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بخش ۱

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1989-01

Passage 1

The novelist Robert Herrick was born in Cambridge, Massachusetts, on April 26, 1868. His oldest American **ancestor**, a **nephew** of the author of *Hesperides*, had settled at Salem in 1638; he was related to the Hales, the Mannings, the Hawthornes, and the Peabodys; his immediate forebears were lawyers, teachers, and clergymen. At Harvard, he was a contemporary of Santayana, William Vaughn Moody, Norman Hpgood, and Robert Morss Lovett; he nearly **wrecked** the Harvard Monthly when he **sullied** its **chaste** pages with the first English translation of *Ibsen's Lady from the Sea*. His teaching began at the Massachusetts Institute of Technology, but William Rainey Harper **lured** him to the new University of Chicago, where he remained officially for exactly a **generation** and where his students in advanced composition found him **terrifyingly frigid** in the classroom but **sympathetic** and understanding in their personal conferences. During his later years, the spot of earth dearest to his heart was York Village, Maine, but after his retirement from teaching he brought his career to a rather amazing close as government **secretary** of the Virgin Islands. He died at St. Thomas on December 23, 1938.

1. To which of the following families was Herrick related?

- (A) The Santayanas
- (B) The Hawthornes
- (C) The Moodys
- (D) The Hapgoods

2. In lines 3-4, the phrase "immediate forebears" could best be replaced by which of the following?

- (A) closest ancestors
- (B) wealthiest relatives
- (C) cleverest kinsmen
- (D) earliest forefathers

3. Which of the following is NOT mentioned as a profession of Herrick's relatives?

- (A) Farmer
- (B) Teacher
- (C) Clergyman
- (D) Lawyer

4. Herrick moved to the University of Chicago at the request of

- (A) the Hales
- (B) the Mannings
- (C) Robert Morss Lovett
- (D) William Rainey Harper

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5. According to the passage, Herrick's students thought he was

- (A) gifted in English translation
- (B) unfair in his grading
- (C) easy to understand
- (D) kind during personal contact

6. In which of the following activities was Herrick involved during the last years of his life?

- (A) University teaching
- (B) Government work
- (C) Translating
- (D) Lecturing

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Passage 2

There are two main kinds of **sloth**; the two-toed and the three-toed. Of these, the three-toed is considerably more **slothful**. It hangs **upside down** from a branch suspended by hook-like claws at the ends of its long bony arms. It feeds on only one kind of leaf, Cecropia, which happily for the sloth grows in quantity and is easily found. No **predators** attack the sloth -- few indeed can even reach it -- and nothing competes with it for the Cecropia. **Lulled** by this security, it has sunk into an existence that is only just short of complete **torpor**. It spends eighteen out of twenty-four hours **soundly** asleep. It pays such little attention to its personal **hygiene** that green **algae** grow on its coarse hair and communities of a **parasitic moth** live in the depths of its coat producing **caterpillars** which **graze** on its **moldy** hair. Its muscles are such that it is quite incapable of moving at a speed of over a kilometer an hour even over the shortest distances; and the swiftest movement it can make is a **sweep** of its hooked arm. It is virtually dumb and its hearing is so poor that you can **let off** a gun within inches of it and its only response will be to turn slowly and blink. Even its sense of smell, though it is better than ours, is very much less acute than that of most mammals. And it sleeps and feeds entirely alone.

1. The purpose of the passage is to

- (A) compare the two-toed and the three-toed sloths
- (B) explain the parasitic relation of a type of moth to the sloth
- (C) describe the behavior of the three-toed sloth
- (D) condemn the way the sloth takes care of itself

2. It can be inferred from the passage that the sloth uses its hooked claws mainly to

- (A) hang on tree branches
- (B) clean its coat
- (C) catch prey
- (D) swing from one place to another

3. What does the sloth eat?

- (A) Caterpillars
- (B) Cecropia
- (C) Moths
- (D) Algae

4. How does the sloth spend most of its time?

- (A) Eating
- (B) Sleeping
- (C) Grooming itself
- (D) Finding food

5. It can be inferred from the passage that if a person makes a loud noise near a sloth, the sloth will

- (A) attack the person

- (B) run away as fast as it can
- (C) show little response
- (D) become deaf

6. The author's discussion of the sloth focuses primarily on the animal's

- (A) solitary nature
- (B) physical handicaps
- (C) diet
- (D) inactivity

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Passage 3

The Montessori Method of educating children is guided by perhaps a **half-dozen** major principles of education. The first **affirms** the biological programming of child development, the child's capacity for self-realization, for "auto-education." The second **calls for** "scientific **pedagogy**", a science of childhood based on observation. The third demands a natural environment in which self-development can be expressed and observed. Montessori believed that the school could be **made into such an environment**, thus becoming a **laboratory** for scientific pedagogy. This environment should be **determined** scientifically. In order to expand, children, **left at liberty to exercise their activities**, ought to find in their **surroundings** something organized in direct relation to the children's internal organization. All of these principles **imply** the next, which Montessori calls the "biological concept of **liberty** in pedagogy": the child must be free to act **spontaneously** and to **interact** with the prepared environment. The entire program is concerned with the individual child; the **spontaneity**, the needs, the observation, and the freedom are always those of the individual. Finally, the **modus operandi** of the method is sensory training.

