

# VERBAL REASONING

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This part of the test examines the verbal skills necessary for academic studies, as well as analytical ability and methodical thinking. In the Verbal Reasoning sections, you will be required to define relationships between the meanings of words, understand complex texts on a wide variety of topics, analyze and understand arguments, draw conclusions from them, and deal with them in a critical manner. You will also be asked to formulate and develop an idea in writing, and express it in an organized manner using rich vocabulary and complex language.

The first section of the test is a writing task, followed by several sections containing multiple-choice questions.

## WRITING TASK

The writing task consists of an essay on a given topic. The score on the writing task constitutes 25% of the Verbal Reasoning score.

The following instructions appear at the beginning of the section:

**This section consists of a writing task.**

The time allotted is 35 minutes.

Read the task carefully and write your essay on the lined answer sheet provided.

The essay must be at least 25 lines long. Do not write an essay that is longer than the number of lines on the answer sheet. If you need scrap paper, use pages 2 and 3 of the test booklet. (This draft will not be marked.) You will not receive an additional answer sheet, nor will you be allowed to replace the one you have.

Use a style that is consistent with academic writing. Make sure your essay is well organized and written in clear, grammatically correct language.

Write the essay in pencil. You may use an eraser.

Make sure that your handwriting is legible and neat.

## WHAT IS ACADEMIC WRITING?

Academic writing is the form of writing used for many high school subjects and is the accepted style for written exercises, tests, papers, and research in institutions of higher education. Academic writing is used to present and discuss ideas. An idea can be an opinion or a description of a phenomenon. The discussion provides details and explanations, and presents supporting arguments, proofs, and conclusions. The structure of an academic text should reflect the way you develop the idea: The different parts of the essay should follow a logical progression, and the connections among various arguments should be clear. Precise, clear language and a consistent register are needed for good academic writing.

An academic text deals with a given topic in a factual, methodical and critical manner. It makes no difference what idea you choose to express as long as it is well reasoned, well supported, and clearly

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worded. Writing in a personal vein, presenting personal experiences, and using emotional terms are generally inappropriate for academic writing. The author's "personal voice" is reflected in the stance that he adopts and in his ability to provide an in-depth explanation and to discuss the idea methodically, using a critical approach that takes into account and contends with other views on the topic.

### **HOW MUCH SHOULD YOU WRITE, AND IN WHICH LANGUAGE?**

You are allotted one sheet of paper with 50 lines for writing the essay. Your essay must be at least 25 lines long. Because the sheets are scanned electronically, write only on the lines themselves and not in the margins. Anything written outside the lines will not be read. If your essay is shorter than the required number of lines, points will be deducted from your score (see essay scoring guide, p. 6-7).

In NITE's experience, given the time allotted for the writing task, a good essay in average-size handwriting is generally 30-40 lines long.

In general, you must write the essay in the language of the test (for example, if the language of the test is French, the essay must be written in French). However, in the Combined/English test, your essay may be written in one of the following languages: Hebrew, English, Russian, German, Amharic, Italian, Hungarian, Portuguese or Dutch.

### **HOW ARE THE WRITING TASKS MARKED?**

The writing tasks are evaluated by carefully selected, experienced raters who have received comprehensive professional training designed to ensure that their evaluations are objective and fair. Two raters independently evaluate each essay. Each rater evaluates the essay in terms of both content and language. Each of these components is rated on a scale of 1 (very poor) to 6 (excellent). The writing task score is the sum of the evaluations of the two raters for the two components. In the case of a major discrepancy between raters' scores, the essay will be evaluated by a third rater.

An essay that is not a reasonable fulfillment of the task (for example, an essay that does not relate to the assigned topic or that is not written in Hebrew, English, Russian, German, Amharic, Italian, Hungarian, Portuguese or Dutch) is given a score of 0 in both the content and language components.

The evaluation takes into account the limited amount of time allotted for the writing task, which may prevent examinees from fully demonstrating their writing ability. Raters are therefore instructed to view the essay as a first draft only, and evaluate it accordingly.

### **HOW IS THE CONTENT COMPONENT EVALUATED?**

In evaluating content, raters examine the extent to which the writing task focuses on the assigned topic and the clarity of the ideas expressed in it. Raters examine the various arguments presented in terms of their lucidity, logical connections, and whether they support the ideas expressed in the essay. In addition, raters examine the extent to which the essay is free of unnecessary repetitions and vague statements, and the degree to which it demonstrates critical thinking. The latter includes distinguishing between opinion and fact when examining issues from several perspectives and contending with opposing viewpoints.

### **HOW IS THE LANGUAGE COMPONENT EVALUATED?**

In evaluating language, raters consider wording, writing style and language level. They examine the degree to which the essay is written in an academic style, clarity of language, precision of word usage, richness of vocabulary, grammatical correctness, and the use of linguistic tools to organize the writing, such as conjunctions, transition sentences and correct paragraphing. Imprecise choice of a word or expression, or using a word in an inappropriate context could affect your score on the language component. Use only words and expressions that accurately convey the ideas, arguments and reasons that you wish to present in the essay. Avoid flowery and needlessly difficult language.

A sample scoring guide used by raters to evaluate the essays is found on pages 6-7.

## ■ SAMPLE WRITING TASK

In the past, the voting age in general elections in most countries was twenty-one, but in the last several decades there has been a worldwide trend to reduce the voting age to eighteen. Some countries, including Israel, have introduced bills to reduce the voting age from eighteen to seventeen, and even to sixteen, and several countries have already done so. The public discourse on reducing the voting age centers on questions such as: At what age should a person be entitled to choose the government officials whose decisions have a direct bearing on his life? Are teenagers mature enough to make decisions that affect the entire population? What are the implications of including teenagers in the voting population and involving them in the affairs of state and in the political system in general?

