READING PRACTICE 2

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

TYPES OF SOCIAL GROUPS

Life places us in a complex web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction—and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without endowing the relationship with any larger significance.

Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.

A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish rapport with them. Second, face-to-face contact allows us to size up others. Seeing and talking with one another in close physical proximity makes possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.

Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.

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Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. Within them, we experience companionship, love, security, and an overall sense of well-being. Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. For example, the stronger the primary group ties of a sports team playing together, the better their record is.

Third, primary groups are fundamental because they serve as powerful instruments for social control. Their members command and dispense many of the rewards that are so vital to us and that make our lives seem worthwhile. Should the use of rewards fail, members can frequently win by rejecting or threatening to ostracize those who deviate from the primary group's norms. For instance, some social groups employ shunning (a person can remain in the community, but others are forbidden to interact with the person) as a device to bring into line individuals whose behavior goes beyond that allowed by the particular group. Even more important, primary groups define social reality for us by structuring our experiences. By providing us with definitions of situations, they elicit from us behavior that conforms to group-devised meanings. Primary groups, then, serve both as carriers of social norms and as enforcers of them.

Directions: Now answer the questions.

PARAGRAPH 1

Life places us in a complex web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction—and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

1. The word "complex" in the passage is closest in meaning to
   - Ⓐ delicate
   - Ⓑ elaborate
   - Ⓒ private
   - Ⓓ common

2. According to paragraph 1, which of the following is true of a relationship?
   - Ⓐ It is a structure of associations with many people.
   - Ⓑ It should be studied in the course of a social interaction.
   - Ⓒ It places great demands on people.
   - Ⓓ It develops gradually over time.

PARAGRAPH 2

People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without endowing the relationship with any larger significance.

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3. The word "endowing" in the passage is closest in meaning to

Ⓐ leaving
Ⓑ exposing
Ⓒ providing
Ⓓ understanding

4. Which of the following can be inferred about instrumental ties from the author's mention of working with competitors in paragraph 2?

Ⓐ Instrumental ties can develop even in situations in which people would normally not cooperate.
Ⓑ Instrumental ties require as much emotional investment as expressive ties.
Ⓒ Instrumental ties involve security, love, and acceptance.
Ⓓ Instrumental ties should be expected to be significant.

PARAGRAPH 3

Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.

5. According to paragraph 3, what do sociologists see as the main difference between primary and secondary groups?

Ⓐ Primary groups consist of people working together, while secondary groups exist outside of work settings.
Ⓑ In primary groups people are seen as means, while in secondary groups people are seen as ends.
Ⓒ Primary groups involve personal relationships, while secondary groups are mainly practical in purpose.
Ⓓ Primary groups are generally small, while secondary groups often contain more than two people.

6. Which of the following can be inferred from the author's claim in paragraph 3 that primary group relationships sometimes evolve out of secondary group relationships?

Ⓐ Secondary group relationships begin by being primary group relationships.
Ⓑ A secondary group relationship that is highly visible quickly becomes a primary group relationship.
Ⓒ Sociologists believe that only primary group relationships are important to society.
Ⓓ Even in secondary groups, frequent communication serves to bring people into close relationships.

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PARAGRAPH 4

A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish rapport with them. Second, face-to-face contact allows us to size up others. Seeing and talking with one another in close physical proximity makes possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.

7. The phrase "size up" in the passage is closest in meaning to

Ⓐ enlarge
Ⓑ evaluate
Ⓒ impress
Ⓓ accept

PARAGRAPH 5

Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

Ⓐ Sociologists think that cultural patterns establish connections between the individual and the larger society.
Ⓑ Sociologists believe that individuals with a sense of oneness bridge the gap between society and primary groups.
Ⓒ Sociologists think primary groups contribute to social solidarity because they help maintain a society's cultural patterns.
Ⓓ Sociologists believe that the cultural patterns that provide social solidarity arise as bridges from primary groups.