1. Which of the following is the best title for the passage?

- (A) Principles of the Montessori Method
- (B) Modern Principles of Education
- (C) Results of the Montessori Method
- (D) Stages of Child Development

2. In line 6, the phrase "such an environment" refers to which of the following kinds of environment?

- (A) Biological, accompanied by specimens
- (B) Scientific, accompanied by experiments
- (C) Pedagogical, in which ideology prevails
- (D) Natural, in which self-expression prevails

3. According to the passage, the Montessori Method focuses on

- (A) the individual child
- (B) pairs of children
- (C) small groups of children
- (D) large groups of children

4. It can be inferred from the passage that the Montessori Method was named after a

- (A) school
- (B) town
- (C) person
- (D) book

5. Which of the following would NOT be advocated by the Montessori Method?

- (A) Tightly controlling children's group activities

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- (B) Carefully teaching children to listen and observe
- (B) Permitting children to work at their own pace
- (C) Allowing children to speak out at will during classes

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Passage 4

In an experiment designed to study the effect of **majority** opinion, even when it is **contrary** to fact, small groups of subjects observed a standard straight line, and then judged which of three other lines **equaled** it in length. One of the other lines was longer, one shorter, one equal to the standard; the differences were great enough that **threshold** judgments were not involved. All but one member of each group had been **instructed** to agree upon a wrong answer for a majority of the **trials**. The experimental subject was thus **pitted against** a majority, and the subject's problem was whether to disagree with the majority or to doubt his or her own judgment and agree. Many subjects refused to change and continued to **hold** to their independent **appraisals**. But a substantial number **yielded** under pressure from the others' apparent judgments. The amount of yielding depended upon the clarity of conditions (lack of clarity led to **conformity** to majority opinion), individual differences, and the size and **unanimity** of the opposition. With the opposition of only one other person, there was very little yielding; with two against one the amount of yielding became **pronounced**; and a majority of three was nearly as effective as larger majorities against the lone **dissenter**.

1. What does the passage mainly discuss?

- (A) The accuracy of threshold judgments.
- (B) The inability of groups to estimate correct line length.
- (C) The impact of majority opinion on the judgment of an individual.
- (D) The necessity of clear conditions in conducting successful experiments.

2. A total of how many lines were shown to each group of subjects?

- (A) Two
- (B) Three
- (C) Four
- (D) Five

3. Why did all but one of the members of each group choose the wrong line?

- (A) They could not accurately judge which lines were equal in length.
- (B) They were told to do so for the purposes of the study.
- (C) They wanted to humiliate the person who disagreed.
- (D) They did not understand the instructions.

4. It can be inferred from the passage that the main purpose of the experiment was to examine the tendency that many people have to

- (A) compete
- (B) conform
- (C) criticize
- (D) communicate

5. The experiment described in the passage was most likely carried out by

- (A) physicists
- (B) mathematicians

- (C) linguists
(D) psychologists

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Passage 5

This vertical movement of the **fieldstones** is not simply an **artifact** of soil erosion, it is the result of **frost heaving**. In the fall, the soil freezes first beneath stones, because stones are a better conductor of heat than soil. Or, put another way, soil is a better insulator than rock in a sea of insulation, stones are **chilly** islands.

Because most **glacial till** has a fairly high water content, ice forms beneath fieldstones when they freeze, and the expansion of this ice forces them upward. Even when the ice **thaws**, the stones do not return to their original positions because during thawing particles of soil seep into the cavity **beneath**, partially preventing the stones from dropping. Like a **ratchet** on a car jack, each freeze-thaw cycle gradually lifts the fieldstones toward the surface. In a very cold winter, there may actually be two **thrusts** per freeze. Ice expands when it initially forms, but as the temperature **plummets**, the ice contracts. In the reverse process, when this very cold ice finally melts, it must expand a second time, pushing the stone once more.

In theory, the upward movement of fieldstones should result in pure soil, all the stones above the frost line having been pushed to the surface and carried away. What a vision! **Acres** of pure, deep soil and **crowbars rusting** away unused. **Alas**, the fastest stones move only an inch or so a year, and most are orders of magnitude slower.

1. What does the passage mainly discuss?

- (A) The effect of frost heaving on stones
- (B) The water content of various types of soil
- (C) Factors affecting the rate of ice expansion
- (D) Seasonal variations in ground temperature

2. What statement was most probably made in the paragraph preceding this passage?

- (A) Pure soil is quickly eroded.
- (B) Fieldstones are lifted to the top of the soil.
- (C) It is not easy to move stones from fields.
- (D) Ancient cultural artifacts are buried deep in the soil.

