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GMAT*

成功指南

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- 5 套 GMAT 全真模拟试题
- 有关计算机考试至关重要的信息
- 红色警报——突出应试技巧和策略

SUSAN J. BEHRENS, NILA GANDI-SCHWATLO,
BRUCE KIRLE, JANET SCHAEFFER, MARK N. WEINFELD

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三十年以来,在 Peterson's 的指导下
世界各地上百万的学子
步入了他们理想的大学殿堂

Peterson's——准备留学英语考试最值得信赖的名字!

Peterson's 是美国排名第一的大学考试准备出版社 (No. 1 In College & Test Preparation)。已有 30 余年历史的《Peterson's 四年制大学指南》(Peterson's Four-Year Colleges)、《Peterson's 研究生院指南系列》(Peterson's Graduate Programs Series) 是其闻名遐迩的旗帜性产品。

这类图书的目的就是提高学生的考试分数,锻炼应试能力。在其“成功指南”系列附送的光盘中,特别设计了诊断试题,测试结果不但可以让考生了解自己的实力和不足,还能根据考生的个人情况及考试准备时间,量身定做“成功蓝图”,指明何处应该重点突破,这一点在各类备考丛中还是独一无二的。

高等教育研究部是 Peterson's 的核心主导部门,负责美国上千所大学及研究生院的数据和动态分析。该部门提交的年度统计分析报告为其新版图书的修订提供了依据。除此之外,他们的代表每年出席“全美大学招生录取咨询联合会”(NACAC)、“全美大学研究协会”(AIR)、“全美学生奖学金管理协会”(NASFAA)的年会,保证了 Peterson's 时时处于信息的中心和领导地位。

Peterson's 的网站 <http://www.petersons.com>, 以权威性和富于实用价值而著称,迄今已成为教育类网站中访问人数最多的四星级网站。在上面可以虚拟参观校园,了解美国所有的大学和研究生院的详细情况和教师、课程设置,寻找有关考试、申请、招生及奖学金等各种资讯,疑难问题可以随问随答,佛罗里达大学环境系主任的约瑟夫博士说:“通过 Peterson's 网站,我们得到了来自世界各地的学生。”

在此基础上, Peterson's 又专门为申请大学的学生创办了 <http://www.collegequest.com> 网站;同 ETS 和 GMAC (GMAT 出题机构) 合作创办了 <http://www.gradadvantage.org> 网站,为报考研究生院和 MBA 的学生提供专业服务。

经过不懈努力, Peterson's 即将在中国全面登陆。首批引进的《2000 年 TOEFL 成功指南》、《2000 年 GRE 成功指南》、《2000 年 GMAT 成功指南》、《2000 年托福全真模拟试题集》、《托福语法一点通》、《托福词汇一点通》、《托福阅读一点通》、《成功写作美国大学申请信》、《成功写作美国研究生院个人自传》系列丛书,不但保留了 Peterson's 一以贯之的特色,还细致介绍了至关重要的计算机答题(CAT)的特点和方式。

Peterson's 为您打开成功之门!

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RED ALERT 红色警报

GMAT 计算机考试(CAT)和学习计划

WHAT IS THE GMAT?

GMAT 的全称是 The Graduate Management Admission Test。这项考试测试的是考生的语言、数学和分析写作的能力。北美商学院用 GMAT 成绩评估学生是否具备从事研究生阶段学习的资格。GMAT 成绩只是商学院决定是否录取学生的标准之一。除此之外,招生办还要综合考虑学生的本科成绩,工作或实习经历,个人自述和推荐信。

GMAT 的出题思路是预测出学生在研究生阶段学习的第一年中表现如何。GMAT 考试既不要求考生具备特别的商学知识,也不要求考生在某一学科做出突出的成就。考试中测试的语言、数学及分析写作能力都是学生在学习过程中曾经遇到或者开发过的。

从 1997 年 10 月起,GMAT 在世界各地陆续采用计算机答题的考试方式,也就是通常所说的 CAT。研究表明,纸笔考试和计算机考试的成绩是对等的。如果你需要了解更多关于 GMAT 考试的信息,可以浏览 <http://www.gmat.org> 网站或者与 ETS 联系,地址为:

GMAT

Educational Testing Service

PO Box 6103

Princeton, NJ 08541 - 6103

Telephone: 609 - 771 - 7330

Fax: 609 - 883 - 4349

E-mail: gmata@ets.org

WHAT IS A COMPUTER - ADAPTIVE TEST(CAT)?

