

PASSAGE 1

1) Choice D

Classification: Overview question

Snapshot: Make sure to read “the first sentence of the passage first then the last sentence of the passage next.” Sometimes the author concludes at the bottom of the passage.

The major theme in this passage is that rituals are not only used by the Tsembaga society in a symbolic sense (that is, religiously, psychologically, or socially) but also in a practical or material way. Furthermore, these impacts or influences can be measured. Measurement is a key theme. Case in point: “they influence those relationships in measurable ways” (1st paragraph); “they enable cultural anthropologists to see that rituals can in fact produce measurable results in the external world” (2nd paragraph); and “newer quantitative studies permit anthropologists to analyze how ritual operates” (3rd paragraph). Choice D is a succinct rendition.

The passage does not suggest that anthropologists and ecologists collaborate for best results (choice A), even though the passage does suggest that anthropologists analyze ecological factors. Choice B is incorrect because the author does not criticize the symbolic role of rituals; he or she instead extends the discussion of rituals to include regulatory functions or mechanisms. The last sentence of the first paragraph makes this point: “However, recent studies of the Tsembaga, a society of nomadic agriculturalists in New Guinea, suggest that rituals do more than give symbolic expression to the relationships between a cultural group and components of its environment ...”

The author does not evaluate theories of culture as indicated by choice C. His or her sole example is limited to the Tsembaga people. The author therefore does not prove that these studies show the measurable effects of rituals on other environments (per choice E).

Author’s note: The T-S-P drill for this passage? The topic of this passage is “rituals of the Tsembaga people.” The scope is the “symbolic and material aspects of rituals for the Tsembaga people.” The purpose is “to show that the benefits of rituals for the Tsembaga people are not only symbolic (spiritual) but also material (practical), and that these benefits can be measured.”

2) Choice C

Classification: Inference question

Snapshot: This inference question serves to introduce the “all of the following except” phraseology in Reading Comprehension.

The effects of rituals on neighboring populations is not described in the second paragraph so choice C

would be the most unlikely candidate for inclusion in an anthropological study in support of the author’s thesis. The influence of rituals on “the Tsembaga diet” (choice A), “the number of pigs owned” (choice B), “planting and harvest cycles” (choice D), or “type and function of weapons made” (choice E), all would be likely candidates for inclusion in such a report.

3) Choice B

Classification: Inference question

Snapshot: This question is similar to an overview question but one which focuses on a specific subtopic within the passage.

The first sentence of the second paragraph lists many ways that rituals act as regulating mechanisms. It is obvious therefore that “ritual is multifaceted and performs diverse functions.” Choice A is not incorrect per se, but rather it is incomplete. The author’s view that ritual does more than symbolize relationships appears in the last sentence of the first paragraph: “However, recent studies of the Tsembaga, a society of nomadic agriculturalists in New Guinea, suggest that rituals do more than give symbolic expression to the relationships between a cultural group and components of its environment; they influence those relationships in measurable ways.” Choice C is essentially opposite the author’s view. The choice would have been better had it read: “Rituals imbue the events of the spiritual (symbolic) world with material significance.” Choice D is also opposite in meaning. According to the last sentence of the passage (it’s a long one), the author implies that anthropologists are in a better position to understand a society’s culture than is the society itself. In choice E, we cannot confirm or negate this answer choice based on information presented in the passage. It is not clear whether the spiritual significance of ritual is deemed greater than the material benefits of ritual or whether the material benefits of ritual are deemed greater than the spiritual benefits of ritual.

4) Choice E

Classification: Explicit-detail/Inference question

Snapshot: This is essentially a “vocabulary” question and one which requires some verbal interpretation.

The terms “latent function” and “hidden function” are worthy substitutes. Although the author states that “the Tsembaga themselves see their rituals as pertaining less to their material relations with the ecosystem than to their spiritual relations with their ancestors,” this does not mean that such rituals do not for them perform other essential roles. The author brings up “latent function” to suggest there is “hidden benefit” in the use of ritual for the Tsembaga; these additional benefits are practical, not symbolic.

In choices A and B, the author is not pitting anthropologists and sociologists against one another, or for that matter, the study of anthropology and sociology. Nor is the author suggesting that the two sides work together as suggested by choice C. The author is also not concluding that anthropologists are more interested in the regulatory function of rituals than the psychological or symbolic importance of rituals (choice D), even though the former — regulatory functions of ritual — is the focus of this passage. Note that the use of the comparative word “more” (choices A and D) often creates out of scope answer choices.