**In your opinion, should the voting age be reduced? Give reasons. You may make use of the questions posed in the text.**

To summarize: in terms of context, a good writing task is constructed around a thesis or several related ideas that directly address all elements of the task. The central idea must be clearly worded, and all other ideas and arguments in the essay must relate to it. The components of the essay must be connected to one another and should not be presented in random order. The tools used to develop the ideas – reasoning, examples, details, expansion of the topic, description, comparison and contrast, expressing reservations – must fit this structure and provide support for the central thesis. A considered, comprehensive grasp of the topic should be evident in your writing.

In your essay, do not stray from the assigned topic. Avoid unnecessary repetitions; gaps in transitions from one subject to another; unsuitable examples; inadequate explanations; illogical, incorrect or fabricated information; and incomplete or implied ideas.

A good essay is written in clear, fluent language, and the wording is to the point and consistent with academic writing. There must be a progression of ideas, presented in a uniform style. The division into paragraphs should reflect the ideas presented in the essay, the choice of words must be accurate, and the grammar and syntax must be correct.

Avoid writing in a personal, emotional or narrative style, or merely presenting a list of points. Refrain from excessive use of rhetorical devices, such as asking rhetorical questions, addressing the reader, or appealing to the reader's emotions. Avoid excessive use of both flowery, ornate language and slang.



## INSTRUCTIONS AND RECOMMENDATIONS FOR THE WRITING TASK

### BEFORE THE TEST

Writing ability develops gradually over the course of your school studies, through reading and practice. The best way to achieve high-level writing is by means of gradual work over a period of years. However, intensive practice before the test is very important and can improve your performance. Therefore, we recommend that you write several practice essays before the test. You can use the sample writing tasks that appear on pages 18-19. When practicing, pay attention to the time limit (35 minutes) and the required length of the essay (25-50 lines).

You will find a sample essay sheet on page 237 on the practice test to write a practice essay of the required length. Additional copies of the essay sheet can be printed out from NITE's website.

## **DURING THE TEST**

- Read the entire task carefully. Make sure you understand all the information presented in it and exactly what is being asked of you.
- Devote the first few minutes to formulating ideas and planning the structure of the essay.
- Make sure that you write in a style that is consistent with academic writing.
- Write only on the printed lines of the answer sheet. Do not write in the margins. If you need scrap paper, use the pages allotted for this purpose in the test booklet.
- Write in pencil only.
- Write as legibly and neatly as possible.

## ■ **PRACTICE WRITING TASKS**

### **TASK 1**

The salary of David Letterman, host of a famous American television talk show, is 700 times greater than the salary of a stagehand on his show.

**In your opinion, is this huge difference in salary justified? Support your position.**

### **TASK 2**

Regulations have recently been announced which significantly raise the price of cigarettes and impose further restrictions on smoking in public areas. Following the announcement of the regulations, newspaper reporter Shai Goldin wrote: "I am not a heavy smoker. More precisely, there are days on which I do not deserve to be called a smoker at all. I smoke most of my cigarettes in the building's parking lot – a 'smokers' prison' that I eventually became fond of – and in the open air on the steps of my house. I have learned to accept the fact that smoking bothers many people around me. I respect this. But I do not understand why I have to pay so much more for cigarettes. Neither do I understand why I have to feel like a wanted criminal every time I light up in the street, where car exhaust fumes merrily blacken the lungs of one and all; nor why a policeman, whose job is to ensure my safety, should use his limited resources to chase after me."

**In your opinion, are smokers indeed persecuted, as Goldin claims?**

### TASK 3

One of the important issues that arises in the relationship between government and the media is whether there is a need for a government-funded television channel. Opponents argue that a public television channel could lead to political pressure affecting news coverage of government activities. They recommend instead a private, commercial television channel that would make money primarily from advertising, on the assumption that such a channel would not be subject to illegitimate political pressure.

I disagree with these views. In my opinion, in a democratic society it is in the public's best interest to have a strong, independent public broadcasting channel that can successfully resist political and economic pressures. Media that are entirely commercially funded cannot afford to produce unprofitable broadcasts, even if such broadcasts are essential to the democratic process and to society in general. Studies conducted in the USA and Germany show that private channels tend to broadcast news programs that are less comprehensive and of lower quality because the demand for entertainment is always greater than the demand for news. A private commercial channel will be controlled by economic factors aimed at profit-making and will not necessarily be concerned about what is in the public interest, that is, the right to news coverage that is as reliable and accurate as possible.

(Based on an article by Ehud Asheri.)

**Choose one of the following public services – health or education. Give your opinion about whether or not the public service that you chose should become a private-commercial service. Give reasons.**

### SAMPLE GUIDE FOR WRITING TASK RATERS

**Rate each writing task in terms of two components – content and language.**

**Rate the two components independently of each other.**

**Rate content according to the following criteria: the existence of a clear, well-supported idea or central theme that is relevant to the task; a strong connection between the idea and its development; focus and coherence of the content; evidence of critical thinking.**

**Rate language according to the following criteria: clarity; consistency with academic writing; semantic precision; grammar; use of linguistic organizational tools; syntactic variety.**

**Rate each component on a scale of 1-6. For every writing task that you read, use the table below to select the score that best describes each component.**

#### Note:

In many cases, none of the descriptions will completely fit the essay you are rating. In such cases choose the description that is most appropriate for the essay.

In cases in which the essay does not reasonably fulfill the instructions given to examinees, you must follow these guidelines:

- Essays that are not written in the language of the test must be returned to the responsible administrator to be checked.
- If an essay is between 10 and 23 lines long, mark "Yes" in answer to the question, "Is the length of the essay between 10 and 23 lines long?" and then rate it.
- If an essay exceeds the lines given on the answer sheet, the extra lines will not be read or taken into account when rating the essay.
- If the content of an essay is not at all relevant to the topic of the given task, or if the essay is between 0 and 9 lines, mark "Yes" in answer to the question, "Is the essay disqualified?". For these essays, mark 1 for the content component and 1 for the language component.

