sentences are long and contain a number of ideas. If this is the case, look at the sentence and try to cut it down until you get to the meat of it. Don't try to fit in everything that is in the original sentence. Just try to get to one or two simple sentences that express the writer's basic ideas. Breaking a sentence down into smaller parts, and cutting out the extra words or those that are confusing, can help you understand what the author is trying to say, as well as help you remember what you read. It is also helpful to (silently) read the passage as if you were reading it aloud – slowly, word for word, pausing for commas and other punctuation. But don't spend so much time on a particular question or set of questions that you run the risk of sacrificing the exam as a whole. Although you will often have more than enough time to finish the exam, you don't want to wear yourself out on a few questions.

3. Be careful of qualifying words like: *no, few, many, most, ail, never, occasionally, usually, frequently, always,* and *except.* They are another reason why you need to read very carefully. When they appear in a question, they change the nature of that question. Beware of these same words in the answers. Make sure the word used in the question or answer agrees with what was said in the passage. Does the author say something happened *frequently* or *rarely?* Does the writer say that a certain thing is *usually true* or only *sometimes true?* Be especially careful of words like *all, none, always,* and *never.* They <u>may</u> make the statement too strong to be true.

4. Sometimes you can just look at a question and know the answer, but <u>always</u> check with the reading passage to make sure that you are correct.

5. When you don't know an answer to a question that asks for a specific detail, resist the temptation to reread the entire passage if the passage is a long one. Think about where in the passage the needed information might be located. Skim the passage to see if you can find the information. As you skim, look for key words that relate to what you are searching for.

6. You may want to read the questions before you read the passage. Some people find that it helps them to locate the information they need when they are actually reading the passage. As we mentioned earlier, this is also helpful for those who have problems getting into a particular passage or even trying to begin the exam.

7. Finally, a word about comprehending what you read. If you find yourself reading without holding on to any of it, you may want to stop and think about what is being said. What is important about what the author is trying to say? What points did he or she make? Asking yourself questions, trying to answer them, and going back into the passage to find the ones you could not answer are all good ways to make more sense out of a reading passage that is giving you trouble. Just remember not to spend more time on the passage than it deserves.

   If, after asking yourself questions about the passage, you still have trouble understanding what you're reading, try taking a few deep breaths, stretching, eating something or getting up to sharpen your pencil. Moving around or taking a short rest break will often be what you need, but if even that doesn't work, go on to the next question. You can always come back to it later.

SAMPLE QUESTIONS

Please read the following passages carefully and then select the answer that you feel is best. We suggest that you write your answers on a separate sheet of paper so that you can practice with these questions again later. We also suggest that you only do one or two questions before checking your answer and reading the corresponding explanation in the next section.

1. Mass markets are dead. It's time to let go of the old mass marketing strategies – or so it would seem. Markets are subdividing like crazy, creating a kaleidoscope of goods and services. Every day a new product, or a new variation on an old product, appears. There's Shredded Wheat, and Mini-Wheats, and Frosted Mini-Wheats. There's diet Coke and Classic Coke, Cherry Coke and decaffeinated Coke. It's a global phenomenon. In the urban centers (at the very least) of each nation, countless brands of soaps and soups, jeans and jerseys, soft drinks and softballs can be found, each promising to be better or different. But lest we be too hasty, perhaps we should look at this more closely. Have the markets really been transformed into a myriad of unrelated niches, creating the need for a multitude of ad campaigns? Is it all change and no consistency? Are there no theories or traditions to make sense out of this? In reality, large markets have always subdivided into smaller specialty ones. The main difference is that today they subdivide at a phenomenal rate. Market division is happening faster and faster, and the new segments show up everywhere, almost simultaneously. But who are the customers? In all product categories and places, people increasingly occupy many, and often disparate, segments and opt for many different brands. It's no longer brand loyalty that holds sway, and you can't use the old stereotypical guidelines. It doesn't hold that customers who buy herbal tea prefer cotton t-shirts and brown rice. It's coffee and a bagel in the morning, sushi for dinner, and herbal tea before bedtime. In this world of rapid transit and instantaneous communication, people everywhere are becoming more alike in their tastes and preferences. And one thing they certainly share is the desire for ever-present, ever-changing variety. Companies who continue to have a line of items specifically for clearly defined preference groups have certainly failed to accurately assess the marketplace.