A Computer - Adaptive test 全称为计算机自适应性考试,正如其名称所示,这项考试的重点是 Adaptive(适应)。当你答完一道题,计算机会对你的答案作出适应性反应,决定接下来该出什么样的题。举例来说,第一道题为中等难度系数,如果你答对了,下一道题就会更难一些,如果你答错了,下一道题就会简单一些。计算机会根据你的反应不断进行调整,目的就是最终确定你的能力水准。

每个 section 前面的题对你的分数影响最大,知道这一点非常重要。这是因为前面的问题用于确定你的综合能力水平。一旦计算机确定了你的综合能力水平后,它就会再给出一些判断你的特别能力水平的问题。答到后面的时候,即使你答得都对,也很难让自己的分数有较大幅度地提高,因为综合水平确定后,后面的题对分数的影响很小,只是用于得出精确的成绩。因此,要把主要的时间和精力放在回答每个 section 前面的问题上,并要力争回答正确。你的成绩不但根据答对题的数量,而且还要根据题的难度。

参加 CAT,你只需要掌握一点计算机知识就可以了。在考试中心,你有很长的时间可以学习并练习这种答题方式,学习使用鼠标和文字处理程序(写作时要用到),还可以求教于帮助功能。

WHAT KINDS OF QUESTIONS WILL BE ON THE GMAT CAT?

GMAT 考试包括两个写作题, 一个是 Verbal Section, 一个是 Quantitative Section, 如下表所示。首先要做的就是两个写作题, 然后是其余的两个 Section。注意 Verbal Section 和 Quantitative Section 中的问题并不是按同一类型集中出现的, 因此你的思维要不断地根据题型进行转换。在完成了写作题后, 你有 5 分钟的休息时间, 在 Verbal Section 和 Quantitative Section 之间也有 5 分钟的休息。整个考试时间 (包括学习使用计算机) 一共需要 4 个小时。

SCORING

CAT 的一个好处是你可以在考试后立即看到自己的成绩。但是在看成绩之前, 如果你对自己的表现不满意, 你可以选择取消这次考试成绩。有效的成绩 (包括写作题) 将于 2 周后寄给你, 你收到的将是四个

不同的分数。

1. Total Score。这个分数只包括 Verbal 和 Quantitative 两个 Section 的分数。写作题的分数不包括在其中。分值的范围是 200 到 800 分。
2. Verbal Score。分值的范围是 0 到 60 分。
3. Quantitative Score。分值的范围是 0 到 60 分。
4. Analytical Writing Assessment Score。分值范围是 0 到 6 分。这个分数是两道写作题的平均分。

上述四个部分都有一个百分比, 说明成绩低于你的考生的比例。

TEST - TAKING TIPS FOR THE GMAT CAT

本书的目的就是帮助你准备 GMAT。如果你对现在的 GMAT 考试内容和模式非常熟悉的话, 得高分的机率就会很高。本书所讲的应试策略, 练习以及几套模拟试题将

| Section | Number of Questions | Time(minutes) |
|-------------------------|---------------------|---------------|
| Analytical Writing | | |
| Analysis of an Issue | 1 Writing Topic | 30 |
| Analysis of an Argument | 1 Writing Topic | 30 |
| Quantitative | 37 | 75 |
| Data Sufficiency | | |
| Problem Solving | | |
| Verbal | 41 | 75 |
| Sentence Correction | | |
| Reading Comprehension | | |
| Critical Reasoning | | |

会为你提供相当多的相关内容。牢记下列应试窍门,大部分都是针对 GMAT 计算机答题方式的。

Understand the directions for each question type.

弄懂每种题型前的 Directions。本书中的 Directions 和实际考试中的基本一样。如果考试之前把这些说明文字读得很熟,那么在考试中就可以省去阅读这部分的时间,把宝贵的时间留到做题上面。

Take your time with questions at the beginning of each section.

记住,每个 section 前面的题比后面的题对分数的影响更大。在做 Verbal 和 Quantitative 2 个 section 的题时,一定要慎重选择前一半题的答案。一旦计算机根据初始的这些题确定了你的综合能力水平后,后面的题答得再好,大幅度提高分数的可能性也不会大。

Be completely sure of each answer before proceeding.