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CONTENT						
	1 - Very Poor	2 - Poor	3 - Low Average	4 - High Average	5 - Good	6 - Very Good
<b>Main idea and central thesis</b>	No main idea or central thesis OR little relevance between the essay's content and the writing task	Main idea or central thesis is unsupported and undeveloped OR insufficient relevance between the essay's content and the writing task	Main idea or central thesis is undersupported and undeveloped OR essay's content not completely relevant to the writing task	Main idea or central thesis is fairly well-developed and well-supported	Main idea or central thesis is well-developed and well-supported	Main thesis or central idea is exceptionally well-developed and well-supported
<b>Development of the thesis</b>	Inadequate content	Poorly developed thesis OR little connection between the thesis and the way it is developed	Inadequate connection between the thesis and the way it is developed (inadequate explanations, unconvincing arguments, inappropriate examples)	Thesis developed in a way that is relevant (mostly adequate explanations, fairly convincing arguments, appropriate examples)	Thesis is developed in a way that is relevant and detailed (full explanations, convincing arguments, appropriate examples)	Thesis is developed in a way that is relevant, detailed, and insightful (full explanations, convincing and varied arguments, appropriate examples)
<b>Focus and coherence</b>	Lacks focus and coherence (jumps from one idea to the next without any continuity of thought, unnecessarily repetitive)	Poorly focused and little coherence (very little continuity of thought, unnecessarily repetitive)	Limited focus and coherence (little continuity of thought)	Fairly well-focused and coherent (continuity of thought maintained throughout most of the essay; in general, explicit connections among the ideas in the essay)	Well-focused and coherent (continuity of thought maintained throughout the entire essay; explicit connections among the ideas in the essay)	Extremely well-focused and coherent (continuity of thought maintained throughout the entire essay; explicit and comprehensive connections among the ideas in the essay)
<b>Critical thinking</b>	No critical thinking*	Very little critical thinking*	Insufficient level of critical thinking*	Adequate level of critical thinking*	Impressive level of critical thinking*	Very impressive level of critical thinking*

\* Precise definition of the issue, distinction between opinion and fact, examination of issues from several perspectives, ability to refute opposing viewpoints

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<b>LANGUAGE</b>						
	<b>1 - Very Poor</b>	<b>2 - Poor</b>	<b>3 - Low Average</b>	<b>4 - High Average</b>	<b>5 - Good</b>	<b>6 - Very Good</b>
<b>Clarity and consistency with academic writing</b>	Inarticulate and very basic use of language OR wording is not consistent with academic writing	Inadequate, unclear language OR wording is largely inconsistent with academic writing	Language not sufficiently clear OR wording is sometimes inconsistent with academic writing	Language is fairly clear and wording is generally consistent with academic writing	Language is clear and writing is consistent with academic writing	Language is clear, fluent, and rich, and wording is consistent with academic writing
<b>Semantic precision</b>	Many examples of incorrect word choice	Frequent examples of incorrect word choice	Several examples of imprecise word choices	Generally precise word choice	Precise word choice	Precise word choice
<b>Grammar</b>	Many errors in grammar and syntax	Significant number of errors in grammar and syntax	Several errors in grammar and syntax	Very few errors in grammar and syntax	Correct grammar and syntax	Correct grammar and syntax
<b>Syntactic structures</b>	Very basic sentence structure	No complexity or variety in sentence structure	Sentence structure generally lacking in complexity and variety	A few examples of the appropriate use of fairly complex sentence structures	Many examples of the appropriate use of complex sentence structures	Extensive use of complex and varied sentence structures that help convey the meaning of the text
<b>Organizational tools</b>	No use of linguistic tools to organize the essay OR incorrect use of such tools*	Very little use of linguistic tools to organize the essay OR mostly incorrect use of such tools*	Little use of linguistic tools to organize the essay OR several instances of improper use of such tools*	Quite a few examples of the use of linguistic tools to organize the essay*	Many examples of the use of linguistic tools to organize the essay*	Extensive and varied use of linguistic tools to organize the essay*

\* Use of conjunctions, transition sentences, and paragraphing

## MULTIPLE-CHOICE SECTIONS – GENERAL

At the beginning of each section of multiple-choice questions, you will find general instructions, including information on the number of questions that appear in the section and the amount of time allotted. For example:

**This section contains 20 questions.**

The time allotted is 20 minutes.

This section consists of several types of questions: analogies, critical reading and inference questions, and text comprehension questions. Each question is followed by four possible responses. Choose the one **which best answers the question** and mark its number in the appropriate place on the answer sheet.

### HOW ARE THE QUESTIONS ARRANGED IN EACH SECTION?

The questions are arranged in the following order: analogies, critical reading and inference questions, and finally, text comprehension questions. The analogy questions are generally arranged in ascending order of difficulty, as are the critical reading and inference questions. The text comprehension questions are arranged in the order in which the subject matter appears in the text.

### HOW MUCH TIME SHOULD YOU DEVOTE TO EACH QUESTION?

Solving the analogies takes relatively little time. Solving the other types of questions usually takes more time. Take this into account in planning the amount of time to devote to each question. Leave enough time to read the text comprehension passage carefully.

### WHAT SHOULD YOU DO IF SEVERAL RESPONSES APPEAR TO BE CORRECT?

Choose the **best** answer for each question. If, at first glance, there appear to be several correct answers, carefully reread the question and the possible responses and try to find the most precise answer. In any event, check all of the responses carefully, and do not choose a response that appears to be correct before checking the other responses.