PASSAGE 2

1) Choice D

Classification: Passage Organization question

Snapshot: Science passages typically exist to describe (as opposed to Social Science passages which typically exist to argue) and such passages frequently incorporate two theories, hypotheses, or explanations.

The new schema is based on the distinction between Type I and Type II supernovas; the original schema is one based on the absence of hydrogen (Type I) or the presence of hydrogen (Type II). The example of the Sun is provided as support for how the classification system works. Choice D best summarizes this structure.

In choice A, the schemas do not necessarily overlap. An event classified as a Type I supernova under one schema might not be classified as a Type I supernova under the other schema (and vice versa). Also, the two schemas are described but not contrasted with each other. In choice B, it is inaccurate to describe the original theory as being overturned. The new theory is very much an “extension” of the old theory rather than a “replacement.” In choice C, no conclusion is offered. For example, the author does not state that Type I is “better or worse” than Type II, or that Type I is easier to use in describing or explaining the occurrence of supernovas than Type II. No reconciliation between the two different classification systems is provided per choice E. The two different systems are very much distinct and do not lend themselves to reconciliation.

2) Choice C

Classification: Explicit-Detail/Inference question

Snapshot: This question links two parts of the passage, namely the last paragraph with paragraphs two and three.

Answer choice C describes accurately and completely the author’s view in the final paragraph. The Sun is not a binary star because it doesn’t have companion star orbiting it, so it can’t qualify as a Type I supernova. Nor does the Sun have the size necessary to become a Type II supernova (it would have to be at least 1.4 times its own size).

In choice A, there is no relationship suggested between the size of the Sun and its ability to have a white dwarf partner (per Type I). Choices B and D create unwarranted linkages between Type I and Type II supernovas. It is the white dwarf, not the Sun, which would undergo collapse and explosion as a supernova. In choice E, even if the Sun does become a red giant before becoming a white dwarf, it does not mean that it will become a supernova. It would still need another star (i.e., binary star) which it could absorb en route to becoming a Type I supernova.

3) Choice A

Classification: Inference question

Snapshot: This question highlights the need to avoid choosing “reversed cause-and-effect relationships” and “fabricated cause-and-effect relationships” which are the hallmarks of certain incorrect inference answer choices that appear difficult Reading Comprehension passages.

Choices B, C, and D represent examples of such reversed cause-and-effect relationships. In choice B, it is the dense white dwarf that explodes as a supernova, not the companion star! Choice C suggests that a star such as the Sun must first become a white dwarf before becoming a red giant. This stands in opposition to what is suggested in the last line of the passage: that a star such as the Sun “swells into a red giant star before going into white dwarf form.” Choice D is more subtle. We know that Type II supernovas release energy from neutrinos and electromagnetic radiation. However the cause-and-effect relationship is reversed. It is the collapsing of the star that causes the release of energy as neutrinos and electromagnetic radiation, subsequent to the exploding of the star as a supernova. Choice D suggests that the energy and electromagnetic radiation is what causes the star to collapse and explode.

Choice A is readily inferable from the second and third sentences of the opening paragraph. Classifying Type 1 and Type 2 events based on the presence or absence of hydrogen or based on the different explosion mechanisms are not necessarily incompatible with one another. In other words, an event might be classified as a Type I supernova because it doesn’t have hydrogen lines or because it explodes as a result of being a white dwarf that acquires matter from its orbiting binary star. An event might be classified as a Type II supernova because it does have hydrogen lines or because it explodes as a result of being a massive collapsing star.

There is no indication from the information given in the passage that supernovas are rare events in the universe at large (choice E). For all we know, they are common in some galaxies and rare in others. It is important not to draw upon outside knowledge when answering Reading Comprehension questions.