采用计算机方式考试,你必须回答给出的每一道题。你不能像答纸笔考试题那样,先跳过一个较难的题,过一会儿回过头来再做。你也不能检查做过答案。因为,一旦你确认了这道题,就自动进入到下一道。所以在确认之前你必须确定自己的答案。如果你完全被一道题难住了,就尽最大可能排除那些一点没有可能的答案,在剩下的选择中选取你认为最好的答案,然后再继续做下去。

Pace yourself.

为了顺利完成 Verbal 和 Quantitative 2 个 section,你需要为自己设计出一个适当的节

奏,一般来说平均 2 分钟做一道题。在 75 分钟的时限里,你既要快速又要准确地答完所有的问题。即使你没有答完全部的题,分数也依然要给出。

Be mentally prepared to receive a mix of different question types within each section.

在纸笔考试中,题都是按类型组合在一起。比如,在数学部分, data sufficiency 题全部放在一起,接下来是 problem - solving 题。但是在 CAT 考试中,计算机根据你上一道题的回答情况选择题的类型。因此,在答 Verbal 和 Quantitative 2 个 section 中的题时,你必须习惯让思维在不同的题型之间迅速地转换,以便集中注意力。

Use the scratch paper provided at the test center.

GMAT 机考不允许带草稿纸进考场,而且由于没有考卷,你也不可能做记号、画线或画圈。但是考试中心会给你提供足够的草稿纸,你可以利用它在考试中做标记或者画示意图,记下你排除的选择和阅读材料中重要的信息。还可以用草稿纸做计算,记下所有能帮助你快速答题的信息。

HOW TO USE THIS BOOK

看一下下面的三个学习计划,选出一个最适合你的。然后做第 8 页上的 Diagnostic Test(诊断试题)。根据你考前所剩的时间,你可以决定选作几个 section,或者一次全部做完。本书中所有的试题和练习都有答案详解,帮助你弄清答案后面的推理和解题过程。书中的答题策略和技巧讲解章节为你提供了很多的机会。对考试的内容越熟悉,得高分的机会越多。

THE STUDY PLANS

当你开始准备 GMAT 考试时,很有可能正在上学或者工作,因此你的时间是有限的。我们将帮助你制定出学习计划。这里一共提供了三个不同的学习计划。第一个是九周学习计划,目的是强化训练,一周两课。第二个是十八周学习计划,充裕的时间有利于更好地准备和复习。第三个是恐慌计划,专为那些只有几周时间准备考试的学生设计。当然,复习的时间越多,胜算的把握越大。考试时也会更轻松。

这些计划并非铁板一块,不可改变。你可以根据自己的需要和学习习惯进行修订。此外,诊断试题的结果非常重要,你一定要把大部分的时间和精力放在自己不足的地方。

THE 9 - WEEK PLAN——2 LESSONS PER WEEK

Week 1

Lesson 1: Diagnostic Test.

完成 Diagnostic Test 中的 Problem Solving (计算)和 Sentence Correction 部分的题。

Lesson 2: Diagnostic Test.

完成 Data Sufficiency 和 Reading Comprehension 部分的题。

Week 2

Lesson 1: Diagnostic Test.

完成 Critical Reasoning 部分的题,然后核对所有题的答案。

(到这里,你可以根据自己的情况修订学习计划。)

Lesson 2: Problem Solving

开始学习 Unit 6 第 130 - 142 页的内容 (Introduction to Decimal), 做所有的例题并对照正确答案。

Week 3

Lesson 1: Sentence Correction

学习 Unit 1 中的内容,做所有的例题并对照答案。参阅 Unit 2 中的 Grammar section, 弄清楚 Sentence Correction 中的语法难点。

Lesson 2: Problem Solving

继续学习 Unit 6 第 142 - 155 页的内容 (Decimals to Roots), 做所有的例题并对照正确答案。

Week 4

Lesson 1: Reading Comprehension

学习 Unit 3 中的内容,掌握回答阅读理解题的方法,做所有的例题并对照正确答案。

Lesson 2: Problem Solving

继续学习 Unit 6 第 155 - 171 页的内容 (Algebra), 做所有的例题并对照正确答案。

Week 5

Lesson 1: Critical Reasoning

学习 Unit 4 中的内容,特别要注意不同题型的解题策略和答案解释过程。理解这部分的 directions 非常重要,最好能够记住,考试时就可以节省不少时间。

Lesson 2: Problem Solving

完成 Unit 6 中剩余的内容 (Decimals to Roots), 做所有的例题并对照正确答案。

Week 6**Lesson 1: Critical Reasoning**

做 Unit4 中的例题并对照正确答案。

Lesson 2: Data Sufficiency

学习 Unit 7 中的解题策略和方法。做所有的例题并对照正确答案。这部分和 Critical Reasoning 一样, directions 非常重要, 一定要记住。