1. Which of the following statements is best supported by the passage?

   a. The existence of so many products prevents successful marketing strategies.
   b. It's not that there are no more mass markets; it's that the nature of the mass has changed.
   c. Ad campaigns need to be more varied and creative to keep the attention of the new consumers.
   d. People's tastes are very ethnic.

2. Too many consumers believe in the quick fix, the easy solution, the magic ingredient, the miracle cure. And, of course, there are corporations ready to provide them with the product which will solve their health care problems. An independent review board is needed to interpret the nutritional data available. If such a review procedure is not adopted, then our society is left to the whims of the private sector whose vested interests and public pronouncements on very specific products already seriously compromises public understanding of these health issues. The nutrition information Americans are getting may be fragmentary, contradictory and confusing, when it's not outright incorrect, according to nutritional biochemist T. Cohn Campbell. Campbell, who has been doing nutrition research for the past 25 years, is one of the co-authors of the National Academy of Sciences' report on "Diet, Nutrition and Cancer," which recommended increased consumption of fruits, vegetables and whole-grain cereals. He says that confusion about nutritional guidelines and chronic disease risk is directly attributable to the use of scientific data which are much too narrowly focused for policy and marketplace purposes. An extensive nutritional study conducted in China recently provides some examples of the inconsistencies that Campbell is concerned about. Some U.S. studies associate low cholesterol levels in the blood with increased fisk of colon cancer. In China, however, incidences of colon cancer were low among those who had low cholesterol levels, a finding much more consistent with the recognized beneficial effects of low cholesterol levels. Such an observation provides further evidence that the U.S. data showing an increase in colon cancer at lower cholesterol levels is an experimental fluke. Another example, dieting is the way to lose weight in the States. We count calories, but obviously have limited success with this method since so many of us are constantly dieting and continually overweight. Chinese people consume about 20 percent more calories than Americans, yet there is very little obesity amongst the Chinese, and they are healthier in general than Americans. This finding tells us that excess caloric intake does not necessarily cause excess body weight nor is it likely to be the determinant of chronic disease risk. One difference between the diets is the proportion of fat in calories consumed. Chinese fat consumption ranges from 6 to 25 percent, with an average of about 15 percent of daily calories from fat. This is well below the 30 percent usually recommended in American diets. So, the current wisdom which says that people cannot subsist on diets with fat intakes much lower than 30 percent of calories is seriously called into question by the Chinese study.

2. Which of the statements given below is best supported by the passage above?

   a. The Chinese suffer from less obesity because they have a more active life-style.
   b. The average person in China consumes half the fat of the average American.
   c. The existence of an independent review board keeps corporations from peddling products whose effectiveness is questionable.
   d. Confusion about nutritional guidelines in the U.S. is due to the improper use of scientific research.

3. According to Hume, all of life and it's experiences is merely a passing fancy with nothing tying it together. There is no order, no organization, merely a dizzying array of fantastic and bewildering images. Kant revolutionized Western philosophy by proving that true experience consists of the judgments we impose upon the data of the senses. The senses yield information about the world, but it's understanding which gives the world its true and proper form. Understanding applies its own laws on the sense experiences and transforms them into a coherent and consistent body of knowledge. Kant called these laws *categories,* and said that they are intrinsic to the mind. The mind intuits them; they are basic to the mind. For Kant, space and time are forms of intuition and man can only experience his world within a spacio-temporal frame. Nothing can be known outside of this framework.

Some of the following statements are true according to the passage, some are false.

   I. According to Kant, categories are basic to the mind.
   II. Kant revolutionized Eastern philosophy.
   III. True experience comes directly from the data of the senses, according to Kant.
   IV. According to Kant, man can only experience his world within a framework of time and space.

3. a. Statements I and III are true.
   b. Statements I and IV are true.
   c. Statements II and IV are true.
   d. Statements I, II, and IV are true.

4. Since there is such a strong link between emotional states and susceptibility to illness, it behooves us to take the time to identify these links in our own lives in order to begin to take action. If we demonstrate to ourselves that this linkage has operated in our lives in the past, the impetus for change will be greater; and if we know what our weak spots are, we can begin to change the attitudes and behaviors that put us at risk. The first step is to make the time to think about it. Then, we need to examine a recent illness and the major stressors in our lives in the six months preceding the onset of that illness. If we suffered a relapse, we need to list the major stresses that occurred in the six months before the recurrence. It's important to include both internal and external stresses. Possible stressors could include: too little sleep, divorce, death of a loved one, work overload, or excess fear, worry or anxiety. Once the stressors have been identified, it's time to think about how we contributed to creating them or to exacerbating them. It's difficult in many cases to acknowledge our own contribution to our problems, but, in truth, the only things we can change are those that are within our control – those that we have had a hand in creating.