# ANALOGIES

At the beginning of the analogies section you will find the following instructions:

Each of the following questions contains a pair of words in bold type. Find the relationship between the meanings of these two words. Then choose from among the possible responses the one in which the relationship between the two words is **most similar** to the relationship you have found.

**Note:** The order of the words in each pair is significant.

Questions of this type examine your ability to precisely define a connection or relationship between words or phrases, and to identify a similarity between two relationships. Solving analogies requires a thorough familiarity with the meanings of words and phrases.

First, define the relationship between the paired words in bold type. Then, define the relationship between the paired words or phrases in each of the possible responses and choose the response in which the relationship is most similar to the relationship between the pair in bold.

## ■ Examples and Explanations:

### 1. **copper** : **metal** -

- (1) engine : car
- (2) furniture : wood
- (3) pen : pencil
- (4) pepper : spice

The relationship between the words in bold type: **copper** is a type of **metal**.

Response (4) has the same relationship: **pepper** is a type of **spice**.

The other responses are incorrect: an **engine** is one of the parts of a **car**. **Furniture** may be made of **wood**. A **pen** and a **pencil** are both writing instruments.

### 2. **baker** : **eating** -

- (1) surgeon : anesthesia
- (2) author : reading
- (3) gardener : planting
- (4) policeman : enforcement

The relationship between the words in bold type: the product of a **baker's** work (baked goods) is intended for **eating**.

Response (2) has the same relationship: the product of an **author's** work (a book) is intended for **reading**.

The other responses are incorrect: before a **surgeon** begins his work (operating), **anesthesia** is administered. Part of a **gardener's** work is **planting**. The work of a **policeman** is law **enforcement**.

### 3. granary : wheat -

- (1) lake : water
- (2) wine press : grapes
- (3) gallery : works of art
- (4) archive : documents

The relationship between the words in bold type: a **granary** is a place for storing **wheat**. Response (4) has the same relationship: an **archive** is a place for storing **documents**.

The other responses are incorrect: a **lake** is a large pool of **water**; a **wine press** is a place where **grapes** are pressed (for the preparation of wine); a **gallery** is a place for displaying **works of art**.

Note: In this analogy, defining the relationship in too general a way – for example, "a granary is a place that contains wheat" – will not help you determine the correct answer because this relationship is found in some of the other responses: "a lake is a place that contains water" and "a gallery is a place that contains works of art." To solve the analogy, a more precise definition of the relationship between the words in bold type is required.

### 4. modest : arrogance -

- (1) attractive : repulsion
- (2) indifferent : apathy
- (3) scatterbrained : concentration
- (4) envious : jealousy

The relationship between the words in bold type: a **modest** individual is characterized by a trait that is the opposite of **arrogance**.

Response (3) contains the same relationship: a **scatterbrained** individual is characterized by a lack of **concentration**.

The other responses are incorrect: **attractive** describes something that is appealing, thus arousing in an individual an emotion that is the opposite of **repulsion**. **Indifferent** describes an individual characterized by **apathy**. **Envious** describes an individual characterized by **jealousy** (of another individual).



### INSTRUCTIONS AND SUGGESTIONS FOR SOLVING ANALOGIES

- Define the precise relationship between the words in bold type.
- Formulate the precise relationship between the paired words or phrases in each of the possible responses.
- If the relationship you have defined between the pair of words in bold applies to more than one response, you must find a more precise definition of the relationship. If the relationship you have defined between the pair of words in bold does not apply to any of the responses, define the relationship in more general terms.
- Make sure that your choice of response is based solely on the similarity of the relationship between the **meanings** of the words or phrases, and not on similarities of form, subject matter, or sound.
- Pay attention to the order of the words in each pair. If you find it convenient to switch the order of the words in bold when defining the relationship between them, make sure that you also switch the order when defining the relationship in each of the possible responses.

## CRITICAL READING AND INFERENCE QUESTIONS

This section examines your ability to read and understand complex material and draw valid conclusions from it. You will be asked to understand a statement's internal logic, to understand and apply principles of logic, and to compare different ideas and situations. In addition, you will be required to understand texts taken from a wide range of sources and encompassing a wide variety of writing styles: articles, textbooks and scientific journals, as well as newspapers and other sources.

Most of the critical reading and inference questions contain information or a short text and a question that relates to them. Sometimes, several questions may be based on the same information and the same instructions.

### ■ Examples and Explanations:

1. Charles Leadbeater: "The personal computer I am using to write this essay is composed of approximately the same amount of plastic, gold, silicon, copper, and other metals as the computer I used five years ago. Both pieces of equipment are fairly similar in weight and shape, but my present computer is twenty times more powerful than my previous computer. This difference is due to human intelligence, which rearranges the available materials in order to obtain more from them. This is the story of the economic growth that has occurred in the modern era."

According to Leadbeater, what is "the story of the economic growth that has occurred in the modern era"?

- (1) Man's wiser use of available resources makes it possible to obtain more from them.
- (2) The constant development of new technologies makes it possible to produce a greater variety of materials.
- (3) The personal computer which man developed makes it possible to do calculations faster and more powerfully than ever before.
- (4) The improvement in human intelligence in the modern era has led to accelerated economic growth.

Leadbeater is using the changes that have taken place in the personal computer as an example of the factors leading to economic growth in the modern era. According to him, the computer he is using today is better than the computer he used in the past even though the materials that make up the two computers are more or less the same. The improvement is due entirely to man, who has found new ways to obtain more from the same materials.

Response (1) is the correct answer because it presents a general statement in this spirit: The materials that make up the computer are an example of available resources, and the computer's improved power is an example of man's wise use of these resources to obtain more from them.

Response (2) is incorrect. It implies that the production of an ever-increasing variety of materials is what propels economic growth, whereas Leadbeater stresses that there has been no change in the variety of materials at man's disposal, and argues that it is human intelligence that propels economic growth.