PARAGRAPHS 1 2 3 4 5 6 & 7

Life places us in a complex web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction—and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

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other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without endowing the relationship with any larger significance.

Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.

A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish rapport with them. Second, face-to-face contact allows us to size up others. Seeing and talking with one another in close physical proximity makes possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.

Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.

Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. Within them, we experience companionship, love, security, and an overall sense of well-being. Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. For example, the stronger the primary group ties of a sports team playing together, the better their record is.

Third, primary groups are fundamental because they serve as powerful instruments for social control. Their members command and dispense many of the rewards that are so vital to us and that make our lives seem worthwhile. Should the use of rewards fail, members can frequently win by rejecting or threatening to ostracize those who deviate from the primary group's norms. For instance, some social groups employ shunning (a person can remain in the community, but others are forbidden to interact with the person) as a device to bring into line individuals whose behavior goes beyond that allowed by the particular group. Even more important, primary groups define social reality for us by structuring our experiences. By providing us with definitions of situations, they elicit from us behavior that conforms to group-devised meanings. Primary groups, then, serve both as carriers of social norms and as enforcers of them.

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9. This passage is developed primarily by

Ⓐ drawing comparisons between theory and practice
Ⓑ presenting two opposing theories
Ⓒ defining important concepts and providing examples of them
Ⓓ discussing causes and their effects

PARAGRAPH 7

Third, primary groups are fundamental because they serve as powerful instruments for social control. Their members command and dispense many of the rewards that are so vital to us and that make our lives seem worthwhile. Should the use of rewards fail, members can frequently win by rejecting or threatening to ostracize those who deviate from the primary group's norms. For instance, some social groups employ shunning (a person can remain in the community, but others are forbidden to interact with the person) as a device to bring into line individuals whose behavior goes beyond that allowed by the particular group. Even more important, primary groups define social reality for us by structuring our experiences. By providing us with definitions of situations, they elicit from us behavior that conforms to group-devised meanings. Primary groups, then, serve both as carriers of social norms and as enforcers of them.

10. The word "deviate" in the passage is closest in meaning to

Ⓐ detract
Ⓑ advance
Ⓒ select
Ⓓ depart

11. According to paragraph 7, why would a social group use shunning?

Ⓐ To enforce practice of the kinds of behavior acceptable to the group
Ⓑ To discourage offending individuals from remaining in the group
Ⓒ To commend and reward the behavior of the other members of the group
Ⓓ To decide which behavioral norms should be passed on to the next generation

PARAGRAPH 6

Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. **(A)** Within them, we experience companionship, love, security, and an overall sense of well-being. **(B)** Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. **(C)** For example, the stronger the primary group ties of a sports team playing together, the better their record is. **(D)**

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12. **Directions:** Look at the part of the passage that is displayed above. The letters **(A)**, **(B)**, **(C)**, and **(D)** indicate where the following sentence could be added.

People who do not live alone, for example, tend to make healthier life choices and develop fewer pathologies than people who live by themselves.

Where would the sentence best fit?

Ⓐ Choice A
Ⓑ Choice B
Ⓒ Choice C
Ⓓ Choice D

13. **Directions:** Complete the table below by selecting THREE answer choices that are characteristics of primary groups and TWO answer choices that are characteristics of secondary groups.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Primary groups

-
-
-

Secondary groups

-
-

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Answer Choices

A Developing socially acceptable behavior
B Working together against competitors
C Experiencing pressure from outside forces
D Viewing people as a means to an end
E Existing for practical purposes
F Providing meaning for life situations
G Involving close relationships