4. The author of the above passage would most likely agree with all of the following statements, except

   a. self-analysis is a wellness technique.
   b. your thoughts can make you ill.
   c. life-threatening illnesses are usually caused by traumatic events.
   d. it's important to identify what you can and cannot control.

5. With the coming of the VCR and the camcorder, personal and affordable television production became a reality. Yet the same technological revolution that allowed the amateur to produce near studio-quality productions has given the television industry an amazing array of special effects. Through advances in computer technology, we are treated to such wonders as digital representation of athletic events, photos of athletes spinning into view, screens split any which way, and logos exploding into fireworks. And, of course, versions of this same technology are starting to be available in the home. Called desktop video, because all the components can fit on a standard desk or table, this system uses the computer to create and the VCR to print. They offer titling, computer graphics, animation, digital video effects, and the ability to mix live video with computer pictures. What's needed is a computer to generate and manipulate images, a camera to originate pictures, a VCR or camcorder to use as a source for editing and overdubbing, another VCR to edit and re-record and finally the right software to make it all happen. Systems also take advantage of a variety of components like: character generators to create electronic text in a variety of styles

and colors; video titling programs which mix words with pictures, animate images, and move from screen to screen; painting systems that let you draw, paint, or manipulate pictures; animation Systems that create moving images in two or three dimensions using realistic, shaded objects; and digital video effects hardware which let images and words roll, tumble, and dance around the screen.

5. According to the above passage,

   a. the technological revolution has allowed the amateur to produce studio-quality productions.
   b. video titling systems allow you to create electronic text and mix words with pictures.
   c. digital video effects hardware lets images and words roll around the screen.
   d. a camera may be used for editing and overdubbing.

6. Nothing has changed in our gene pool for 10,000 to 50,000 years, yet our lives have changed a great deal. Two thousand generations ago we needed the "Fight or Flight" response. We were quick or we were dinner. If you're a cave person and a bear sneaks up on you, you don't want to have to wait to say: "Blood flow increase, please. Prepare for an attack." You need an immediate response. The problem is that there aren't many physical bears out there today – but there are lots of psychological ones. The old physiological response was supposed to be for a matter of minutes, not throughout the day. In modern life, our body is constantly alarmed and prepared for fight or flight – but we can't flee or fight very often. Picture it: You're stressed at work; you've had a tough day. A nasty person comes in and antagonizes you. You run out of the office, keep running, and don't come back. Someone in the office asks: "Where's Joan today?" The response is: "Oh, she fled for the day. She'll be back tomorrow. But only if things go well for her." We can't do that – nor can we fight – so we sit there and keep working and keep stewing in our own stress chemicals. If an electrical system becomes overloaded, fuses or circuit breakers will protect it. Since we aren't provided with circuit breakers, we have to devise them ourselves. We must pay attention to when we are overloaded and institute life-style and behavioral changes which will relieve the stress of our day-to-day lives.

6. According to the passage above, all of the following are true, except

   a. nothing has changed in our gene pool for 10,000 to 60,000 years.
   b. two thousand generations ago, we were quick or we were dinner.
   c. we need a quick physiological response for emergency situations.
   d. the body of the typical person of today is constantly prepared for fight or flight.

7. Nearly twenty years ago, the United Farm Workers boycott of grapes was successful in eliminating deadly poisons like DDT, DDE, and Dieldrin from fields worked by union workers. Yet today more than fifty other chemical products used on table grapes have been identified. The most lethal poisons are listed below. Each has injured or killed farm workers, and each might be present on the grapes you buy. There is methyl bromide, responsible for more occupationally-related deaths than any other pesticide and for permanent brain damage or blindness. Parathion and Phosdrin also can kill, sometimes very quickly. Since they are sprayed from the air, they also negatively affect people in the surrounding areas. (Ninety percent of all aerially sprayed pesticides miss their targets.) Dinoseb has a cumulative effect, causing illness and blindness. Finally, there is Captan which can cause cancer, birth defects, and changes in cell structure. This compound is the one most frequently found on store-bought grapes. Federal and state agencies have recommended the ban of each of these substances yet they continue to be used today (1988). Pesticide poisoning has doubled in the past ten years: more than 300,000 farm workers are made ill every year through pesticide exposure, and female farm workers are seven times more likely to suffer miscarriages than the average American woman. Of course, farm workers are not the only ones affected by the massive amounts of pesticides dumped on the nation's food supply. A survey done in San Francisco showed that 44 percent of fruits and vegetables contained measurable amounts of pesticide residues and 42 percent of those contained more than one chemical. Pesticides are thought to be responsible for groundwater contamination in 23 states – groundwater provides 50 percent of our drinking water supply.