Week 7**Lesson 1: Analytical Writing Assessment**

在这一部分, 你要写作两种类型的文章: 第一种是对题目中提出的问题进行分析, 第二种是对题目中的论点进行评论。学习 Unit 5 中的策略, 然后试着为这一章附加的几道写作题构思提纲。你也许没有时间完整地写作这些文章, 但是构思提纲也会帮助你熟悉写作过程。

Lesson 2: Data Sufficiency

做 Unit7 后面的附加题, 认真核对答案。如果你的错误主要出在数学方面, 你可以回过头去再复习一遍 Unit6; 如果错误出在你还是搞不懂如何做这种题, 就再看一遍 Unit7。

Week 8**Lesson 1: Practice Test 1**

一次做完全套题, 不要顾忌时间, 注意

力放在理解题前的 directions 和正确回答问题。

Lesson 2: Practice Test 1

核对 Practice Test 1 的答案, 重点放在有麻烦的问题上。

Week 9**Lesson 1: Practice Test 2**

进入考试状态, 严格按照时间做完整套题。

Lesson 2: Practice Test 2

核对 Practice Test 2 的答案, 重点放在有麻烦的问题上。

THE 18 - WEEK PLAN——1**LESSON PER WEEK**

如果你有足够的时间准备 GMAT, 本计划可以帮助你时间利用得更有效。18 周学习计划是最理想的, 因为你不必承受过多的压力, 可以用更多的时间学习解题策略, 做更多的练习。你还可以回过头再学一遍对你有难度的部分, 本书的目的就是为你提供尽可能多的练习。

本计划的实施方式是把上述 9 周计划的每周两课顺延至每周一课。不过如果你喜欢保持学习的一贯性, 当然可以把同类的课程放在一起学。比如在 9 周计划中, Problem Solving 分散于不同的课程之中, 这样安排的目的是让你的学习有张有弛。但是在本计划中, 你可以集中一周时间主攻一个部分, 比如安排一个 “Problem Solving Week”, 这就是我们建议你根据自己的情况修订计划的原因。

THE PANIC PLAN

并不是每个人都那么幸运地有 18 周的时间来准备 GMAT，有些人甚至连 9 周的时间都没有。因此就有了这个“恐慌计划”。当然它不是最好的学习方式，但是，对应付紧急情况也有几点好处。

1、通读本书，弄懂并牢记每种题型前的 directions。这一点在本章中和今后的章节中我们多次强调，因为这样做可以节省不少宝贵的时间。

2、阅读本章“红色警报”中综合介绍 GMAT 的部分，帮助你对将要遇到的各种题型作好心理准备，告诉你每道题应该花多少时间等。

3、做“诊断试题”和另外两套模拟题。你会迅速地熟悉真正考试中将要出现的问题模式。

4、把重点放在攻克“诊断”出的难点上面。如果你还有时间，学习一下本书中列出的解题策略并做一遍例题。

回答每道题，即使一点也不会也要尽可能去猜。答错的题并不扣分。

- ◆ **WHAT IS THE GMAT?**
- ◆ **WHAT IS A COMPUTER – ADAPTIVE TEST(CAT)?**
- ◆ **WHAT KINDS OF QUESTIONS WILL BE ON THE GMAT CAT?**
- ◆ **SCORING**
- ◆ **TEST – TAKING TIPS FOR THE GMAT CAT**
- ◆ **HOW TO USE THIS BOOK**
- ◆ **THE STUDY PLANS**
- ◆ **THE 9 – WEEK PLAN——2 LESSONS PER WEEK**
- ◆ **THE 18 – WEEK PLAN——1 LESSON PER WEEK**
- ◆ **THE PANIC PLAN**

Diagnostic Test

SECTION 1

TIME—30 MINUTES

21 QUESTIONS

Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question and fill in the corresponding space on the answer sheet. Answer all questions following a passage on the basis of what is stated or implied in that passage.