3. Where does the soil freeze first in the fall?

- (A) On the tops of stones
- (B) In areas of pure, deep soil
- (C) Under rocks
- (D) On islands

4. In the first paragraph, the author gives an example of

- (A) glacier movement
- (B) soil erosion
- (C) climate change
- (D) heat conduction

5. According to the passage, why do fieldstones remain raised in the soil when the ice thaws?

- (A) Melting ice erodes the soil around them.
- (B) Soil fills in under them

- (C) They remain in a frozen layer of topsoil.
(D) The frost line under which they are resting moves upward.
- 6. The author refers to a car jack in an analogy that illustrates how**
(A) stones are pushed upward
(B) heavy rocks press down on deep levels of soil
(C) a crowbar is used to remove stones from soil
(D) automobile parts freeze in cold weather
- 7. Which of the following conclusions is supported by the third paragraph?**
(A) Stones above the frost line will quickly be pushed upward.
(B) The number of stones surfacing each year is decreasing.
(C) Acres of pure, deep soil regularly result from frost heaving.
(D) New stones will continue indefinitely to surface at a slow rate.
- 8. In line14, the author exclaims "What a vision!" to express an attitude of**
(A) fear
(B) disgust
(C) enthusiasm
(D) romance

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Passage 6

A summary of the physical and chemical nature of life must begin, not on the Earth, but in the Sun; in fact, at the Sun's very center. It is here that is to be found the source of the energy that the Sun constantly pours out into space as light and heat. This energy is liberated at the center of the Sun as billions upon billions of **nuclei** of **hydrogen** atoms collide with each other and fuse together to form nuclei of **helium**, and, in doing so, release some of the energy that is stored in the nuclei of atoms. The output of light and heat of the Sun requires that some 600 million tons of hydrogen be converted into helium in the Sun every second. This the Sun has been doing for several thousands of millions of years.

The nuclear energy is released at the Sun's center as high-energy **gamma radiation**, a form of electromagnetic radiation like light and radio waves, only of very much shorter wavelength. This gamma radiation is absorbed by atoms inside the Sun, to be re-emitted at slightly longer wavelengths. This radiation, in its turn, is absorbed and re-emitted. As the energy filters through the layers of the solar interior, it passes through the x-ray part of the spectrum, eventually becoming light. At this stage, it has reached what we call the solar surface, and can escape into space, without being absorbed further by solar atoms. A very small fraction of the Sun's light and heat is emitted in such directions that, after passing unhindered through **interplanetary** space, it hits the Earth.

1. What does the passage mainly discuss?

- (A) the production of solar light and heat
- (B) the physical and chemical nature of life
- (C) The conversion of hydrogen to helium
- (D) Radiation in the x-ray part of the spectrum

2. According to the passage, energy is released in the Sun when

- (A) helium atoms bind with each other
- (B) gamma radiation escapes from the spectrum
- (C) radiation is absorbed by helium
- (D) nuclei of hydrogen atoms collide

3. The passage indicates that, in comparison to radio waves, gamma waves

- (A) produce louder sound
- (B) are less magnetic
- (C) do not form in the Sun's center
- (D) are not as long

4. According to the passage, through which of the following does the energy released in the Sun pass before it becomes light?

- (A) The x-ray part of the spectrum
- (B) Electromagnetic space

- (C) The solar surface
(D) Interplanetary space
5. It can be inferred from the passage that the Sun's light travels
(A) through solid objects in space
(B) in many different directions
(C) more slowly than scientists previously believed
(D) further in summer than in winter

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1989-05

Passage 1

As with most aspects of Plains Indian culture, music was closely **bound up** with religious beliefs. Instruments were played individually and during public dances, and there was music for almost every occasion.

In public ceremonies, singing was combined with dancing and with music from a variety of instruments. The dancers shook **rattles** or **pounded** hand-held drums to **underscore** their foot-beats. Rattles were made of **gourds** or of turtle shells filled with **pebbles** or seeds. Drums generally were made by soaking a **strip** of wood in hot water and bending **it** into a circle; then the drum skin was tightly **strapped** over the circle with **rawhide** laces. While some Plains Indian drums had a single drum skin, as a **tambourine** has, there were others, such as the drums of the Ute that had skins **lashed** onto both sides.

The whistle and **flute** were the only Plains Indian wind instruments. Whistles were made from the wing bone of an eagle, the bird that symbolized courage. The recorder-like flutes, with finger holes along the top, were carved from a length of soft, straight-grained wood, like **willow** or box elder that was split in half and hollowed out; the halves were rejoined with glue made from boiled hide **scrapings** and bound together with rawhide lace to make them airtight.

1. What is the main topic of the passage?

- (A) American flutes and drums
- (B) Plains Indian musical instruments
- (C) The Utes and their music
- (D) Ceremonies on the western plains

2. The passage mentions that dancers did all of the following **EXCEPT**

- (A) play the tambourine
- (B) pound their feet
- (C) shake rattles
- (D) beat on drums

3. In line 7, to what does the word "it" refer?

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- (A) Hot water
- (B) A circle
- (C) A strip of wood
- (D) A drum skin

4. According to the passage, how did the drums of the Ute differ from many other drums?

- (A) They were two-sided.
- (B) They were filled with stones or seeds.
- (C) They were hand-held.
- (D) They were wind instruments.