Author’s note: Per choice D, a simple example might serve to better clarify the nature of the potential overlap. Schema 1: Say, for example, we classify a good day versus a bad day by the absence or presence of rain. A good day will have the absence of rain while a bad day will have the presence of rain. Schema 2: We might also classify a good day versus a bad day based on the number of hours of sunshine received. A good day will have a substantial number of hours of sunshine while a bad day will have a minimum number of hours of sunshine. In short, between schemas 1 and 2, a good day might have the absence of rain and a substantial number of hours of sunshine. A bad day might have the presence of rain and a minimal number of hours of sunshine. As we can quickly see, a good day might be classified as a “good day” under either schema. On the contrary, a day might have a little rain and also a substantial number of hours of sunshine. In this case, it is considered a bad day under schema 1 but a good day under schema 2. Likewise, a day might have no rain and a minimal number of hours of sunshine. In this case, it is considered a good day under schema 1 but a bad day under schema 2. Here, there is no overlap between the two schemas.

4) Choice B

Classification: Inference/Explicit-detail question

Snapshot: This question introduces the Roman numeral question-type in Reading Comprehension.

The statement represented by statement I cannot be proved or disproved from information gleaned from the passage. Although Type II stars appear bigger than Type I (“much more massive than the Sun” versus “at least 1.4 times as big as the Sun”), it is not certain which Type releases the greatest amount of overall energy. Statement II is true. To be a binary star, the Sun must have an orbiting partner. Because the Sun does not, it does not qualify as a binary star (see first sentence of second paragraph as well as the last paragraph). Statement III is false. The last line of the third paragraph clearly states: “Whereas Type I supernovas typically destroy their parent stars, Type II explosions usually leave behind the stellar core.” Type II supernovas, therefore, do not result in “complete destruction of the exploding star.” Author’s note: This passage did not contain an overview question. Nonetheless, it is always recommended to do a T-S-P drill, asking what is the topic, scope, and purpose of the passage. The topic is “supernovas.” The scope is “Type I and Type II supernovas.” The purpose is “to describe a new schema for classifying Type I and Type II supernovas.”

PASSAGE 3

1)

C

We are told in the third paragraph that “it is the level of consumption, rather than our sources of energy, that needs to change.” Furthermore, the fifth paragraph states that “it is consumer resistance that most needs to be overcome.” (A): We are told in the first paragraph that elected officials do not like to make unpopular decisions, but not that this is the most important factor in solving the problem of needing foreign energy. (B): While the auto industry’s role is discussed, its “civic responsibility” is never directly addressed. (D): Both of these industries are mentioned, though a restructuring of the farming industry is not discussed. (E): In the initial two paragraphs, alternatives to oil are discussed, but the emphasis in the passage is on changing consumption specifically, and not production and development.

2)

A

The first paragraph states that "the actual energy that can be harvested from these sources (including ethanol) is miniscule." We are also told that "virtually every politician campaigning for national office touts biofuels, especially ethanol." (B): Actually, the farming industry WANTS ethanol to be used, as the fifth paragraph makes clear. (C): This comparison is never made. We are only told that it is "especially" touted by politicians.

(D): It might reduce our dependence on foreign energy, but we are not told that it would reduce our need for energy in general. (E): No mention is made of consumers resisting the use of ethanol.

3)

E

In the third paragraph, the author states that "in accordance with the principles of a free-market economy, such as that of our own nation, if the price of gasoline were to double due to the addition of such taxes, oil consumption would drop ...". Therefore, the economic principles (fundamentals) of a free market economy can be used to lower prices, lessening our dependence. (A): At no point are we told that politicians do not understand the issue. What we ARE told is that they are loath to mention the topic. In other words, they don't want to mention it. (B): It may be that the author believes that these outlets will choose not to use as many trucks because of a raise in the gasoline tax, but not that they will limit the transportation of goods in general. They might use rail, ships, etc., for their transportation needs instead. (C): The figures in the third paragraph refer to daily consumption, not annual. (D): The author does not explicitly say or even imply that fuel efficiency must be improved before the gasoline tax is raised. For example, the reverse could be true; vehicles could become more fuel-efficient after the tax is increased.

4)

D

In this paragraph, the author discusses nuclear fuel and drilling for oil in Alaska. They are both described as having potential, but are described as "controversial," and too time consuming. (A): We are never told that the methods discussed in this paragraph are unpopular with big business. (B): The author never says anywhere in the passage that there aren't enough alternatives. The number of alternatives is not the problem, according to the passage. (C): These few lines do not provide historical background. They just mention two forms of procuring energy (using nuclear fuel and drilling in environmentally sensitive areas) that will not do the job of lessening our dependence on foreign energy.