READING 1

Diversity in unity is one of the major themes in American history; certainly it is the essence of the idea of a federal union. The diversity is simple enough to state and to understand. It lay in the variousness of the original settlements—from feudal Maryland to democratic Rhode Island—and in the extraordinary variety of immigrants—from members of the English gentry to convicted felons. The unity is more difficult to explain, although two key factors were a common allegiance to the British Crown and, if we except small settlements scattered here and there where Germans or Swiss or Dutch clung to their native tongues, a common English language. Among the other common denominators was the fact that the charter of each colony guaranteed its inhabitants “all the rights, privileges and immunities of Englishmen” and that the colonists were, if anything, more aware of these rights and more determined to protect them than their cousins across the Atlantic.

If England in the seventeenth century had flamed with a zeal for “rights” that had produced the classic immunities of the famous English Bill of Rights, the dedication to those principles had cooled considerably by the middle of the next century. Those Englishmen who determined, in large part, the mood and temper of the country were too prosperous, too complacent, and too arrogant to be concerned about the miserable conditions in which the mass of the poorer people lived. They continued, however, to congratulate themselves on the glories of the British constitution and its superiority to any other form of government in the world. This is not to say, of course, that the constitution was without substantial virtues, or that the middle ranks of Englishmen as well as the aristocracy did not enjoy broader rights than those enjoyed by the citizens of other European countries. But a self-congratulatory spirit can be dangerous for a country as for an individual, for it blinds those possessed of it to a proper sense of their own shortcomings and of the mutability of all earthly enterprises.

The colonists, on the other hand, interpreted “the rights of Englishmen” much more practically and directly. They still lived in the “glorious” spirit of the Revolution of 1689. They did not have to view those splendid rights through intervening layers of exceptions and exemptions. Where the Englishman, challenged on some glaring inequity quite at odds with the sacred principles of English justice, would doubtless

READING COMPREHENSION

have replied haughtily, "But my dear fellow, that is the way we have always done it," considering that quite a sufficient answer, the English colonist, confronted with a similar discrepancy between principle and fact, would have been at some pains to effect a reconciliation. Even in the case of slavery, many Southern slaveholders were profoundly troubled by the moral implications of the institution.

The colonists were continuously reminded of their rights by what they considered abuses of them—abuses that led to constant minor friction between the colonial legislative assemblies and the agencies of the Crown in England—the Board of Trade and Plantations and the Privy Council—and, in the colonies, between the Americans and the royal governors (where the colony was a royal one), and the customs officials. Parliament and the ministry thus became increasingly bored with the continual clamor of the colonists over their precious "rights as Englishmen." "Ask a colonist for some money to help protect his borders against the French and Indians," said one exasperated official, "and he will deliver you a lengthy lecture on his rights."

1. The passage overall is a discussion of:

- (A) common grievances among the colonists.
- (B) factors that tended to unify the colonists.
- (C) the colonists' view of freedom.
- (D) diversification in colonial America.
- (E) abuses of rights by the British.

2. Which of the following best presents the author's opinion of eighteenth-century Englishmen?

- (A) The British view of freedom was determined and controlled by a comfortable elitist group far removed from the status and needs of the common man.
- (B) The British felt that Englishmen everywhere had gained sufficient rights, largely because of their zeal in the eighteenth-century.
- (C) The British believed that all Englishmen still lived in the glorious spirit of the Revolution of 1689.
- (D) The British continued to lead the civilized world in acquisition of rights because of their unfaltering attention given to this issue.
- (E) The British were firmly committed to the concept of equality under the law.

3. According to the passage, disagreements between the British and the colonies in interpretation of rights:

- (A) affected every colony.
- (B) were intermittent in nature.
- (C) annoyed the British.
- (D) resulted only from decisions made in England.
- (E) were of serious proportion.

4. Which of the following was neither stated nor implied in the passage as a contribution to the unity of the colonies?

- (A) Language.
- (B) Allegiance to the Crown.
- (C) The terms of each colony's charter.
- (D) Interpretation of "rights".
- (E) Common danger.