LIVEWORKSHEETS

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

BIOLOGICAL CLOCKS

Survival and successful reproduction usually require the activities of animals to be coordinated with predictable events around them. Consequently, the timing and rhythms of biological functions must closely match periodic events like the solar day, the tides, the lunar cycle, and the seasons. The relations between animal activity and these periods, particularly for the daily rhythms, have been of such interest and importance that a huge amount of work has been done on them and the special research field of **chronobiology** has emerged. Normally, the constantly changing levels of an animal's activity—sleeping, feeding, moving, reproducing, metabolizing, and producing enzymes and hormones, for example—are well coordinated with environmental rhythms, but the key question is whether the animal's schedule is driven by external cues, such as sunrise or sunset, or is instead dependent somehow on internal timers that themselves generate the observed biological rhythms. Almost universally, biologists accept the idea that all eukaryotes (a category that includes most organisms except bacteria and certain algae) have internal clocks. By isolating organisms completely from external periodic cues, biologists learned that organisms have internal clocks. For instance, apparently normal daily periods of biological activity were maintained for about a week by the fungus *Neurospora* when it was intentionally isolated from all geophysical timing cues while orbiting in a space shuttle. The continuation of biological rhythms in an organism without external cues attests to its having an internal clock.

When crayfish are kept continuously in the dark, even for four to five months, their compound eyes continue to adjust on a daily schedule for daytime and nighttime vision. Horseshoe crabs kept in the dark continuously for a year were found to maintain a persistent rhythm of brain activity that similarly adapts their eyes on a daily schedule for bright or for weak light. Like almost all daily cycles of animals deprived of environmental cues, those measured for the horseshoe crabs in these conditions were not exactly 24 hours. Such a rhythm whose period is approximately—but not exactly—a day is called **circadian.** For different individual horseshoe crabs, the circadian period ranged from 22.2 to 25.5 hours. A particular animal typically maintains its own characteristic cycle duration with great precision for many days. Indeed, stability of the biological clock's period is one of its major features, even when the organism's environment is subjected to considerable changes in factors, such as temperature, that would be expected to affect biological activity strongly. Further evidence for persistent internal rhythms appears when the usual external cycles are shifted—either experimentally or by rapid east-west travel over great distances. Typically, the animal's daily internally generated cycle of activity continues without change. As a result, its activities are shifted relative to the external cycle of the new environment. The disorienting effects of this mismatch between external time cues and internal schedules may persist, like our jet lag, for several days or weeks until certain cues such as the daylight/darkness cycle reset the organism's clock to synchronize with the daily rhythm of the new environment.

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Animals need natural periodic signals like sunrise to maintain a cycle whose period is precisely 24 hours. Such an external cue not only coordinates an animal's daily rhythms with particular features of the local solar day but also—because it normally does so day after day—seems to keep the internal clock's period close to that of Earth's rotation. Yet despite this synchronization of the period of the internal cycle, the animal's timer itself continues to have its own genetically built-in period close to, but different from, 24 hours. Without the external cue, the difference accumulates and so the internally regulated activities of the biological day drift continuously, like the tides, in relation to the solar day. This drift has been studied extensively in many animals and in biological activities ranging from the hatching of fruit fly eggs to wheel running by squirrels. Light has a predominating influence in setting the clock. Even a fifteen-minute burst of light in otherwise sustained darkness can reset an animal's circadian rhythm. Normally, internal rhythms are kept in step by regular environmental cycles. For instance, if a homing pigeon is to navigate with its Sun compass, its clock must be properly set by cues provided by the daylight/darkness cycle.

Directions: Now answer the questions.

PARAGRAPH 1

Survival and successful reproduction usually require the activities of animals to be coordinated with predictable events around them. **Consequently**, the timing and rhythms of biological functions must closely match periodic events like the solar day, the tides, the lunar cycle, and the seasons. The relations between animal activity and these periods, particularly for the daily rhythms, have been of such interest and importance that a huge amount of work has been done on them and the special research field of **chronobiology** has emerged. Normally, the constantly changing levels of an animal's activity—sleeping, feeding, moving, reproducing, metabolizing, and producing enzymes and hormones, for example—are well coordinated with environmental rhythms, but the key question is whether the animal's schedule is driven by external cues, such as sunrise or sunset, or is instead dependent somehow on internal timers that themselves generate the observed biological rhythms. Almost universally, biologists accept the idea that all eukaryotes (a category that includes most organisms except bacteria and certain algae) have internal clocks. By isolating organisms completely from external periodic cues, biologists learned that organisms have internal clocks. For instance, apparently normal daily periods of biological activity were maintained for about a week by the fungus *Neurospora* when it was intentionally isolated from all geophysical timing cues while orbiting in a space shuttle. The continuation of biological rhythms in an organism without external cues attests to its having an internal clock.