5. According to the passage, whistles were made from

- (A) gourds
- (B) turtle shells
- (C) feathers
- (D) eagle bones

6. According to the passage, boiled hide scrapings were used to make

- (A) finger holes
- (B) boxes
- (C) rawhide lace
- (D) glue

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Passage 2

The American Revolution was not a revolution in the sense of a radical or total change. It was not a sudden and violent overturning of the political and social framework, such as what later occurred in France and Russia, when both were already independent nations. Significant changes were ushered in, but they were not breathtaking. What happened was accelerated evolution rather than outright revolution. During the conflict itself people went on working and praying, marrying and playing. Most of them were not seriously disturbed by the actual fighting, and many of the more isolated communities scarcely knew that a war was on.

America's War of Independence heralded the birth of three modern nations. One was Canada, which received its first large influx of English-speaking population from the thousands of loyalists who fled there from the United States. Another was Australia, which became a penal colony now that America was no longer available for prisoners and debtors. The third newcomer -- the United States -- based itself squarely on republican principles.

Yet even the political overturn was not so revolutionary as one might suppose. In some states, notably Connecticut and Rhode Island, the war largely ratified colonial self-rule already existing. British officials, everywhere ousted, were replaced by a home-grown governing class which promptly sought a local substitute for king and Parliament.

1. Which of the following would be the best title for the passage?

- (A) The United States: An Isolated Community
- (B) Breathtaking Events during the American Revolution
- (C) Canada and the American War of independence
- (D) The American Revolution: Evolution Not Revolution

2. In the first paragraph, what does the author suggest about the French and Russian revolutions?

- (A) they were explosive and abrupt.
- (B) they were ineffective.
- (C) they involved only those people living in urban areas.
- (D) they led to release of all political prisoners.

3. In lines 5-6, what does the author mean by people went on working and praying, marrying and playing

- (A) More people got married than divorced.
- (B) The war created new jobs.
- (C) Life went on as usual.
- (D) People had more than enough leisure time.

4. In the second paragraph, the author states that the colonies' struggle for self-government preceded the creation of all of the following countries EXCEPT

- (A) Canada

- (B) The United States
- (C) Australia
- (D) The United Kingdom

5. It can be inferred from the passage that the loyalists who escaped to Canada were

- (A) Russian
- (B) French
- (C) British
- (D) Australian

6. What will the paragraph following the passage most probably discuss?

- (A) The transport of prisoners to Australia
- (B) The creation of new state governments
- (C) Events leading up to the American Revolution
- (D) How Canada and the United States became friends

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Passage 3

A summary of the physical and chemical nature of life must begin, not on the Earth, but in the Sun; in fact, at the Sun's very center. It is here that is to be found the source of the energy that the Sun constantly pours out into space as light and heat. This energy is liberated at the center of the Sun as billions upon billions of **nuclei** of **hydrogen** atoms collide with each other and fuse together to form nuclei of **helium**, and, in doing so, release some of the energy that is stored in the nuclei of atoms. The output of light and heat of the Sun requires that some 600 million tons of hydrogen be converted into helium in the Sun every second. This the Sun has been doing for several thousands of millions of years.

The nuclear energy is released at the Sun's center as high-energy **gamma radiation**, a form of electromagnetic radiation like light and radio waves, only of very much shorter wavelength. This gamma radiation is absorbed by atoms inside the Sun, to be re-emitted at slightly longer wavelengths. This radiation, in its turn, is absorbed and re-emitted. As the energy filters through the layers of the solar interior, it passes through the x-ray part of the spectrum, eventually becoming light. At this stage, it has reached what we call the solar surface, and can escape into space, without being absorbed further by solar atoms. A very small fraction of the Sun's light and heat is emitted in such directions that, after passing unhindered through **interplanetary** space, it hits the Earth.

1. What does the passage mainly discuss?

- (A) the production of solar light and heat
- (B) the physical and chemical nature of life
- (C) The conversion of hydrogen to helium
- (D) Radiation in the x-ray part of the spectrum

2. According to the passage, energy is released in the Sun when

- (A) helium atoms bind with each other
- (B) gamma radiation escapes from the spectrum
- (C) radiation is absorbed by helium
- (D) nuclei of hydrogen atoms collide

3. The passage indicates that, in comparison to radio waves, gamma waves

- (A) produce louder sound
- (B) are less magnetic
- (C) do not form in the Sun's center
- (D) are not as long

4. According to the passage, through which of the following does the energy released in the Sun pass before it becomes light?