5. The passage suggests that Englishmen below the middle-class level:
- (A) were more sympathetic to the colonists than were the upper classes in England.
 - (B) were more conscious of their rights than the higher classes were.
 - (C) had rights that were equivalent to or less than the rights of citizens in other European countries.
 - (D) were a minority in England.
 - (E) were blinded to their shortcomings.
6. The purpose of the second and third paragraphs is:
- (A) to give evidence in support of a previously stated generalization.
 - (B) to compare and contrast.
 - (C) to define a key term.
 - (D) to establish a cause-effect relationship.
 - (E) to refute a premise.
7. Which of the following situations, assuming that all occurred during the eighteenth century, does NOT present a conflict with this author's views or opinions?
- (A) An upper-class eighteenth-century Englishman advocates for the lower class.
 - (B) Citizens of a European country enjoy greater rights than upper-class Englishmen.
 - (C) A colonist did not live in the spirit of the Revolution of 1689.
 - (D) The British meet to consider how to increase the rights of Englishmen everywhere.
 - (E) American slaveholders are troubled by the moral implications of slavery.

READING 2

The treacherous island of Antikythera, the site of a vast trove of classical works of art recovered from the sea at the beginning of the current century, lies at the gate of the Aegean. By 1900, when Captain Dimitrios Kondos and his crew of sponge divers came upon the Antikythera shipwreck, Aegean sponge divers had learned to use the helmet diving gear with reasonable safety, putting in about 1 million hours on the bottom per year.

As it became necessary, the bravest and most adventurous began to specialize in deep diving at depths of well over 200 feet in crews of twenty divers all using the same helmet and pump—a system that remained largely unchanged until the industry waned after the invention of plastics. Kondos and his men, who wore watch fobs of black coral that grows at great depths off Africa where few men have been even today, were unaware that the salvage task the Greek government eventually employed them to undertake at a depth of 180 feet was the deepest ever attempted at that time.

Kondos and his crew were to salvage what was left of a magnificent Roman argosy that had been freighted with plundered Greek bronze and marble sculpture. After more than 2,000 years it appeared as a concreted mound protruding from the sandy bottom that lay at the foot of the steep cliff of Pinakakia. Ordinary citizens, as well as government officials, took great interest in this, the first major archaeological sea discovery made in Greece by Greeks. Supervision of the project was entrusted to an accountant in the archaeology department, an appointment that set a disastrous pattern characteristic of archaeology of the day.

Kondos worked his six divers at the extreme edge of safe diving, two or three times a day in 5-minute shifts, taking the time from when the diver hit the bottom. A diver's reasoning ability deteriorates under pressure, possibly because of a buildup of excess carbon dioxide; divers begin to be affected soon after 100 feet. The effect of narcosis upon the Antikythera divers was exacerbated by their diving helmets. When the divers reported that the wreck itself was covered by great, immovable stones, difficult operations were carried out to maneuver them down the slope of the sea bed and into the abyss. One "great boulder" brought to the surface was a huge statue of Hercules with club and lion skin; all had been statues, so improbably big, so corroded and overgrown, that the divers had failed to recognize them. By the summer of 1901, when all visible objects had been removed from the site, work was suspended. Materials taken from the site were stored in the National Museum in Athens, where piecemeal study of them in ensuing years fueled controversy over the date, later established as first century B.C., and provenance of the ship.

A calcified lump of corroded bronze contained fragments that looked like clockwork. Study of this evidence in 1958 and later in 1971 using new techniques of X-ray investigation determined that it dated from the first century B.C. and was a calendric sun and moon computing device. The Antikythera "computer" with its complicated mechanism, the earliest extant example of the use of sophisticated gears and differentials, is thus a relic of major historical importance that challenges the widely held view that the Greeks were scientifically backward.

8. The best title for this passage is:

- (A) Kondos and His Sponge Divers.
- (B) Dangers of the Deep.
- (C) Treasures of the Sea.
- (D) Early Underwater Archaeology.
- (E) The Antikythera Shipwreck.

9. The passage indicates that:

- (A) sponge diving declined as the plastics industry grew.
- (B) the plastics industry made it unnecessary for several divers to share a helmet.
- (C) the diving helmet industry grew as the plastics industry developed.
- (D) as the use of plastic became widespread, divers were no longer needed.
- (E) the plastic industry propelled the diving industry to new heights.

10. It can be inferred that it became necessary for the divers to specialize in deeper dives because:

- (A) improved plastic equipment allowed them to do so.
- (B) deeper dives were necessary to salvage treasure.
- (C) most sponges had been harvested from shallower levels.
- (D) black coral was in great demand by rich tourists.
- (E) the government required it.

11. It can be inferred that the Antikythera computer was:

- (A) Greek in origin.
- (B) a Roman navigational instrument.
- (C) not among items on board the Antikythera when it sank.
- (D) of great interest to the salvors of the Antikythera.
- (E) stored in a location other than the National Museum in Athens.