14. The word "**Consequently**" in the passage is closest in meaning to

Ⓐ Therefore
Ⓑ Additionally
Ⓒ Nevertheless
Ⓓ Moreover

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15. In paragraph 1, the experiment on the fungus *Neurospora* is mentioned to illustrate

Ⓐ the existence of weekly periods of activity as well as daily ones
Ⓑ the finding of evidence that organisms have internal clocks
Ⓒ the effect of space on the internal clocks of organisms
Ⓓ the isolation of one part of an organism's cycle for study

16. According to paragraph 1, all the following are generally assumed to be true EXCEPT:

Ⓐ It is important for animals' daily activities to be coordinated with recurring events in their environment.
Ⓑ Eukaryotes have internal clocks.
Ⓒ The relationship between biological function and environmental cycles is a topic of intense research.
Ⓓ Animals' daily rhythms are more dependent on external cues than on internal clocks.

PARAGRAPH 2

When crayfish are kept continuously in the dark, even for four to five months, their compound eyes continue to adjust on a daily schedule for daytime and nighttime vision. Horseshoe crabs kept in the dark continuously for a year were found to maintain a persistent rhythm of brain activity that similarly adapts their eyes on a daily schedule for bright or for weak light. Like almost all daily cycles of animals deprived of environmental cues, those measured for the horseshoe crabs in these conditions were not exactly 24 hours. Such a rhythm whose period is approximately—but not exactly—a day is called **circadian.** For different individual horseshoe crabs, the circadian period ranged from 22.2 to 25.5 hours. A particular animal typically maintains its own characteristic cycle duration with great precision for many days. Indeed, stability of the biological clock's period is one of its major features, even when the organism's environment is subjected to considerable changes in factors, such as temperature, that would be expected to affect biological activity strongly. Further evidence for persistent internal rhythms appears when the usual external cycles are shifted—either experimentally or by rapid east-west travel over great distances. Typically, the animal's daily internally generated cycle of activity continues without change. As a result, its activities are shifted relative to the external cycle of the new environment. The disorienting effects of this mismatch between external time cues and internal schedules may persist, like our jet lag, for several days or weeks until certain cues such as the daylight/darkness cycle reset the organism's clock to synchronize with the daily rhythm of the new environment.

17. The word "persistent" in the passage is closest in meaning to

Ⓐ adjusted
Ⓑ strong
Ⓒ enduring
Ⓓ predicted

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18. The word "duration" in the passage is closest in meaning to

Ⓐ length
Ⓑ feature
Ⓒ process
Ⓓ repetition

19. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

Ⓐ Stability, a feature of the biological clock's period, depends on changeable factors such as temperature.
Ⓑ A major feature of the biological clock is that its period does not change despite significant changes in the environment.
Ⓒ A factor such as temperature is an important feature in the establishment of the biological clock's period.
Ⓓ Biological activity is not strongly affected by changes in temperature.

20. According to paragraph 2, which of the following is true about the circadian periods of animals deprived of environmental cues?

Ⓐ They have the same length as the daily activity cycles of animals that are not deprived of such cues.
Ⓑ They can vary significantly from day to day.
Ⓒ They are not the same for all members of a single species.
Ⓓ They become longer over time.

21. According to paragraph 2, what will an animal experience when its internal rhythms no longer correspond with the daily cycle of the environment?