Response (3) is incorrect. Although Leadbeater refers to the improvement that has taken place in personal computers, he uses it only as an example of economic growth in the modern era.

Response (4) is incorrect. Leadbeater does not claim that man's intelligence has increased in the modern era, but rather that the economic growth in the modern era has resulted from this intelligence.

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2. Fetal cells in the early stages of pregnancy are pluripotent cells, that is, they have the ability to develop into every type of adult body cell. As a pregnancy progresses, each cell undergoes differentiation into a specific type of tissue, and finally, specializes for performing a specific function. Researchers today are trying to develop a technology whereby adult cells will revert to their pluripotent state, making it possible to determine what type of tissue they will become. In the future, this technology may make it possible to cure disease by replacing diseased tissue with these cells.

Which of the following statements **cannot** be inferred from the above text?

- (1) The technology that researchers wish to develop will make it possible to transform specialized cells into pluripotent cells.
- (2) Adult body cells are not pluripotent cells.
- (3) Pluripotent cells are unique in that they have the potential to revert to their original state.
- (4) The therapeutic potential of pluripotent cells lies in the fact that they can specialize to perform any function.

This question presents four statements regarding pluripotent cells, three of which can be inferred from the above text, and one that cannot. Read the question carefully. The correct answer is the statement that **cannot** be inferred from the text. Keep this in mind when choosing your response.

Response (1) can be inferred from the text. The fourth line states that "researchers today are trying to develop a technology whereby adult cells will revert to their pluripotent state." According to the third line, adult cells are cells that have specialized to perform a specific function.

Response (2) can be inferred from the text. The first four lines state that pluripotent cells are cells that have not yet differentiated to perform a specific function and that adult cells have already specialized to perform a specific function. Therefore, adult cells are not pluripotent cells.

Response (3) is the correct response because it cannot be inferred from the text. It is not stated anywhere in the text that pluripotent cells can revert to their original state. On the contrary, a cell's pluripotent state *is* its original state.

Response (4) can be inferred from the text. The first two lines state that pluripotent cells have the ability to develop into every type of adult body cell. We can infer from this that in the future they may be able to replace any tissue in the adult body, including diseased tissue, and – as the last sentence suggests – therein lies their therapeutic potential.

3. Following an internet advertising campaign for the beverage Trix, the director of the advertising agency that launched the campaign conducted a survey and found that Trix's sales were higher than those of the competing beverage, Platon. He concluded from this that internet advertising is more effective than advertising by means of other communications media.

Which of the following does **not** weaken his conclusion?

- (1) The price of Trix was reduced during the course of the internet advertising campaign.
- (2) Trix's sales were higher than Platon's sales even before the start of the internet advertising campaign.
- (3) A widespread television advertising campaign conducted a year earlier did not result in an increase in Trix's sales.
- (4) During the advertising campaign for Trix, Platon was not advertised at all.

The director of the advertising agency found a difference between the sales figures of Trix and those of Platon, and explained this difference by the fact that Trix was advertised on the internet. He thus arrived at the general conclusion that internet advertising is more effective than other forms of advertising. His conclusion is based on several assumptions. If one of these assumptions turns out to be incorrect, it weakens his conclusion. Moreover, if there is another logical explanation for the director's finding, it too weakens his conclusion.

Response (1) weakens the director's conclusion because it offers an alternative explanation for the finding. It was not the internet advertising campaign that was responsible for the difference in the sales of the two beverages, but a reduction in the price of Trix.

Response (2) weakens the director's conclusion because it undermines one of his basic assumptions – that Trix's sales increased. The assumption in this response is refuted because Trix's sales were higher even before the advertising campaign.

Response (3) is the correct response because it is consistent with the director's conclusion. If, in the past, a television advertising campaign was conducted and it did not lead to an increase in sales, and now an internet advertising campaign was conducted and it was effective, it definitely supports rather than weakens the conclusion that internet advertising is more effective than other forms of advertising.

Response (4) weakens the director's conclusion. Because Platon was not advertised at all, we cannot infer anything about the difference between internet advertising and other forms of advertising, and so, the director's conclusion is less valid. This statement can also provide an alternative explanation for the finding, namely, that any advertising is better than no advertising. In other words, it was not the internet that helped Trix's sales, but the fact that it was advertised at all.

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4. A particular supermarket chain is offering the following two deals only: Any customer who buys at least two kilograms of oranges will receive a juicer, and any customer who buys at least two kilograms of apples will receive a salad bowl. These deals are conditional upon making a purchase of over 250 shekels.

Which of the following is **not** possible with regard to this particular supermarket chain?

- (1) A customer bought three kilograms of oranges and did not receive a salad bowl.
- (2) A customer bought items totaling 300 shekels, including one kilogram of apples, and received a juicer.
- (3) A customer bought items totaling 300 shekels, including two kilograms of apples and one kilogram of oranges, and received a juicer.
- (4) A customer bought items totaling 150 shekels, and received neither a juicer nor a salad bowl.

To determine whether a situation is possible or not, check whether it is consistent with the information provided.

The situation described in response (1) is possible. According to the information provided, a person who buys 3 kilograms of oranges receives a juicer and not a salad bowl. Therefore, this response does not contradict the information provided.

The situation described in response (2) is possible. The customer bought many items, and although it is not stated explicitly, it is possible that these included two kilograms of oranges. Therefore, it is possible that the customer received a juicer.

The situation described in response (3) is not possible, and it is therefore the correct response. According to the information provided, only someone who buys at least two kilograms of oranges receives a juicer, and in this case it is stated explicitly that the customer bought only one kilogram of oranges.

The situation described in response (4) is possible. Since the customer did not make the minimum purchase required in order to be eligible for the deal, he is not entitled to receive either a juicer or a salad bowl, even if he did buy oranges or apples, which is not known.