- (A) The x-ray part of the spectrum
- (B) Electromagnetic space

- (C) The solar surface
(D) Interplanetary space
5. It can be inferred from the passage that the Sun's light travels
(A) through solid objects in space
(B) in many different directions
(C) more slowly than scientists previously believed
(D) further in summer than in winter

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Passage 4

Here in the United States, before agricultural activities destroyed the natural balance, there were great migrations of Rocky Mountain **locusts** (*Melanoplus spretus*). Great migrating **hordes** of these insects once darkened the **skies** on the plains east of the Rockies where crops were often destroyed; the worst years were those from 1874 to 1877. One of these migrating **swarms** was estimated to contain 124 billion **locusts**. During another migration in Nebraska, it was estimated that the swarm of locusts averaged half a mile high and was 100 miles wide and 300 miles long. Usually, these swarms take off from the ground against the wind, but once airborne, they turn and fly with it. Warm **convection** currents help to lift them, often to great heights. During the great locust **plagues**, the situation in Nebraska became so serious that the original state constitution had to be rewritten to take care of the economic problems. The new document was known as "The Grasshopper Constitution." It is now believed that these locusts were a **migratory** form or phase of the **lesser** migratory locust, which is still common there. In this respect, the North American migratory locusts resemble their African relatives. In both regions, the migratory forms arise as a result of **crowding** and **climatic** factors. Migratory forms are apparently natural adaptations which bring about dispersal when locust populations become too crowded. Fortunately for our farmers the migratory form -- the so-called *spretus* species -- no longer seems to occur regularly, although there was a serious **outbreak** as late as 1938 in mid-western United States and Canada. Actually, there is no reason why the destructive migratory form might not again appear if circumstances should become favorable.

1. Which of the following is the best title for the passage?

- (A) The Life Cycle of Locusts
- (B) Migratory Locusts in the United States
- (C) Locust Plagues in Nebraska
- (D) The Reproductive Capability of the Locust

2. According to the passage, the worst destruction by locusts in the plains area east of the Rockies occurred during the

- (A) eighteenth century
- (B) early nineteenth century
- (C) late nineteenth century
- (D) twentieth century

3. One of the migrating swarms mentioned in the passage averaged how many miles in length?

- (A) 100
- (B) 124

(C) 187

(D) 300

4. It can be inferred from the passage that the state constitution of Nebraska was rewritten in order to

(A) make the constitution more understandable to the public

(B) encourage farmers to leave the state

(C) solve difficulties that resulted from loss of crops

(D) provide for a regular census of the locust population

5. According the passage, North American and African migratory locusts are similar in that

(A) they always travel toward mountainous regions

(B) their destructive activities occur only in plains areas

(C) climates affect their development

(D) they are both mentioned in state constitutions

6. Which of the following is NOT mentioned in the passage as influencing the migration of locusts?

(A) Darkness

(B) Agricultural activities

(C) Warm air currents

(D) Overcrowding

7. The passage supports which of the following conclusions?

(A) The outbreak of locusts in 1938 was more serious than any other in history.

(B) Nebraska farmers had no locust problems in the years 1874-1877.

(C) There is a possibility that crops in the United States might be destroyed by locusts in the future.

(D) There is a chance that African migratory locusts may make their way to the United States.

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Passage 5

Artificial flowers are used for scientific as well as for decorative purposes. They are made from a variety of materials, such as wax and glass, so skillfully that they can scarcely be distinguished from natural flowers. In making such models, **painstaking** skill and **artistry** are called for, as well as **thorough** knowledge of plant structure. The collection of glass flowers in the **Botanical** Museum of Harvard University is the most famous in North America and is widely known **throughout** the scientific world. In all, there are several thousand models in colored glass, the work of two artist-naturalists, Leopold Blaschka and his son Rudolph.

The intention was to have the collection represent at least one member of each flower family native to the United States. Although **it** was never completed, it contains more than seven hundred species representing 164 families of flowering plants, a group of fruits showing the effect of fungus diseases, and thousands of flower parts and magnified details. Every detail of these is accurately reproduced in color and structure. The models are kept in locked cases as they are too valuable and fragile for classroom use.

1. Which of the following is the best title for the passage?

- (A) An Extensive Collection of Glass Flowers
- (B) The Lives of Leopold and Rudolph Blaschka
- (C) Flowers Native to the United States.
- (D) Materials Used For Artificial Flowers

2. Which of the following statements about Leopold and Rudolph Blaschka is true?

- (A) They were brothers.
- (B) They were artists.
- (C) They were florists.
- (D) They were farmers.

3. It can be inferred from the passage that the goal of Leopold and Rudolph Blaschka was to

- (A) create a botanical garden where only exotic flowers grew
- (B) do a thorough study of plant structure
- (C) make a copy of one member of each United States flower family
- (D) show that glass flowers are more realistic than wax flowers

4. In line 9, the word "it" refers to which of the following phrases?

- (A) "the intention"
- (B) "the collection"
- (C) "one member"
- (D) "each flower family"

5. Which of the following is NOT included in the display at the Botanical Museum of Harvard University?

- (A) Models of 164 families of flowering plants

- (B) Magnified details of flower parts
- (C) Several species of native birds
- (D) A group of diseased fruits

6. Which of the following statements is true of the flowers at Harvard University?

- (A) They form a completed collection.
- (B) They have a marvelous, fragrance
- (C) They are loaned to schools for classroom use.
- (D) They are authentic representations.

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1989-08

Passage 1

One of the most successful singers of the twentieth century, Ella Fitzgerald, has made several different styles on her own. She was born in Virginia but was brought up in an orphanage in Yonkers, New York. Chick Webb spotted her in an amateur competition when she was sixteen. He engaged her to sing with his band, and when he died in 1939 she took over.