7. All of the following are true according to the above passage, except

   a. methyl bromide is responsible for more occupationally-related fatalities than any other pesticide.
   b. United Farm Workers have called for another nation-wide boycott of table grapes.
   c. more than forty chemical products used on table grapes have been identified.
   d. Captan can cause cancer, birth defects, and changes in cells.

8. In spite of the fact that very few organizations keep accurate records of employee exit interviews, we can make some generalizations about why women leave and how long they stay. A small proportion of women leave their jobs after working less than a year. Usually, they leave because they dislike the work, their co-workers or supervisors, or because there has been a change in their personal lives. Another small percentage leave after ten to fifteen years, and they tend to leave for personal reasons or because it would significantly advance their careers. Women who leave after working between three and five years are likely to do so because they feel blocked in their careers. Many trainee jobs are merely interesting, moderate-paying jobs without much hope for advancement. Young women find the jobs attractive when they are first starting out, but become disappointed over time because they are looking for more and are qualified for more. Often women leave jobs that they like and are good at because they watch others advance more rapidly simply because they are men.

8. Which of the following statements is best supported by the passage?

    a. Most young women find their first jobs attractive if they lead to more advanced positions.
    b. Women become frustrated when they see men advancing rapidly.
    c. Organizations should keep accurate exit interviews.
    d. Many trainee positions do not lead very far on the career ladder.

9. Most of us assume that we and other human beings are basically rational. Being rational means that once we figure out what we want to happen, we develop a theory or plan to bring it about, act in such a way as to foster the plan, seek to correct any action which interferes with our desired result, and feel good or badly depending on our degree of success. This concept of rationality assumes that people plan their actions and are therefore personally responsible for them. It also assumes that people would not act against their intentions. In addition, it assumes that people do their utmost to control their own ability to put their actions and desires in motion, rather than being pawns in someone else's game or victims of fate. Given these assumptions, it's understandable that, when confronted with their own irrationality, most people become rather upset. They become frightened when they realize that their actions are countering their intentions and that they have been unaware of this fact. If they can't trust themselves, whom can they trust? In this rational society, where concrete facts and the scientific method are worshipped, the only logical conclusion anyone can come to is that there is something wrong with herself. (Such thinking might run something like this: "If I want one thing, but do something that works against that outcome, there must be something wrong with my thinking, or my ability to plan and assess my actions.") Therefore, people become confused, bewildered, ashamed, frustrated, guilty, and angry when they realize that they were unable to plan and put into effect what they intended to, that they were predisposed to sabotage their plans, and that others were aware of what they were doing all along. It would be far better for most of us if we realized that we very often do things for reasons that make no sense to our intellect. If we did, we would spend far less time defending our actions, and we would be able to spend more time figuring out how to get where we want to go and what's really stopping us.

9. Which of the following is best supported by the passage?

    a. Most of the time people act in ways that are consistent with their intentions.
    b. It is sometimes easier for someone else to see that we are working against ourselves than it is for us to see it.
    c. If a person wants one thing but does another, there is something wrong with him or her.
    d. People do their utmost to control their own ability to put their desires in motion.

10. Early research on leadership and effectiveness stemmed from the premise that those who became leaders were different from those who remained followers. The goal of the research was to pinpoint specifically what unique features of the individual were associated with leadership. The success of the mental testing movement in the early part of the century encouraged researchers to employ the recently developed "personality tests" in their search for the leadership trait. A large number of studies were done in which leaders and followers were compared on various measures thought to be related to leadership status and effectiveness. Measures of dominance, social sensitivity, moodiness, masculinity, physical appearance, and many others were used. The typical study involved giving one or more of these different measures to members of an organization that had leaders and followers. Military units, corporations, and universities were used. Then all these leaders and followers were compared for significant differences. Finally, in 1948, Ralph Stogdill reviewed over 120 of such studies in order to find a reliable and coherent pattern. His conclusion was that there was no trait or cluster of traits which would definitively single out those destined to be leaders. His view was that theories about leadership would be inadequate until personal and situational characteristics were integrated.