5. After Shulie and her friend watched a televised announcement by one of the government ministers, Shulie said: "It is as if he is saying, 'I'll break the barrel and keep its wine.'"

Which of the following is most likely to be the announcement to which Shulie was referring?

- (1) Minister of Education: "The education budget will be cut, but the level of education will not be affected."
- (2) Minister of Transport: "I will speed up the laying of the railway track despite technical problems."
- (3) Minister of the Treasury: "Taxes will not be reduced next year, despite the government's promise."
- (4) Minister of Defense: "In spite of what military commentators say, the professionalism of army officers has actually increased."

Since it is impossible to break a wine barrel and keep its contents, Shulie is using the saying to indicate that the two things announced by the Minister cannot be accomplished if attempted at the same time. In her opinion, one negates the other. Shulie's saying fits the Minister of Education's announcement in response (1): According to Shulie, if the education budget is cut, the level of education cannot remain the same. She is comparing the budget cut to breaking a wine barrel, and maintaining the level of education to keeping the wine.

The saying does not fit the other announcements. In response (2), laying the railway track and technical problems are not mutually exclusive. The saying also does not fit response (3) which refers to a promise that will not be kept, or response (4), which refers to a disagreement between the Minister of Defense and military commentators. None of these responses contains two components that have the same relationship as the components in the saying.

One type of critical reading and inference questions is **sentence completions**. They are preceded by the following instructions:

In each question, there is a sentence (or sentences) with several parts missing, followed by four possible ways of completing the sentence. Complete each sentence, using the response that is **most appropriate**.

Each sentence completion question consists of a sentence with several parts missing, and each missing part is indicated by a blank. Each of the four possible responses contains sets of words, each set separated by a slash (/). The sets of words must be inserted in the sentence in the order in which they appear, in place of the blanks. After inserting all of the words, it is important to read the entire sentence. A logical sentence will be formed only if you have inserted the correct set of words. The most important consideration in solving sentence completion questions is the logical consistency of the sentence that is created.

The key to solving sentence completions is understanding the logical connections between parts of the sentence. There are many possible relationships between parts of a sentence: one part might elaborate on what is stated in a different part, explain it, illustrate it, negate it, offer an opposing opinion, and so on. Therefore, pay special attention to conjunctions such as "since," "because," "therefore," "thus," "in spite of," "for example," "although," and so on.

## Verbal Reasoning .....

6. This year \_\_\_\_\_ tourists visited Rome than last year; however, \_\_\_\_\_ to be the biggest tourist destination in Italy. Travel agents explain that the number of tourists to Italy has \_\_\_\_\_ relative to previous years, \_\_\_\_\_ have chosen to visit Rome.
- (1) more / for the first time in many years it does not appear / increased / and it seems that most
  - (2) fewer / as in the past, it appears / increased / and it seems that only a small proportion
  - (3) fewer / for the first time in several years it appears / in fact decreased / but it seems that most
  - (4) more / this year as well, it appears / in fact decreased / but it seems that a large proportion

This question consists of two sentences. The first sentence presents information, and the second sentence is the explanation provided by travel agents for this information.

Response (1) is incorrect because it has no logical consistency. According to the information provided, Rome is no longer Italy's biggest tourist destination, and yet the explanation stresses Rome's popularity among tourists.

Response (2) also has no logical consistency. According to the information provided, the number of tourists to Rome decreased, but it nonetheless remains Italy's biggest tourist destination. Travel agents explain this by the fact that the number of tourists to Italy has increased, while the proportion of those visiting Rome has decreased, but this is not a logical explanation of the fact that Rome still remains the biggest tourist destination.

Response (3) is the correct response. The reason Rome became Italy's biggest tourist destination despite the decrease in the number of tourists who visit Italy is that most tourists to Italy chose to visit Rome.

Response (4) has no logical consistency already in the first sentence. The word "however" should be followed by contrasting information, but there is no contrast between the fact that the number of tourists to Rome has increased and the fact that this year too, Rome it is Italy's biggest tourist destination.



7. Ted Rosen explained in an interview that \_\_\_\_\_ his new book describes actual historical events from the days of the establishment of the State, he does not \_\_\_\_\_ regarded as a history book. He even states explicitly that he \_\_\_\_\_ objective facts in the book: "In writing this book, I felt bound \_\_\_\_\_," he said.
- (1) although / intend it to be / never claimed to present / only by my experiences and thoughts
  - (2) since / object to it being / spared no effort to present / only by my personal impressions
  - (3) although / intend it to be / spared no effort to present / by facts alone
  - (4) since / intend it to be / never claimed to present / by facts alone

This question contains two sentences. From the beginning of the second sentence "He even states explicitly," it is clear that his objective is to emphasize and clarify what was stated in the first sentence.

Response (1) is the correct response. The first sentence states that Rosen did not intend his book to be regarded as a history book, and the second sentence, that he felt bound only by his own point of view. The two sentences are logically consistent.

In response (2) the second sentence is illogical. Rosen states explicitly that he tried to present only objective information, but he is quoted as saying that he felt bound only by his personal impressions.

Response (3) is not logically consistent, either. Not only does the second sentence not clarify the first sentence, but it even contradicts it. According to the first sentence, Rosen did not intend his book to be regarded as a history book, but according to the second sentence, he felt bound by the facts alone, as is customary when writing history.

In response (4) each of the two sentences is illogical. The fact that Rosen describes historical events in his book is not a logical reason for him not wanting the book to be regarded as a history book. In the second sentence, Rosen states explicitly that he never claimed to present objective information, but he explains this with an argument that then makes an opposite claim – that he was bound by facts alone.