Unlike Bessie Smith, Ella Fitzgerald taught herself the sentimental music so popular in the 1930's -- songs like "My Heart Belongs to Daddy" -- and her recordings became best-sellers. During the 1940's, she developed her own "scat singing" -- a breathless, nonsenses, syllable-style -- for songs like "Flying Home" and "Lady Be Good."

Ella Fitzgerald was the perfect musical partner for her friend, the trumpeter Louis Armstrong, matching him in warmth and artistry. "I just like music, period." she has said. "To me, it's a story. There's only one thing better than singing It's more singing."

1. Where did Fitzgerald spend most of her childhood?

- (A) Virginia
- (B) Yonkers
- (C) New York City
- (D) Louisiana

2. Who was the first to discover Ella Fitzgerald's talent?

- (A) Fitzgerald's father
- (B) Louis Armstrong
- (C) Bessie Smith
- (D) Chick Webb

3. The word 'spotted' (line 3) means

- (A) noticed
- (B) stained
- (C) in the spotlight
- (D) of different colors

4. When Fitzgerald was sixteen, Chick Webb asked her to

- (A) marry him
- (B) hire him
- (C) take over his band
- (D) perform with his band

5. According to the passage, Bessie Smith was a

- (A) singer
- (B) music teacher
- (C) band leader
- (D) songwriter

6. Which of the following might be used in 'scat singing' as described in the passage?

- (A) Hai-di. . .hai-di. . .hai-di. . .ho
- (B) Home, home, home, I'm going home
- (C) Golly! Wow! We're flying now!
- (D) Lady Be Good

7. What does the passage imply about Ella Fitzgerald and Louis Armstrong?

- (A) They were the originators of "scat singing".
- (B) They played the same musical instruments.
- (C) They performed well together.
- (D) They were a married couple.

8. The 'friend' referred to in line 9 is

- (A) Ella Fitzgerald
- (B) Louis Armstrong
- (C) Bessie Smith
- (C) Chick Webb

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Passage 2

In the late sixteenth century, the glass **lathe** was introduced, making it possible to grind several lenses at once and also to produce -- as objects of curiosity -- powerful, thick **concave** lenses. Thin concave lenses had been used for more than a century, but thick concave lenses were now sold to people caught up with painting or visual illusions of perspective, who used them as "perspective glasses." Once the new lens became available, it suddenly became possible to see a rather interesting effect by combining two lenses. We now know that there are many different things that can be done with a pair of lenses. Both the Keplerian **telescope** and the microscope use combinations of perfectly focused **convex** lenses. The Galilean type of telescope began with the idea that as soon as you hold a powerful concave lens to the eye and a simple weak convex lens at arm's length, **the clock in the church tower jumps out at you.** Many **artisans** from around the world enjoyed that illusion in the early 1600's, but it was two lens grinders from Middelburg in the Low Countries who first decided to market the telescope as a military invention, a device for spying on enemy armies. In fact, the telescope's narrow field of vision made it an unlikely spying device, but the two lens grinders thought they could sell it anyway. When the telescope was used militarily centuries later, it was used not for spying, but for signaling.

1. Which of the following is the main topic of this passage?

- (A) Glass lathes
- (B) Innovative signaling equipment
- (C) Early uses of lenses
- (D) Galileo and Kepler

2. According to the passage, the invention of the glass lathe made it possible to produce the first

- (A) thin concave lenses
- (B) thick concave lenses
- (B) thin convex lenses
- (C) thick convex lenses

3. The passage indicates that convex lenses in combination were used in

- (A) the Keplerian telescope and the microscope
- (B) microscopes and perspective glasses
- (C) perspective glasses and signaling
- (D) the military telescope and the Keplerian telescope

4. The clause "the clock in the church tower jumps out at you" in lines 11 – 12 mentioned to illustrate the effect of a

- (A) perspective glass
- (B) Galilean telescope
- (C) spying device

(D) Keplerian telescope

5. Which of the following can be inferred from the passage about the telescope developed in Middelburg?

- (A) It was made without grinding lenses.
- (B) It proved to be valuable for military spying.
- (C) Clockmakers around the world copied many of its features.
- (D) Initial attempts at marketing it were not very successful.

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Passage 3

The term “satellite city” is used to describe the relationship between a large city and neighboring smaller cities and towns that are economically dependent upon it. Satellite cities may be collection and distribution points in the commercial **linkages** of a trading **metropolis**, or they may be manufacturing or mining centers existing with one-industry economics as the creatures of some nearby center. This latter form is what is generally meant when one uses the term satellite city. Taken in this sense, 19th-century Chicopee and Lowell, Massachusetts, were satellites of Boston. Both were **mill towns** created by Boston investors to serve the economy of that New England metropolis. Located on cheap land along water-power sites in the **midst** of a farming region that could supply ample labor, they were satellites in the fullest sense of the term. Pullman, Illinois, and Gary, Indiana, were likewise one-industry towns created in conjunction with the much broader economy of **nearby** Chicago. Such places, as Vera Schlakman and Stanley Buder have pointed out in their excellent urban **biographies**, had a one-dimensional quality, a **paucity** of social **vigor**. These cities could not stand alone; they were, in a sense, colonies of a multifunctional mother city.