10. Which of the following is best supported by the passage?

a. It is likely that different situations demand different traits of their leaders.
b. It is easier to assess mental ability than personality traits.
c. There is no difference between those who become leaders and those who remain followers.
d. The studies failed because they were designed with men only in mind.

ANSWERS AND EXPLANATIONS

1. The answer is Choice b. There is no one statement that tells us Choice b is correct, so we have to build a case to support it. One clue can be found in the first two sentences: "Mass markets are dead...or so it would seem." Right away the author indicates that she doesn't really believe that they are dead. Then, in the middle of the passage, she asks, "have the markets really been transformed into a myriad of unrelated niches. . In other words, have they been split into a multitude of segments that have nothing in common?" Because this is in the form of a question and because she uses the word "really," we can infer that she does not believe this idea is true either. Finally, in the last third of the passage she tells us that: "People everywhere are becoming more alike in their tastes and preferences. And one thing they have in common is the desire for ever-present, ever-changing variety." Thus, the author is saying that there is still a mass market – a mass of consumers world-wide. And, rather than strictly following the old guidelines (health food types, Middle-Americans, Asians, Central-Europeans, and so on), these consumers have formed themselves into a new kind of mass market which is broad-based but varied and changeable.

   We could also use the process of elimination to answer this question because none of the other answers works very well. Choice a is not supported by the passage. The author does say, "It's time to let go of the old mass marketing strategies," but she lets us know that she doesn't really believe this by using the phrase "or so it would seem." And she goes on to question whether there are, in fact, no consistencies, no theories, nothing to make sense out of this multiplicity. At one point, she says: "Have the markets really been transformed into a myriad of unrelated niches, creating a need for a multitude of ad campaigns?" As we stated earlier, the use of the word "really" and the fact that this statement is put into question form leads us to believe that she doesn't think so. The author also plays up the similarities within the new marketplace and definitely seems to be leading the reader toward finding ways to work with the new trends. When the entire passage is taken into consideration, we must conclude that the author would feel that successful marketing strategies are possible. Choice c is incorrect because it is neither stated directly nor hinted at in the passage. The author never says how the ad campaigns should be different; she just says that the old ways won't work any more. The products are varied, but she never says that the advertising campaigns have to be varied, also. While ad campaigns probably should be creative and varied to attract consumers, the passage says nothing about this. Therefore, Choice C is incorrect because there is really nothing in the passage to support it. Choice d is incorrect; in fact, we could almost say that it is contradicted by the passage. The passage mentions bagels and sushi, but if anything it indicates that people are becoming less ethnic. It speaks of the multitude of products "in the urban centers of each nation" and the fact that "people everywhere are becoming more alike

in their tastes and preferences." In effect, it is saying that many people are not staying in their ethnic groups any more.

2. The answer is Choice d. This is supported by a sentence in the middle of the passage which says, "Confusion about nutritional guidelines and chronic disease is directly attributable to the use of scientific data which are much too narrowly focused for policy and marketplace purposes." The passage then backs this up with a few examples. It calls the U.S. data showing an increase in colon cancer at lower cholesterol levels an experimental fluke. It also mentions two commonly held but incorrect beliefs: that excess intake of calories necessarily leads to excess body weight and that people need a diet consisting of 30 percent fat. Even though the entire article talks about scientific research and incorrect nutritional beliefs held by Americans, you may not have liked the answer. You may have felt that the confusion could have been caused by other factors. You might have thought that saying the confusion was "due to the improper use of scientific research" was assuming too much. If so, this is what we meant earlier when we talked about being overly analytical and picky. The question stem asks what statement is "best supported by the passage," and the entire article is about narrow scientific information improperly used for nutritional guidelines. In addition, none of the other choices is possible. Choice a is incorrect because it isn't stated anywhere in the passage. You may feel that Choice a is correct because you can t figure out why the Chinese aren't overweight if they eat so many more calories than they need, but the author says nothing about how active they are. Choice b is incorrect, but tricky. You may have been misled by the sentences near the end of the passage. One sentence says that the average Chinese diet is about 15 percent fat. The next sentence says that a diet consisting of 30 percent fat is recommended for Americans. Since 15 percent is half of 30 percent, it is tempting to choose Choice b. Note, however, that it says recommended. Nowhere does it say that the average American diet consists of 30 percent fat. As we said, it's tricky. (In fact, the average American is lucky if his/her diet is only 30 percent fat, but that information wasn't in the passage either.) Choice c is also tricky because it sounds as if the review board is already in existence. It says, "The existence of an independent review board keeps..." The passage on the other hand asks for a review board to save consumers from the claims of companies in the private sector. For Choice c to be in line with the passage, it would have to say something like would keep. We didn't think up tricky little things like this to be mean. We did it to show you how important it is to read every word, to look at every clue, to think about the meaning of the passages and the choices, and to recheck your answers whenever you have the time.