## **INSTRUCTIONS AND SUGGESTIONS FOR SOLVING CRITICAL READING AND INFERENCE QUESTIONS**

- This section contains several different types of questions. Sometimes questions that look similar actually require different tasks. Pay attention to what is asked of you in each question.
- Carefully read the text or the information presented at the beginning of each question, and try first to understand the general idea that is being expressed.
- Do not be too quick to choose the response that has content that is very similar to that of the text. For example, a question that asks you to choose the response that most precisely summarizes the text may include a response that is implied by the text or that is even stated explicitly in it, but does not summarize it. Some of the questions may require you to find the response that contradicts the text, and others, to find a hidden assumption that is not stated explicitly in the text.
- There may be a question that deals with a subject that is familiar to you, but which contains statements that are not consistent with your knowledge or views on that subject. Remember to answer the question based only on what is written in it.

## TEXT COMPREHENSION QUESTIONS

The topics of the texts are taken from a wide variety of fields, such as psychology, biology, history, and philosophy. The questions test your ability to understand a text and to recognize the relationships between the ideas and arguments expressed in it. The questions may deal with ideas presented in the text, specific details mentioned in it, the relationship between different parts of the text, inferences based on the text, the text's structure, and so on.

At the beginning of each text you will find the following instruction:

Read the text below carefully and answer the questions that follow.

### ■ Example and Explanations:

(1) For almost three hundred years man has been using animals for research in order to learn from the animals' cerebral, physiological and behavioral mechanisms about corresponding mechanisms in humans. Almost from the start, controversy arose as to whether using animals in this way was morally justified.

(5) Until the 18th century in Europe, all aspects of life, including science, were governed by a Christian religious perspective. According to this view, God created mankind in His image, and He created all other creatures to serve man. Thus, man is permitted to use animals for his own needs. Secular philosophers, as well, maintained that man has no moral obligation towards animals: Animals do not have the ability to use language; they therefore do not have beliefs, ambitions, or desires, and thus do not have interests that must be protected.

(10) Objections to harming animals were voiced for the first time at the end of the 18th century. English philosopher Jeremy Bentham asserted that the question that should be asked in this regard is not whether or not animals have awareness, but rather, whether they are able to feel pain, to which the answer is yes. Bentham's successors also disagreed with the view that animals do not have beliefs and desires. They argued that a dog can believe that a certain bone is tasty even if it is incapable of formulating a sentence to that effect.

(15) The controversy became more acute during the second half of the 19th century with the introduction of Charles Darwin's theory of evolution. Darwin maintained that animals and man have a common origin, and pointed to the physiological similarities among the different species. This further reinforced the belief that findings from experiments on animals could be applied to humans. However, since the theory of evolution placed man and animals on a single, continuous developmental axis, it was difficult to argue that only humans were capable of suffering or feeling pain.

(20) A compromise was proposed in the 1970s by Australian philosopher Peter Singer. Singer suggested that the principle of benefit versus harm be applied whenever an experiment on animals was being considered. According to this principle, the amount of good to be derived from the experiment – for humans and for animals – should be weighed against the amount of suffering it would cause, and the experiment should be conducted only if benefit outweighed harm. Singer, however, asserted that the interests of humans and those of animals do not carry equal weight. Thus, for example, in the case of a sinking ship, it is better to sacrifice the life of a dog than that of a human being. Singer's opponents argued that nature is governed by the principle of survival of the fittest, and therefore, any use that humans make of animals for their own needs – and certainly any designed to improve their chances of surviving – is justified.

- (35) In recent decades, advocates of the restriction and even of the total prohibition of the use of animals for research purposes are becoming increasingly vocal. The scientific community has formulated several guiding principles in this regard: to perform experiments on animals only if they are likely to bring real benefit to the human race; to make every effort to minimize the pain and suffering caused to animals during the course of an experiment;
- (40) whenever possible, to give preference to alternative methods of research (such as computer imaging); and so on. Medical schools are attempting to instill these values in their students. For example, in one course on research methods, students were required to plan an animal experiment to test the efficacy of a medication, and then were required to find a way of testing its efficacy by means of research that did not involve animals.

## Questions

1. It can be inferred from the second paragraph that "secular philosophers" (line 8), \_\_\_\_\_ individuals with a Christian religious perspective, maintained that using animals for the needs of man was justified, and that proponents of each approach \_\_\_\_\_.
- (1) as well as / justified their position using a different argument
  - (2) as opposed to / presented moral arguments to support their position
  - (3) as well as / objected only to the use of animals for research purposes
  - (4) as well as / explained themselves on the grounds that animals do not have the ability to use language

This question presents a sentence with parts missing. You must complete the sentence using the response that is most precise, **according to what is written in the text**.

The question compares two views regarding man's use of animals for his own needs: the Christian religious perspective referred to in line 6, and the approach of secular philosophers, referred to in line 8. The second paragraph implies that both views supported animal experiments: one for religious reasons – God's intention of designating animals to serve humans; and the other for philosophical reasons – humans have no moral responsibility towards animals because animals have no interests that require protection.

Response (1) is the correct response because it states that proponents of both views had the same attitude towards using animals for research purposes, but each presented a different reason to support their attitude.

Response (2) is incorrect because it states that proponents of the two views had different attitudes, and also because it implies that those with a religious outlook objected to using animals for research purposes.

Response (3) is incorrect because it states that proponents of both views objected to using animals for research purposes, but the text does not state this and even implies that proponents of both views were in favor of it.

Response (4) is incorrect because it attributes the reason given by the secular philosophers also to individuals with a religious perspective.

## Verbal Reasoning .....

2. The view referred to in line 15 is -

- (1) that animals have awareness
- (2) that harming animals is immoral
- (3) that of the individuals with the religious perspective mentioned in the second paragraph
- (4) that of the secular philosophers mentioned in the second paragraph

This question directs us to a specific word in the text. In such cases, it is advisable to reread the line referred to as well as the preceding and following lines. According to line 15, the view referred to in the question is "the view that animals do not have beliefs and desires." We must now determine which of the views mentioned in the responses corresponds to this view:

Response (1) is incorrect because it refers to a different view, one that is contrary to the view that animals do not have beliefs and desires.