Ⓐ Disorientation
Ⓑ Change in period of the internal rhythms
Ⓒ Complete reversal of day and night activities
Ⓓ Increased sensitivity to environmental factors

22. In paragraph 2, the author provides evidence for the role of biological clocks by

Ⓐ listing the daily activities of an animal's cycle: sleeping, feeding, moving, reproducing, metabolizing, and producing enzymes and hormones
Ⓑ describing the process of establishing the period of a biological clock
Ⓒ presenting cases in which an animal's daily schedule remained stable despite lack of environmental cues
Ⓓ contrasting animals whose daily schedules fluctuate with those of animals whose schedules are constant

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23. In paragraph 2, why does the author mention that the period for different horseshoe crabs ranges from 22.2 to 25.5 hours?

Ⓐ To illustrate that an animal's internal clock seldom has a 24-hour cycle
Ⓑ To argue that different horseshoe crabs will shift from daytime to nighttime vision at different times
Ⓒ To illustrate the approximate range of the circadian rhythm of all animals
Ⓓ To support the idea that external cues are the only factors affecting an animal's periodic behavior

PARAGRAPH 3

Animals need natural periodic signals like sunrise to maintain a cycle whose period is precisely 24 hours. Such an external cue not only coordinates an animal's daily rhythms with particular features of the local solar day but also—because it normally does so day after day—seems to keep the internal clock's period close to that of Earth's rotation. Yet despite this synchronization of the period of the internal cycle, the animal's timer itself continues to have its own genetically built-in period close to, but different from, 24 hours. Without the external cue, the difference accumulates and so the internally regulated activities of the biological day drift continuously, like the tides, in relation to the solar day. This drift has been studied extensively in many animals and in biological activities ranging from the hatching of fruit fly eggs to wheel running by squirrels. Light has a predominating influence in setting the clock. Even a fifteen-minute burst of light in otherwise sustained darkness can reset an animal's circadian rhythm. Normally, internal rhythms are kept in step by regular environmental cycles. For instance, if a homing pigeon is to navigate with its Sun compass, its clock must be properly set by cues provided by the daylight/darkness cycle.

24. The word "it" in the passage refers to

Ⓐ an external cue such as sunrise
Ⓑ the daily rhythm of an animal
Ⓒ the local solar day
Ⓓ a cycle whose period is precisely 24 hours

25. The word "sustained" in the passage is closest in meaning to

Ⓐ intense
Ⓑ uninterrupted
Ⓒ natural
Ⓓ periodic

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PARAGRAPH 3

Animals need natural periodic signals like sunrise to maintain a cycle whose period is precisely 24 hours. **(A)** Such an external cue not only coordinates an animal's daily rhythms with particular features of the local solar day but also—because it normally does so day after day—seems to keep the internal clock's period close to that of Earth's rotation. **(B)** Yet despite this synchronization of the period of the internal cycle, the animal's timer itself continues to have its own genetically built-in period close to, but different from, 24 hours. **(C)** Without the external cue, the difference accumulates and so the internally regulated activities of the biological day drift continuously, like the tides, in relation to the solar day. **(D)** This drift has been studied extensively in many animals and in biological activities ranging from the hatching of fruit fly eggs to wheel running by squirrels. Light has a predominating influence in setting the clock. Even a fifteen-minute burst of light in otherwise sustained darkness can reset an animal's circadian rhythm. Normally, internal rhythms are kept in step by regular environmental cycles. For instance, if a homing pigeon is to navigate with its Sun compass, its clock must be properly set by cues provided by the daylight/darkness cycle.

26. **Directions:** Look at the part of the passage that is displayed above. The letters **(A)**, **(B)**, **(C)**, and **(D)** indicate where the following sentence could be added.

Because the internal signals that regulate waking and going to sleep tend to align themselves with these external cues, the external clock appears to dominate the internal clock.

Where would the sentence best fit?

Ⓐ Choice A
Ⓑ Choice B
Ⓒ Choice C
Ⓓ Choice D

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