(E): The Tone is not one of ridicule; this is too extreme. The author does dismiss the methods mentioned in this paragraph, but does not ridicule them as outrageous or silly.

PASSAGE 4

1)

E

We are told in the first paragraph that the paintings are unusual in their "manner of display." This display (presentation) is then described, including the overlapping stone pieces.

(A): Though the level of artistry is described as high, we are not told that this is unusual.

(B): We are never told that the age of the paintings is unusual. (C): The size of the figures in the paintings was never said to be unusual. (D): At no point is the indistinctiveness of facial features said to be unusual.

2)

A

In the final paragraph, the author states, "Most tantalizingly, it may be that the collection represents a sort of family tree." Therefore, we can say that the author is especially interested in this possibility. (B): Though the manner in

which the paints were made is discussed, it is not given emphasis. (C): Stylistic differences are referred to in the parenthetical note in the second paragraph, but the author never expresses a particular interest in this topic. (D): The location of the caves is only mentioned in passing. (E): The creation of negative images is not given any particular emphasis.

3)

C

The first two sentences of the passage describe the collection of stone art as “surprising” and “unusual.” Most of the first and third paragraphs give details that show why these paintings are so unusual and thus of considerable interest. (A): The passage does not provide an overview; the emphasis is on this one collection. (B): Though the possibility that the paintings represent a family tree is of much interest to the author, this is too specific to be the primary purpose of the entire passage. It is not mentioned until the last paragraph. (D): Though the author does allude to the high level of skill shown by the artists, this is only mentioned in the second paragraph. (E): This is too general. The Scope of the passage concerns only one particular collection of stone art.

4)

D

If a chipped head signifies that a person died at the approximate age shown in a painting, then the figures who have this mark could not be the same, as suggested in the last sentence of the passage. (A): According to the author, these paintings may have been made 6,000 to 12,000 years ago, so this does not weaken anything the author has mentioned. (B): What is found in nearby caves is irrelevant to any opinion put forth by the author of this passage. (C): The author mentions that “other minerals” may have been used besides gypsum, manganese, and malachite, so this choice does not undermine the author’s observations. (E): The fact that the paintings were created over a period of many years does not contradict anything mentioned in the passage.

PASSAGE 5

1)

C

This question relates directly to Purpose, the P in STOP. The Purpose of this passage is to describe the three selling types, which were findings of the study The Selling Quality.

(A): The author does not recommend anything. (B): The author does not critique. The Tone is descriptive, not critical. (D): The author does not make any proposition. The book does. (E): No mention is made of a ranking – just a categorization.

2)

D

This is a Specific question. In the last paragraph, the passage states that "the skills of a top-notch Student seller are based less on intuition than are those of the other selling types," implying that these skills can be learned, not just intuited. The Chameleon's "attributes are hard to acquire", while "the Charismatic has traits that are seen early in life and that are difficult to cultivate in adulthood." (A): There is no comparison of levels of success. (B): No mention is made of the Student's domestic life. (C): The Student does not rely exclusively on research; he or she must also "communicate a genuine (or seemingly genuine) enthusiasm . . ." (E): The passage does not say that they are unsuited for the management positions that they do attain.

3)

B

This is a Specific question, so we need to find the part of the passage that describes the buyer-seller relationship. In the 3rd paragraph, the author refers to "the traditional dynamic between seller and buyer, convincing clients that they should please him, because he is offering something that they need." This strongly implies that in the usual relationship, the seller has less power or control. (A): This is never mentioned. (C): While the passage indicates the Student knows much about the product, it does not make a generalization about the knowledge of sellers in general in comparison to that of buyers. (D): Trust is never mentioned. (E): While the seller may not be entirely convinced of the worth of the product, nowhere does it say that the seller is usually less convinced than is the buyer.

4)

C

This is an Inference question. In the second paragraph, we are told that Chameleons have "strong mediating skills." From this, we can infer that they would be skilled at resolving disputes. (A): Nowhere is this mentioned or suggested. (B): The passage never discusses whether Chameleons become managers. (D): While the passage mentions that Chameleons have good home lives, it cannot be inferred that this is the result of marrying similar people. (E): This comparison is never made.