Response (2) is incorrect because line 15 refers to the view discussed in lines 8-10, according to which harming animals is not immoral.

Response (3) is incorrect, because according to the second paragraph, individuals with a religious perspective believed that animals were created to serve man, but this is another view, which is different from the view that animals do not have beliefs and desires.

Response (4) is the correct response. Lines 9-10 state that secular philosophers concluded from the fact that animals cannot use language that they also have no beliefs and desires.

3. Which of the following statements, associated with the theory of evolution, is **not** correct according to the text?

- (1) The controversy over the use of animals for man's needs began even before the theory was introduced.
- (2) It implied that the answer to the question posed by Bentham is yes.
- (3) It supported the scientific justification for conducting experiments on animals.
- (4) It presented a compromise position with regard to the use of animals for research purposes.

This question presents four statements associated with the theory of evolution, three correct and one incorrect. Note that the correct answer to this question refers to the **incorrect statement**. The theory of evolution is mentioned in the fourth paragraph, and you should reread this paragraph before attempting to answer the question. Since the statements in the responses also relate to other parts of the text, these should also be reread.

We will now examine each of the four possible responses:

Response (1) is not the statement we are looking for because the beginning of the fourth paragraph states that the controversy became more acute with the introduction of the theory of evolution. It is clear then, that the controversy existed before the theory of evolution was introduced. The statement in response (1) is thus true and, as stated, we are asked to find the incorrect statement.

Response (2) is not the statement we are looking for. The question posed by Bentham was whether or not animals were capable of feeling pain (lines 13-14). The fourth paragraph implies that according to the theory of evolution, the answer to this question is yes, since "it was difficult to argue that only humans were capable of suffering or feeling pain" (lines 22-23). Thus, the statement made in response (2) is true, and therefore it, too, is not the correct response.

Response (3) is not the statement we are looking for. According to the first paragraph, the scientific justification for performing experiments on animals is that we can learn from the different animal mechanisms about corresponding mechanisms in humans. Lines 19-20 state that according to the theory of evolution, the different species are physiologically similar, and therefore it is justified to draw conclusions about humans from experiments on animals. In other words, the statement appearing in response (3) is true, and it is thus not the correct response.

Response (4) is the correct response because the statement it presents is untrue. While the theory of evolution provided arguments for both opponents and proponents of animal experiments, it did not lead to any stand with regard to these experiments, and therefore not to a compromise position. The person who proposed a compromise on this issue was the philosopher Peter Singer, who is mentioned in the fifth paragraph.

4. According to the fifth paragraph, what is Peter Singer's approach to animal experiments?

- (1) Any experiment that has been proven to benefit humans should be performed.
- (2) An experiment should not be permitted if it has been proven to cause suffering to animals.
- (3) One should ensure that the benefit derived by humans from an experiment is equal to the benefit derived from it by animals.
- (4) Experiments should not be conducted if the benefit that will result from them is less than the harm and pain that they will cause to animals.

Singer's approach is that animal experiments should be considered according to the principle of "benefit versus harm" (line 25). As stated in lines 25-29, his intention was that animal experiments should be conducted only if the benefit to be derived outweighs the harm they cause to animals.

The situations described in responses (1), (2) and (3) do not meet the criterion established by Singer. Response (1) is incorrect because even if humans benefit from the experiment, it must still be determined whether this benefit outweighs the harm caused by the experiment.

Response (2) is incorrect because Singer asserts that there are circumstances in which it is permissible to cause suffering to animals.

Response (3) is incorrect because Singer places the benefit derived by humans above the benefit derived by animals.

Response (4) is the correct response, as Singer indeed objected to experiments where the benefit would be less than the harm that it caused.

5. What is the text's main objective?

- (1) To describe the aspects of animal research that led to the controversy over this issue
- (2) To point out the importance of animal research for advancing scientific knowledge
- (3) To describe the main historical trends in the controversy over the use of animals for research purposes
- (4) To warn against the renewed widespread use of animals for research purposes

This question deals with the text as a whole, and asks you to distinguish between main ideas and minor details.

Response (1) is incorrect because although the text presents aspects of animal research in the last paragraph, they are not the main point of the text. Moreover, the examples do not explain why the controversy arose, but instead offer ways of resolving it.

Response (2) is also incorrect, as the text barely mentions the scientific importance of the experiments, and even if it were possible to determine the author's view in this regard, presenting his own view is certainly not his main objective.

Response (3) is the correct response, as the essence of the text is the presentation of different approaches that have existed over the years to the ethical question of experiments on animals.

Response (4) is incorrect, as there is no mention at all in the text of a renewed widespread use of animals for research purposes, and in any case, the text does not "warn" against anything.



### INSTRUCTIONS AND SUGGESTIONS FOR SOLVING TEXT COMPREHENSION QUESTIONS

- Read the text carefully and try to identify its main ideas and general structure. Some examinees prefer to first read the questions in order to get a general idea of what they will be asked to look for in the text, and then read the text itself. Others feel that reading the questions first wastes precious time. You may want to try both methods in the practice test at the end of the *Guide*.
- When answering a question, carefully read the section of the text referred to in the question (the line numbers are sometimes noted in the question). For some questions it is advisable to read the entire paragraph, or at least a few sentences preceding and following the section under discussion.
- A response may be correct or logical in and of itself, but it may be the wrong answer to the specific question that is being asked for in view of what is stated in the text. Therefore, read the question carefully and look in the text for confirmation as to the correctness or incorrectness of each response. Sometimes a response may have to be eliminated even if it is partly correct. Therefore, do not be too quick to choose a response; read it and the other responses carefully first.