

**TEXT 1**

Though the term "literature" seems as though it would be simple to define, only a few moments of pondering the question "what is literature?" is required before one realizes how complex it really is. Imam Jafar al-Sadiq, a Muslim philosopher who lived during the eighth century, A.D. wrote that, "Literature is the garment which one puts on what he says or writes so that it may appear more attractive. "When viewed in this light, literature begins to resemble less a description of content itself than an artistic veil draped over content.

On the other hand, the term literature is cast in a harsher light when viewed as the twentieth century Russian thinker Roman Jakobson did; he declared that literature is "organized violence committed or ordinary speech. Jakobson thus suggest that unstructured, conversational words that define ordinary speech are transmogrified into a particular arrangement on the page and, in so doing, become literature.

Another facet to consider is the public's perception of literature. While some may define cave painting as literature, other would argue that they are merely graphic inscriptions that, though perhaps narrative, are not literary. Other may argue that banned books, such as *Go Ask Alice*, published in 1971 and excluded from many library shelves and schools, are not literature because the content cannot be universally appreciated. Because these questions remain unanswered and are largely subjective, in the final analysis, it may prove impossible to define the term "literature".

01. Which of the following best describe the main idea of the Text ...
  - A. The question of "what is literature" has been answered differently by different cultures at different point of history
  - B. Asking question such as "what is literature" is an ultimately fruitless endeavor since there will never be consensus on the answer
  - C. Literature is a little understood concept to this day because few scholars have thought to attempt to define it
  - D. Attempts to answer the question "what is literature" are doomed to failure because literature has no defining characteristics other than the label, literature, itself
  - E. A seemingly well understood concept is shown to have been subject to much disagreement in the past and is expected to continue to be the subject of disagreement
02. The author of the text most likely mentions cave paintings in order to ...
  - A. Prove that such merely graphic depictions have never been considered literature
  - B. Provide an example of type of artwork that has long been accepted as a form of literature
  - C. Demonstrate that the definition of literature may require more than merely telling a story
  - D. Emphasize that efforts to develop a definition of literature are destined for failure
  - E. Underscore that content must be universally appreciated in order to be deemed literature

**TEXT 2**

Since 1929, physicists have known that the universe is ..... (15). Most physicists hold that the entire observable universe was condensed into tiny area of exceptional density and that this initial mass ..... (16) outward in what is commonly referred to as the "Big Bang".

03. ...
  - A. Expand
  - B. Expanded
  - C. Expanding
  - D. Shrank
  - E. Shrink
04. ...
  - A. Heats up
  - B. Exploded
  - C. Separate
  - D. Incorporated
  - E. Inflate

**TEXT 3**

Recent investigations into how children acquire knowledge about the outside world have produced agreement on one point. Children are not the blank slates imagined by philosophers since Descartes. According to leading cognitive scientists, it appears that children possess some form of innate understanding about the physical world and its concepts, such as force, heat, matter, and weight. But while scientists agree that there is some sort of initial framework present in the minds of children through which observations about the outside world are filtered and then interpreted, there is considerable

disagreement over how to characterize and describe these structures.

Some research suggests that children's innate knowledge is comprised of a number of abstract phenomenological principles. These principles provide abstractions of common events which a child can use to draw conclusions about the outside world. For example, a child might possess an inherent understanding of the force of gravity, which is represented in the child's mind by a basic principle: if something is not supported, it falls. From this simple principle, the child can then make a number of suppositions about how gravity works on objects in the world around him.

Other researchers believe that a child's mind comes equipped with a number of basic theories about common physical domains. These theories restrict both the type and number of viable inferences a child makes about the world, although these initial theories may then be amended by culturally acquired knowledge. Experiments have shown that when asked about the shape of the earth, very young children visualize it as a flat surface, usually a square or disc, resting on some form of support, with the inhabitants living on "top" of the surface. Such a perspective would be consistent with a child's basic experiences of the world. However, older children accurately describe the earth as a sphere floating in space, a picture that contradicts our intuitions about objects but is in accordance with the culturally and scientifically accepted views of the earth. Tellingly, none of the children in the experiment pictured the earth as a pyramid, a point, a line, or any of a number of other possible geometric forms.

05. Which of the following is most similar to the "suppositions" a child might make about the world around him as detailed in the text ...
  - A. Because a child knows that an object that is not supported will fall, he infers that a certain stool will not be strong enough to hold his weight.
  - B. Because the child knows that she can walk on the floor, she deduces that she will not be able to walk on the ground.
  - C. Because a child knows that some objects are heavier than others, he concludes that he will be able to lift a small stone but not a large rock.
  - D. Because a child knows that a thrown object will fall back to earth, she realizes that she will break a window if she throws a baseball.
  - E. Because a child knows that a hot object is dangerous to touch, he figures out that raw food can be cooked on a stove.
06. The text suggests that the "basic theories" possessed by children ...
  - A. are not necessarily immutable
  - B. are eventually abandoned
  - C. are soon replaced by cultural lessons
  - D. are restricted to a few domains
  - E. are learned responses to the world
07. The author of the text mentions "a pyramid, a point, a line, or any of a number of other possible geometric forms" most likely in order to ...
  - A. support an earlier assertion about the nature of certain mental models
  - B. describe several other possible ways of visualizing the earth
  - C. indicate how children who lacked an inherent theory about the world would respond
  - D. question the validity of the experiment used by researchers
  - E. suggest an area of further research into the way children perceive the earth
08. The author of the text would most likely agree with which one of the following statements ...
  - A. It is more likely that children possess a number of basic theories about common domains than it is that they are equipped with abstract phenomenological principles.
  - B. Researchers will eventually discover the way in which children acquire information about the outside world.
  - C. Although the exact mechanism is in doubt, there is a consensus among scientists that children possess some form of innate mental framework for interpreting the outside world.
  - D. Philosophical views about the nature of the human mind must be replaced by more accurate scientific theories based on experimental data.
  - E. Children probably possess some sort of combination of the two viewpoints presented in the text, using both abstract principles and theories about the world to acquire knowledge.