

PRACTICE SET 2: Medium

For each of Questions 1 to 11, select one answer choice unless otherwise directed.

Question 1 is based on this passage.

Line 5 That sales can be increased by the presence of sunlight within a store has been shown by the experience of the only Savefast department store with a large skylight. The skylight allows sunlight into half of the store, reducing the need for artificial light. The rest of the store uses only artificial light. Since the store opened two years ago, the departments on the sunlit side have had substantially higher sales than the other departments.

1. Which of the following, if true, most strengthens the argument?
- (A) On particularly cloudy days, more artificial light is used to illuminate the part of the store under the skylight.
 - (B) When the store is open at night, the departments in the part of the store under the skylight have sales that are no higher than those of other departments.
 - (C) Many customers purchase items from departments in both parts of the store on a single shopping trip.
 - (D) Besides the skylight, there are several significant architectural differences between the two parts of the store. *(difference w/o direction)*
 - (E) The departments in the part of the store under the skylight are the departments that generally have the highest sales in other stores in the Savefast chain. *(Strengthens alt)*

Questions 2 to 4 are based on this passage.

Line 5 While the best sixteenth-century Renaissance scholars mastered the classics of ancient Roman literature in the original Latin and understood them in their original historical context, most of the scholars' educated contemporaries knew the classics only from school lessons on selected Latin texts. These were chosen by Renaissance teachers after much deliberation, for works written by and for the sophisticated adults of pagan Rome were not always considered suitable for the Renaissance young: the central Roman classics refused (as classics often do) to teach appropriate morality and frequently suggested the opposite. Teachers accordingly made students' needs, not textual and historical accuracy, their supreme interest, chopping dangerous texts into short phrases, and using these to impart lessons extemporaneously on a variety of subjects, from syntax to science. (3)
 Line 10 Thus, I believe that a modern reader cannot know the associations that a line of ancient Roman poetry or prose had for any particular educated sixteenth-century reader.

2. The passage is primarily concerned with discussing the
- (A) unsuitability of the Roman classics for the teaching of morality
 - (B) approach that sixteenth-century scholars took to learning the Roman classics
 - (C) effect that the Roman classics had on educated people in the Renaissance
 - (D) way in which the Roman classics were taught in the sixteenth century
 - (E) contrast between the teaching of the Roman classics in the Renaissance and the teaching of the Roman classics today