3. The answer is Choice b. This may have been an intimidating question for a number of reasons: 1) it concerns philosophy, 2) it uses a number of words that you may not be familiar with, and 3) it has a strange form. First of all, don't be intimidated by the subject matter. You don't have to have a background in a certain area to answer basic reading comprehension questions. All the information you need should be right there in the passage. Second, you may often come across words you're not that familiar with when dealing with exam questions. Some makers of questions like to create long, complicated sentences and use unfamiliar words because it's an easy way to create difficult questions. Usually you can get around this by translating the sentences into your own words, or by looking for clues in other sentences or in the other choices given. Finally, there's the strange form of the question. This style of question is called a permutation item question. The easiest way to deal with a question of this type is to look at each statement separately to determine if it is true or false. Then, after you've figured out that Statement I, for example, is true, make a note of it somewhere. If you're allowed to write in your exam booklet (or if you have a good eraser), make a T or write "true" next to the statement. Otherwise, make a note on your scrap paper. Then do the same for all the other statements. When you've taken care of all of them in this way, it will be very easy to answer the question.

   Statement I is true because it is stated almost word for word in the sixth and seventh sentences. The passage says Kant called these laws "categories" and said they were intrinsic to the mind. The next sentence expands on this, saying that "the mind intuits them; they are basic to the mind." Therefore, it's safe to say that categories are basic to the mind. You may not have known what intrinsic meant, but reading along you can see that the author seems to be going on about the same thing in Sentence 7 that he started in Sentence 6. Therefore, you can guess that Statement I is true. Another way that you can figure out that Statement I is true is by putting a question mark next to it, examining each of the other statements, and then seeing how it fits into the scheme of things. As it turns out, Statement I is included as part of the answer in all the choices except Choice c. Choice C says that Statement II is true. As you will see in the next paragraph, Statement II is false. Therefore, Statement I has to be true.

   Statement II is false because Kant revolutionized Western not Eastern philosophy. (As we said earlier, you need to read carefully and pay attention to every word.)

   Statement III is false because Kant thought that "true experience consists of the judgments we impose upon the data of the senses. The senses yield information about the world, but it's understanding which gives the world its true and proper form." Now, this is one of those passages that you might have wanted to translate into your own words to make sense of it. You could have said something like: "True experience is the judgments we put on the info that comes from our senses. The senses give information, but understanding gives the true form." Then, you could have simplified it even more: "True experience = judgments. Senses give information, but not the true

form." By reorganizing the sentences in this way, it becomes clear that true experience only comes from the judgments we make; it doesn't come directly from the senses.

Statement IV is true according to the last two sentences which talk about space and time: "For Kant, space and time are forms of intuition and man can only experience his world within a spacio-temporal frame. Nothing can be known outside of this framework." From the first of these two sentences, you probably figured out that spacio-temporal meant time and space even if you didn't know this to begin with. (They are in the same sentence, and "spacio" closely resembles "space.")

So, now that you know Statements I and IV are true, you can pick Choice b and feel secure. But let's say you are doing this on your own, and you're not too sure about I or IV, but you know that Statements II and III are false. By knowing that II and III are false, you can eliminate any choice that contains one of them. Since Choice a contains Statement III and Choices c and d contain Statement II, you are left with the only possible right answer –Choice b. As you can see there are often many ways to arrive at the correct answer.

4. The answer is Choice c. This question is slightly different because we are asked to read the author's mind. We have to decide which opinions the author would share. It's also different because it asks us for the one statement which is false. This type of question stem sometimes causes trouble. Sometimes we go merrily along and become over-confident. Or we just want to get the thing over with, so we're not as careful as we should be. Up to this point, we've been looking for the statements that are true according to the passages, and perhaps not reading all the answer choices, so we miss the fact that this answer stem says EXCEPT. We look at the first choice, figure it's obviously true because the entire passage concerns examining ourselves to see why we have become ill, and so we pick Choice a. Such carelessness is one of the reasons why people often do so much worse on reading comprehension questions than they think they did.