5)

D

This is another Specific question. In the case of a question like this where we have to find the information that is NOT stated, we need to either locate in

the passage or remember specific mention of the other four pieces of information. In this case, we find that the passage makes no mention of dramatic changes in selling approach. (A): The 3 categories are Chameleon, Charismatic, and Student. (B): The final sentence states that "... an ability to communicate a genuine (or seemingly genuine) enthusiasm for the product is crucial."

(C): Charismatics and Students are said to advance to management positions.

(E): The final sentence of the third paragraph states that, "Like the Chameleon, the Charismatic has traits that are seen early in life and that are difficult to cultivate in adulthood."

PASSAGE 6

1)

E

"Reporting" matches the fairly neutral Tone of the passage, and "added autonomy" has been around for only 10 years so it is a relatively recent phenomenon. It has affected both retailers and insurance companies. (A): Only one company is described in any detail.

(B): Added autonomy is not just about hiring and promoting. (C): This is not the primary concern of the passage. The primary concern is to discuss added autonomy, which this choice never mentions. (D): There is no chronological outline.

2)

B

This Specific question can be answered by searching the passage for the reaction of regional managers to the new policy. The passage states that some regional managers were "wary" and "hesitant" in their new roles. (A): This type of reaction was alluded to in the first paragraph, but it occurred in a high technology firm, not the insurance company. (C): The second paragraph states that the regional managers were hesitant "despite personal assurances from the company's president." (D): One region supervising another region was never mentioned. (E): Though initially the regional managers responded with a lack of initiative, we are never told that they misunderstood the intent of the new system.

3)

C

This is an Inference question that requires finding an example in line with the generalizations presented in the case. The first paragraph says that, "Retail operations have been given the latitude to devise regional branding that differs substantially from the company's national image." (A): Average age could vary for many reasons, including chance. (B): This example presents a

company acting differently from most companies in its industry, rather than a regional office acting differently from other offices in its own company. (D): The encouragement does not imply autonomy or a lack of autonomy. (E): This does not imply autonomy – only recognition.

4)

B

This is a Universal question, which ideally you should be able to answer without looking back at the passage. The phenomenon is added autonomy; the general examples are those mentioned in the first paragraph; the specific example is the insurance company.

(A): No central problem is ever addressed at the start of the passage. (C): The focus of the passage is not on weakness. (D): No reasoning is gradually revealed. (E): The passage does not proceed from strengths to weaknesses.

PASSAGE 7

1)

D

Using STOP to find the Purpose of this passage is an excellent way to answer this question. The first two paragraphs provide the basic understanding; the third paragraph presents some opinions; the last paragraph gives us the author's take on the subject. (A): The author does not imply that HSAs will one day be sufficient to address the nation's health care problems. They are, more modestly, a step in the right direction. (B): This choice does not mention HSAs. (C): The author does mention that HSAs are increasingly popular, but this is a subsidiary point, not the main one. (E): There is very little comparing in the passage.

2)

A

The author's Tone is moderate: "HSAs represent a move in the right direction, but . . ." The generalized remedy is that the HSAs "need to be adjusted and supplemented to make it easier for all individuals to get access to competent health care." (B): Viewpoints are not summarized. (C): Nowhere does the author say that some problems can't be solved. (D): The author does not explicitly criticize earlier viewpoints. (E): No statistics are presented.

3)

B

The 3rd paragraph states that "... low-income individuals with serious health issues are unlikely to derive any benefit from HSAs. If you don't make much,

you will not be able to contribute much to the account." (A): No one in the passage ascribes ignorance of the facts to anyone. (C): The critics say that HSAs are a good deal to healthy and wealthy individuals, but not that only they will sign up for HSAs. (D): They may feel this way, but this is not mentioned in the passage. (E): As in choice D, critics might very well feel this way, but we don't know for sure that they do. Critics might want to do away with HSAs completely.

4)

E

The 3rd paragraph states that "since HSAs are increasingly perceived as attractive to relatively healthy and wealthy Americans, companies that provide traditional insurance may lose business and attempt to make up for this loss by raising their premiums or cutting benefits to low-income clients."

(A): Besides the low deductible itself, no advantage is described. (B): The quality of the care is never mentioned. (C): This restriction may be common, but it is not mentioned in the passage. (D): This comparison is not made.