1. Which of the following is characteristic of a satellite city?

- (A) It is a self-sufficient community.
- (B) It offers cheap land to people.
- (C) It tends to concentrate on a single product.
- (D) It lies within a space station orbiting Earth.

2. According to the passage, Chicopee and Lowell were ideal locations for the development of towns because they had

- (A) fully developed electric power plants
- (B) an adequate number of workers
- (C) farmland that would not be flooded
- (D) extremely rich investors

3. The author describes each of the following as being economically dependent on another city EXCEPT

- (A) Chicopee, Massachusetts
- (B) Lowell, Massachusetts
- (C) Pullman, Illinois
- (D) Chicago, Illinois

4. It can be inferred from the passage that Vera Schlakman and Stanley Buder are

- (A) authors
- (B) investors
- (C) social workers
- (D) factory workers

5. It can be inferred from the passage that Vera Schlakman and Stanley Buder would describe the economics of towns like Pullman and Gary as

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- (A) diversified
- (B) dependent
- (C) vigorous
- (D) primitive

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Passage 4

Three years of research, at an abandoned coal mine in Argonne, Illinois, have resulted in findings that scientists believe can help **reclaim** thousands of mine disposal sites that **scar** the coal-rich regions of the United States. In a pilot **reclamation** project, they tested the growth possibilities of eight species of plants in the old mine's huge pile of acidic and toxic wastes. The researchers applied ground **limestone**, put a thin layer of topsoil on it, and sowed the plant seeds on the **refuse**, consisting of waste coal, rock, clay, and mining **debris**. Initially, the plots were dominated by invading annual weeds, but in the second and third growing seasons desirable grasses and other plants became well-established. The scientists' findings are believed to be the first step toward restoring some 22,500 acres of coal refuse sites in Illinois and thousands of acres in other states.

1. What is the main topic of the passage?

- (A) Abandoned coal mines
- (B) Reclamation of a mine disposal site
- (C) New species of plants
- (D) Regions where coal has caused scars

2. According to the passage, what have scientists been testing?

- (A) How to locate abandoned mines
- (B) The disposal of toxic wastes
- (C) The growth potential of certain plants
- (D) How to convert refuse into useable energy

3. How many kinds of plants did the scientists test?

- (A) One
- (B) Two
- (C) Three
- (D) Eight

4. According to the passage, what did researchers do to prepare the area?

- (A) They ground up the rocks.
- (B) They added some topsoil.
- (C) They added fertilizer.
- (D) They refused to do anything.

5. What happened during the first year of the study?

- (A) The grasses became well established.
- (B) Weeds took over the area.
- (C) The soil became too acidic.
- (D) Plants were unable to grow.

6. It can be inferred from the passage that in the United States, abandoned coal mines exist

- (A) primarily in Illinois
- (B) in limited numbers
- (C) in several states

(D) near operational mines

7. It can be inferred from the passage that widespread applications of the scientists' findings should lead to

- (A) less coal being mined
- (B) new varieties of grasses
- (C) more refuse sites
- (D) less barren land

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Passage 5

When the persuading and the planning for the Western railroads had finally been completed, the really challenging task remained: the dangerous, sweaty, backbreaking, **brawling** business of actually building the lines. The men who **took it on** comprised the most **cosmopolitan** work crew in American history. They included Civil War **veteran** and freed slaves, Irish and German immigrants: **Mormons** and **atheists**, Shoshonis, Palutes, Washos, and Chinese. At the peak of their labors, the work crews laid two to five miles of track a day. The men filled **ravines**, ran **spidery trestles** across rivers and valleys, and punched holes through mountains. And **they** did all these jobs largely by their own muscle power. **Flatcars** carried rails to within half a mile of the **railhead**; there the iron was loaded onto carts. An eyewitness described the procedure: 'A light car, drawn by a single horse, **gallops** up to the front with its load of rails. Two men **seize** the end of a rail and start forward. The rest of the gang taking hold by twos, until it is **clear of** the car. They come forward at a run. At the word of command, the rail is dropped in its place, right side up. Less than thirty seconds to a rail for each gang and so four rails go down to the minute.'

1. Which of the following is the most suitable title for the passage?

- (A) An Eyewitness Report
- (B) A Difficult Task
- (C) The Hiring of a Construction Crew
- (D) The Railroad and the Civil War

2. According to the passage, in addition to laying railroad track, the work crew did which of the following?

- (A) Climbed over mountain peaks.
- (B) Planned railroads.
- (C) Caught horses.
- (D) Made tunnels.

3. In line 8, the word "they" refers to

- (A) men
- (B) valleys
- (C) mountains
- (D) jobs

4. Which of the following phrases could be substituted for the phrase "clear of" (line 12) without changing the meaning of the sentence?

