

Question 1-11 are based on the following passage.

This passage is adapted from Jamshid J. Tehrani, “The Phylogeny of Little Red Riding Hood.” © 2013 by Jamshid J. Tehrani.

The publication of Jacob and Wilhelm Grimm's Children's and Household Tales two hundred years ago sparked enormous academic interest in traditional stories and helped establish folklore as a field for academic inquiry. One of the most unexpected discoveries to emerge from these studies was the recurrence of many of the same plots in the oral traditions associated with different societies. Researchers have examined the distributions of common plot elements within and across regions to make inferences about past migration and cross-cultural contact.

Other researchers have sought to classify similar folktales from different oral literatures into distinct “international types” based on consistencies in their plots. The most comprehensive reference work in this field, the Aarne-Uther-Thompson (ATU) index, identifies more than two thousand international types distributed across three hundred cultures.

This study proposes an approach to studying cross-cultural relationships among folktales that employs quantitative methods of phylogenetic analysis. Phylogenetics was originally developed to investigate the evolutionary relationships among biological species, and has become increasingly popular in studies of cultural phenomena. In each case, the aim of a phylogenetic analysis is to construct a graph that represents relationships of common ancestry inferred from shared inherited traits. The study focuses on one of the most famous stories in the folktale literature, ATU 333 – “Little Red Riding Hood,” believed to be based on an old folktale known as “The Story of Grandmother.”

Highly similar stories to “Little Red Riding Hood” have been recorded in various non-western oral literatures. These include a folktale that is popular in East Asia known as “The Tiger Grandmother,” in which a group of siblings spend the night in bed with a tiger who poses as their grandmother. Despite similarities, it is not clear whether these tales can in fact be classified as ATU 333. Some writers suggest they may belong to another international tale type, ATU 123, “The Wolf and the Kids.” In this tale, a goat warns her kids not to open the door while she is out in the fields, but is overheard by a wolf. When she leaves, the wolf impersonates her and tricks the kids into letting him in. Although ATU 123 is believed to be closely related to ATU 333, it is classified as a separate international tale type.

The ambiguities surrounding the classification of the East Asian tales exemplify the problems of current folklore taxonomy. The present study addresses two key questions: Can the tales described above be divided into phylogenetically distinct international types? If so, should the East Asian tales be classified as variants of ATU 333 or ATU 123?

Data for the study were drawn from 58 variants of ATU 333/123 available in English translation from 33 populations. Relationships among the tales were reconstructed using three methods of phylogenetic analysis. The analyses focused on 72 plot variables, such as the tricks used by the villain to deceive the victim.

Overall, the results demonstrate a high degree of consistency in the groupings returned by the analyses. All three analyses identified “Little Red Riding Hood” and “The Story of Grandmother” as a single tale type that is distinct from “The Wolf and the Kids.” The East Asian tales, meanwhile, did not cluster with ATU 333 or ATU 123. One intriguing possibility is that the East Asian tales represent a sister lineage that diverged from ATU 333 and ATU 123 before they evolved into two distinct groups.

Shared traits of events that happen between East Asian tales, ATU 123, and ATU 333

Trait (character number)	East Asian	ATU 123	ATU 333
Voice operation (27)	2	10	0
Hand test (30)	8	10	0
Dialogue with the villain (32)	7	0	10
Rescue by passer-by (45)	2	0	7
Excuse to escape (47)	9	0	3

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1

The primary purpose of the passage is to

- A) discuss the reasons that folk tales are similar across cultures and societies.
- B) highlight the merits of a traditional approach to studying the history of folk tales.
- C) show how a new approach to tracing relationships among folktales helps address a particular example.
- D) emphasize the similarities among folk tales throughout history and all over the world.

2

The author's reference to Jacob and Wilhelm Grimm's Children's and Household Tales in paragraph 1 primarily serves to

- A) provide a well-known reference point to introduce the topic of the study of folktales.
- B) offer evidence that folktales should be taken seriously as a subject of academic study.
- C) introduce the argument that most folktales from across cultures and societies really are very similar.
- D) advise readers that they should familiarize themselves with the work before they can understand the study.

CONTINUE 

3

The passage suggests that folktales and biological species are similar in that

- A) there are more than two thousand of each, distributed across much of the planet.
- B) they can be measured on the same scale.
- C) different groups can be traced back to a common ancestor.
- D) most cultural phenomena are based on underlying biological processes.

4

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 13-16 (“The . . . cultures”)
- B) Lines 17-19 (“This . . . analysis”)
- C) Lines 19-22 (“Phylogenetics . . . phenomena”)
- D) Lines 22-25 (“In . . . traits”)

5

In line 22, “phenomena” most nearly means

- A) anomalies.
- B) productions.
- C) paradoxes.
- D) miracles.

6

The author implies that “The Tiger Grandmother” should be classified with which tale or tales mentioned in the last paragraph?

- A) “Little Red Riding Hood”
- B) “The Story of Grand mother”
- C) “The Wolf and the Kids”
- D) The East Asian tales

7

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 29-30 (“Highly . . . literatures”)
- B) Lines 30-33 (“These . . . grandmother”)
- C) Lines 35-37 (“Some . . . Kids”)
- D) Lines 40-42 (“Although . . . type”)

8

In line 36, “belong to” most nearly means

- A) be suitable for.
- B) be the property of.
- C) be grouped with.
- D) be an attribute of.

9

The chart best supports the author's discussion of the study by showing

- A) the extreme differences between the East Asian tales and the tales classified as ATU 123 and ATU 333.
- B) that the East Asian tales share traits with the tales in ATU 123 and ATU 333 but diverge from both.
- C) the five different traits that are present in tales from around the world.
- D) that the Hand test and Excuse to escape are featured most prominently in the East Asian tales.

10

According to the chart, which trait is NOT present both in the East Asian tales and in those of ATU 333?

- A) Hand test
- B) Dialogue with the villain
- C) Rescue by passer-by
- D) Excuse to escape

11

Based on information in the passage and the chart, which two traits are both present in the the tale “The Wolf and the Kids”?

- A) Voice operation and dialogue with the villain
- B) Hand test and rescue by passer-by
- C) Dialogue with the villain and excuse to escape
- D) Voice operation and hand test