PASSAGE 8

1)

A

Use STOP to find the Purpose of the passage. The first paragraph describes why the HCLA was passed, and the remainder of the passage describes why it was unsuccessful. (B): This choice does not focus on the HCLA; this choice's Scope is too broad. (C): The HCLA did not specifically regulate urban markets. (D): No current laws are mentioned. (E): This choice does not deal specifically with the HCLA.

2)

A

The final two paragraphs make it clear that the HCLA was doomed. This choice gives us the most important reason for its demise, and tells us when it happened, thus concluding the history of the HCLA. (B): This might be relevant, but does not work as a concluding thought to a passage that is about the HCLA. (C): This might be so, but does not conclude the topic. So ... what happened? (D): This goes off in a new direction; it does not work as a

concluding thought. (E): This makes it sound as if the passage was primarily about the THA, not the HCLA.

3)

B

The first paragraph notes that an HCLA loan “did not require a large final payment”, implying that the borrower would be responsible for smaller payments under the HCLA.

(A): No mention is made of lower interest rates. (C): The government, not insurance companies or banks, was the lender. (D): The passage never states that defaulting was impossible. (E): The passage does not state that the net cost was reduced, only that the gross cost could be paid, with interest, over a longer period.

4)

D

The final sentence states that after the passage of the Tenement Housing Act, “Urban life was now more attractive to men and women who would have otherwise preferred to live in a rural area, but who needed the employment opportunities that the cities could provide.” (A): Nowhere does it say that this act led to more employment opportunities.

(B): Actually, the passage states that other cities “followed suit.” (C): The HCLA, not the THA, cost the government money. (E): According to the passage, the HCLA came first.

Passage 9

1)

C

The author uses the words “skepticism” and “carefully,” as well as the phrase “gives one pause.” Clearly, the author is wary of trade with China.

“Considered” simply implies that the author has some actual reasons for this wariness, and is not simply acting out of an irrational fear. (A): “Skeptical” is fine; “advocacy” is not. (B): The author has a definite opinion; “disinterested” is wrong. (D): Nowhere does the author express amusement. (E): Nowhere does the author seem confused.

2)

D

The 2nd paragraph begins by stating that the new system will “expedite” trade by replacing a system that often took “considerable” time. (A): The author never states that the new system is better. (B): This is a criticism of the old system; the new system is intended to “expedite” trade. (C): The charge of corruption relates to intellectual property. (E): The 2nd paragraph states that “Many of these products are, however, dual-purpose; they have military as well as commercial applications.”

3)

A

The 2nd paragraph, which deals with high-tech exports states that "China is simply too big..." The 3rd paragraph, which deals with intellectual property, states that there are problems with "local officials located at great distances from the central government." (B): This is mentioned regarding high-tech exports only. (C): This is mentioned regarding intellectual property only. (D): This is not specified anywhere, though the 1st paragraph suggests this possibility regarding high-tech exports only. (E): This is alluded to in the last paragraph, regarding intellectual property. The 1st or 2nd paragraph does not mention that high-tech exports violate any intellectual property laws.

4)

B

The 2nd paragraph states that "the links between its companies and its government agencies [are] too byzantine." Byzantine means extremely intricate. If the connections were clearer, it would be easier to keep track of the items. (A): Nothing in the passage makes a connection between high-tech trade and pirating laws. Even if the intellectual property involved is related to high technology, a demotion for a police chief would not be considered the harsh punishment for businesses that the author believes is needed. (C): Manufacturing concerns in general were never mentioned in the passage.

Some may be against the new system, and others, such as aerospace companies and software firms, may be for it. (D): Knowing that such punishment rules exist would not be sufficient to determine the effectiveness of the trade policy. (E): This might be made clear, but the question is whether any good will come out of making it clear. This choice does not contradict anything stated or implied by the author.

Solution Passage 10 trough 12

1. C
2. E
3. A
4. D
5. C
6. A
7. D
8. B
9. C
10. D
11. A
12. A
13. D
14. C
15. E
16. B
17. C
18. D
19. C
20. B
21. B
22. B
23. E

Solution Passage 13 trough 15

1. D
2. E
3. D
4. D
5. C
6. A
7. D
8. C
9. A
10. C
11. E
12. B
13. C
14. D
15. B
16. C
17. A
18. B

Solution Passage 16 trough 18

1. E
2. B
3. D
4. D
5. A
6. C
7. D
8. B
9. E
10. B
11. C
12. A
13. A
14. C
15. B
16. E
17. E
18. B