   Now, to answer the question. We've already shown that the author would agree with Choice a. It makes sense that the author would also agree with Choice b because she says there is a strong link between emotional states and susceptibility to illness. She also talks about identifying internal stressors like fear, worry or anxiety in order to determine what contributed to the illness or the. relapse. Since it's rare to find fear, worry, or anxiety unaccompanied by thoughts, and since thoughts fuel these emotional states, it's safe to assume that she would believe that thoughts can make us ill. Choice c is harder to justify because it contains the word "usually." If it had said that life-threatening illnesses can be caused by traumatic events, there would no

problem accepting it as something the author would agree with. But the author never singles out life-threatening illnesses, and most of the events (or stressors) she mentions are not major, traumatic ones. She appears to give equal weight to fears, lack of sleep, divorce, death, and work overload. So, we'll leave this one for the time being and see if Choice d is better or worse. According to Choice d, "it's important to identify what you can and cannot control." Choice d seems like something the author would agree with because much of the passage concerns how to identify what makes us ill. Control also seems important to the author because she says that "the only things we can change are those that are within our control." Since the thrust of the paragraph is the need to identify and change the things that put us at risk and since the only things we can change are those we can control, it is logical to assume that the author would agree with Choice d. Therefore, Choice c is the correct answer because it is least supported by the passage.

5. The answer is Choice c. Unless you are a person with an electronics phobia, or someone who panics when faced with any technical writing, the only trick to this question is reading ~ Choice a is incorrect because the second sentence in the passage says that the amateur is allowed to produce near studio-quality productions. The productions are close to being as good as the real thing, but they're not quite good enough. Choice b is incorrect because, according to the passage, video titling programs "mix words with pictures, animate images, and move from screen to screen." It's character generators which create electronic text. Choice d is incorrect because a camcorder (a device which contains the capability of both a camera and a VCR), not a camera, is used for editing and overdubbing. Choice c is correct and is found in the last sentence of the passage.

6. The answer is Choice a. This is another question that relies heavily on reading carefully. We have to be aware that the question asks us to look for the one incorrect statement, and that the numbers in the passage are not the same as the numbers given in Choice a. The first sentence of the passage says that nothing has changed in our gene pool for 10,000 to 50~000 years. Choice a says: "10,000 to ~0." While it could in actuality be 60,000 years because the author is not being very precise, we can't form that conclusion with the information we are given. The number in the passage is less than the number given in Choice a, and that is all we can go by. Choice b, on the other hand, can be found word for word in the second and third sentences. Choice C is supported by the passage. The passage explains why a quick response of the body is important to a cave person who needs to run away from a bear. Although the passage goes on to say that this response is more than what we need in the modern world, it does allow that there are some physical bears out there and that sometimes we may fight or flee. ("There aren't many physical bears out there today. . . we can't fight or flee very often.") In this case, the term "physical bears" is used to represent any actual

physical danger which calls for a physical response. Common sense would also tell us that this is true – sometimes we still need that spontaneous physiological response to handle danger. (This is one of those cases where we can use common sense to bolster what we have read in the passage.) Choice d is supported by the sentence in the middle of the passage which states: "In modem life, however, our body is constantlv alarmed and prepared for fight or flight." (Since "alarmed" and "prepared" are linked by "and," "constantly" refers to both of them.)

7. The answer is Choice b. This question illustrates the danger of using common sense and/or outside knowledge when neither are called for. You may know that the United Farm Workers called for another grape boycott, which was still going on when this booklet was written (1988), but the passage never says this. You may have inferred that this is the direction in which the passage is going, but, again, the passage never says it. Be very careful never to read things into passages on exam questions. Just stick to the facts as they are given – unless you are forced to infer something, which occasionally you will have to do. Choice a is found in the fifth sentence of the passage. Choice c is covered by the second sentence. The sentence says "more than *50,*" but since more than 50 is also more than 40, there is no contradiction between Choice c and the passage. Choice d is found in the tenth sentence. Since changes in cell structure would be considered the same as changes in cells, there is no contradiction between the passage and the answer choice.

8. The answer is Choice d. Choice a is incorrect because it jumps to a conclusion. We don't know if most young women are looking to get ahead. It seems that this is the direction that the passage is taking, but the passage gives us nothing solid upon which to base this conclusion. Choice b also jumps to a conclusion. The passage says that "often women leave jobs... because they watch others advance more rapidly simply because they are men." This means that it is not the rapid advancement of men that bothers the women, but the fact that the men are advancing more rapidly "simply because they are men," and not because they are more qualified. The wording of Choice b, on the other hand, is such that it seems the women don't want the men to advance rapidly period. It's subtle, but there is a difference. Choice c is incorrect because it is too strong. While it may seem that the author would like more accurate exit interviews so that he could determine why women leave their jobs, he never says this. The word "should" is what makes this choice unacceptable. Choice d is supported by the passage which states that "many trainee jobs are merely interesting, moderate-paying jobs without much hope for advancement."