- (A) put through
- (B) visible to
- (C) away from
- (D) open to

5. According to the passage, how many rails could be laid in a minute?

- (A) Two

- (B) Four
- (C) Five
- (D) Thirty

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1989-10

Passage 1

From Boston to Los Angeles, from New York City to Chicago to Dallas, museums are either planning, building, or wrapping up wholesale expansion programs. These programs already have radically altered **facades** and floor plans or are expected to do so in the not-too-distant future.

In New York City alone, six major institutions have **spread up and out** into the air space and neighborhoods around them or are preparing to do so.

The reasons for this **confluence** of activity are complex but one factor is a consideration everywhere -- space. With collections expanding with the needs and functions of museums changing, empty space has become a very precious commodity. Probably nowhere in the country is this more true than at the Philadelphia Museum of Art, which needed additional space for decades and which received its last significant **facelift** ten years ago. Because of the source crunch, the Art Museum has become increasingly cautious in considering acquisitions and donations of art in some cases passing up opportunities to strengthen its collections.

Deaccessing -- or selling off -- works of art has taken on new importance because of the museum's space problems. And increasingly, **curators** have been forced to **juggle** gallery space, rotating one masterpiece into public's view while another is sent to storage.

Despite the clear need for additional gallery and storage space, however, "the museum has no plan, no plan to break out of its envelope in the next fifteen years." according to Philadelphia Museum of Art's president.

1. Which of the following is NOT cited in the passage as a reason why most museums need 4 more space?

- (A) Changing needs
- (B) More curators
- (C) Changing functions
- (D) Enlarged collections

2. In Line 2, the phrase "wrapping up" could best be replaced by

- (A) questioning
- (B) discarding
- (C) finishing
- (D) avoiding

3. In line 11, the author uses the word "facelift" to imply that the Philadelphia Museum of Art

- (A) added portraits to its collection
- (B) reduced its staff
- (C) raised money for poor artists
- (D) was remodeled

4. It can be inferred from the passage that the Philadelphia Museum of Art only shows

- (A) its largest paintings
- (B) a portion of its paintings
- (C) paintings by American artists
- (D) Paintings it wants to sell

5. What has the Philadelphia Museum of Art been obliged to do because of insufficient space?

- (A) Hire fifteen curators to plan gallery displays
- (B) Strengthen its collection through donations
- (C) Be cautious in allowing the public to view its artwork
- (D) Be selective in accepting additional artwork

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Passage 2

An important new industry, oil refining, grew after the Civil War. Crude oil, or petroleum -- a dark, thick ooze from the earth -- had been known for hundreds of years. But little use had ever been made of it. In the 1850's, Samuel M. Kier, a manufacturer in western Pennsylvania, began collecting the oil from local seepages and refining it into kerosene. Refining, like smelting, is a process of removing impurities from a raw material.

Kerosene was used to light lamps. It was a cheap substitute for whale oil, which was becoming harder to get. Soon there was a large demand for kerosene. People began to search for new supplies of petroleum.

The first oil well was drilled by E. L. Drake, a retired railroad conductor. In 1859, he began drilling in Titusville, Pennsylvania. The whole venture seemed so impractical and foolish that onlookers called it "Drake's Folly." But when he had drilled down about 70 feet (21 meters), Drake struck oil. His well began to yield 20 barrels of crude oil a day.

News of Drake's success brought oil prospectors to the scene. By the early 1860's, these wildcatters were drilling for "black gold" all over western Pennsylvania. The boom rivaled the California gold rush of 1545 in its excitement and Wild West atmosphere. And it brought far more wealth to the prospectors than any gold rush.

Crude oil could be refined into many products. For some years, kerosene continued to be the principal one. It was sold in grocery stores and door-to-door. In the 1880's and 1890's, refiners learned how to make other petroleum products such as waxes and lubricating oils. Petroleum was not then used to make gasoline or heating oil.

1. What is the best title for the passage?

- (A) Oil Refining: A Historical Perspective
- (B) The California Gold Rush: Get Rich Quickly
- (C) Private Property: Trespassers Will Be Prosecuted
- (D) Kerosene Lamps: A Light in the Tunnel

2. It can be inferred from the passage that kerosene was preferable to whale oil because whale oil was too

- (A) expensive
- (B) thick
- (C) hot
- (D) polluted

3. According to the passage, many people initially thought that E. L. Drake had made a mistake by

- (A) going on a whaling expedition

- (B) moving to Pennsylvania
- (C) searching for oil
- (D) retiring from his job

4. According to the passage, what is "black gold"?

- (A) Whale oil
- (B) Gold ore
- (C) Stolen money
- (D) Crude oil

5. Why does the author mention the California gold rush?

- (A) To explain the need for an increased supply of gold
- (B) To indicate the extent of United States mineral wealth
- (C) To describe the mood when oil was first discovered
- (D) To argue that gold was more valuable than oil

6. The word "one" (line 18) could best be replaced by which of the following words?

- (A) oil
- (B) door
- (C) store
- (D) product

7. The author mentions all of the following as possible products of crude oil EXCEPT

- (A) wax
- (B) gasoline
- (C) kerosene
- (D) plastic

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