9. The answer is Choice b. The answer can be found in the third to the last sentence. This sentence says that people became upset when they realized that they were predisposed to sabotaging their own plans, and "that others were aware of what they were doing all along." Choice a is incorrect because the passage doesn't indicate how often people act in ways that are consistent with what they want to achieve. Choice c is incorrect because the passage doesn't say this. While it does say that "in this rational society. the only logical conclusion anyone can come to is that there is something wrong with him/herself," this doesn't mean that there actually Ls anything wrong with him or her. The author is merely giving the conclusion that would be reached by a person who believes that we should do things for rational reasons. It is the author's stated opinion, however, that we don't always do things for rational reasons, and we should just accept this. Choice d is incorrect because it isn't very well supported by the passage. The author says that "it assumes that people do their utmost to control their own ability to put their actions and desires in motion. . . ." The idea of rationality assumes that people will do their utmost, but the passage does not tell us if people do their utmost or not. Perhaps people sabotage themselves more than they work toward their goals. Perhaps people spend more time blaming others and outside circumstances. Perhaps people would rather have others take responsibility for them than be independent. Choice d is incorrect because it makes too great an assumption.

10. The answer is Choice a. While the passage never actually says that "different situations demand different traits," there is more support for this choice than for any of the others. The passage starts out by talking about the early research, tells us that a particular trait or cluster of traits was examined, and says that leaders from different areas were tested. It goes on to say that, when Ralph Stogdill reviewed all these studies, he could find no "reliable and coherent pattern." Therefore, he decided that "theories about leadership would be inadequate until... situational characteristics were integrated." In other words, one of the factors that wasn't being taken into account was the arena, or situation, in which the "leading" was taking place. If you think about the organizations used – military, corporations, and universities – you can see that this is likely to be true. The head of a group of research scientists at a university would probably have a somewhat different set of characteristics than the leader of a group of combat pilots. You may not have liked this answer because you may have felt that there wasn't a strong enough case made for it in the passage. You may have felt that it was too much to assume that it's "likely that different situations demand different traits." This is true, but there is more justification for Choice a than for any of the others, and so it is the only one that could possibly be the correct answer. Choice b is incorrect because the passage doesn't indicate this at all. The failure of the early leadership research does not prove that the personality assessment tests were invalid. The personality tests may have been fine when measuring isolated personality factors like moodiness or social sensitivity. It's just that, according to Stogdill, the personality trait assessments used

by early researchers were inadequate for defining leadership. Choice c is incorrect for a similar reason. Early researchers thought there was a difference between followers and leaders, but their failure to define this difference does not mean that it doesn't exist. Again, it could just mean that they were using the wrong measurements. Choice d is incorrect because it assumes too much. While it may be safe to assume that the studies were designed with men in mind because they used traits like masculinity and dominance, and because they were done so long ago, there is nothing to indicate that this is why they failed.

ANSWER KEY

1. B
2. D
3. B
4. C
5. C
6. A
7. B
8. D
9. B
10. A

APPENDIX

DIAGNOSTIC WORKSHEET

This is designed to give you insight into why you answered a question incorrectly. Analyze each question you miss in terms of the checklist. Put the number of the question missed next to each trait that you feel contributed to the error. This will show you the areas that you need to work on. By working to improve your abilities in these areas, your scores should improve.

Question Number(s)	Trait Exhibited
_____	1. I jumped to an incorrect conclusion.
_____	2. I misinterpreted the question.
_____	3. 1 didn't believe I could answer the question.
_____	4. I didn't translate the reading passage into sentences that I could understand.
_____	5. I knew I couldn't answer the question, so I gave up and guessed.
_____	6. I was careless.
_____	7. I "followed a hunch" without checking it through.
_____	8. I didn't step back and evaluate the reasonableness of my answer.
_____	9. I worked mechanically because I knew it was hopeless.
_____	10. I became bored or frustrated, and guessed.
_____	11. I misinterpreted part of the reading passage.
_____	12. I tried to answer the question without realizing that I didn't really understand parts of the reading passage.