Test 1

SECTION 2
Time—30 minutes
38 Questions

<u>Directions:</u> Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that <u>best</u> fits the meaning of the sentence as a whole.

1. My family often found others laughable, but I learned quite early to be ------- while people were present, laughing only later at what was funny and mocking what to us seemed -------.

   (A) polite. .bizarre
   (B) impatient. .unfortunate
   (C) facetious. .enviable
   (D) wistful. .extraordinary
   (E) superficial. .deplorable

2. The technical know-how, if not the political -------, appears already at hand to feed the world's exploding population and so to ------- at least the ancient scourges of malnutrition and famine.

   (A) will. .weaken
   (B) expertise. .articulate
   (C) doubt. .banish
   (D) power. .denounce
   (E) commitment. .eradicate

3. In small farming communities, accident victims rarely sue or demand compensation: transforming a personal injury into a ------- someone else is viewed as an attempt to ------- responsibility for one's own actions.

   (A) conspiracy against. .assume
   (B) claim against. .elude
   (C) boon for. .minimize
   (D) distinction for. .shift
   (E) trauma for. .proclaim

4. Dominant interests often benefit most from ------- of governmental interference in business, since they are able to take care of themselves if left alone.

   (A) intensification
   (B) authorization
   (C) centralization
   (D) improvisation
   (E) elimination

5. The "impostor syndrome" often afflicts those who fear that true self-disclosure will lower them in others' esteem: rightly handled, however, ------- may actually ------- one's standing.

   (A) willfulness. .consolidate
   (B) imposture. .undermine
   (C) affectation. .jeopardize
   (D) candor. .enhance
   (E) mimicry. .efface

6. The pungent verbal give-and-take among the characters makes the novel ------- reading, and this very ------- suggests to me that some of the opinions voiced may be the author's.

   (A) disturbing. .flatness
   (B) tedious. .inactiveness
   (C) lively. .spiritedness
   (D) necessary. .steadiness
   (E) rewarding. .frivolousness

7. The fortresslike façade of the Museum of Cartoon Art seems calculated to remind visitors that the comic strip is an art form that has often been ------- by critics.

   (A) charmed
   (B) assailed
   (C) unnoticed
   (D) exhilarated
   (E) overwhelmed

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. SPLICE : ROPE ::
    (A) press : shirt
    (B) caulk : frame
    (C) weld : metal
    (D) plaster : wall
    (E) curl : hair

9. FANATIC : DEVOTED ::
    (A) prude : proper
    (B) skeptic : religious
    (C) cad : devious
    (D) gourmet : ravenous
    (E) coquette : graceful

10. CONFLUENCE : STREAMS ::
    (A) ridge : hills
    (B) railroad : tracks
    (C) junction : roads
    (D) curb : sidewalks
    (E) park : edges

11. SWAGGER : BRAVADO ::
    (A) chevron : sergeant
    (B) sword : bravery
    (C) salute : disrespect
    (D) caress : affection
    (E) sneeze : explosion

12. INDECOROUS : PROPRIETY ::
    (A) boorish : sensitivity
    (B) rancorous : hostility
    (C) stuffy : dignity
    (D) presumptuous : boldness
    (E) charismatic : loyalty

13. CAPRICIOUS : WHIM ::
    (A) conventional : innovation
    (B) objective : fact
    (C) satirical : benevolence
    (D) gloomy : optimism
    (E) opinionated : rudeness

14. SNOW : PRECIPITATION ::
    (A) lava : volcano
    (B) hurricane : cyclone
    (C) desert : drought
    (D) seed : germination
    (E) temperature : season

15. RECALCITRANT : AUTHORITY ::
    (A) implacable : conciliation
    (B) remorseful : recompense
    (C) indomitable : challenge
    (D) insubordinate : camaraderie
    (E) enthusiastic : opportunity

16. INKLING : INDICATION ::
    (A) apprentice : expert
    (B) theory : hypothesis
    (C) hunger : thirst
    (D) orientation : direction
    (E) lapse : error

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Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each questions. Answer all questions following a passage on the basis of what is stated or implied in that passage.

The outpouring of contemporary American Indian literature in the last two decades, often called the Native American Renaissance, represents for many the first
Line opportunity to experience Native American poetry. The
(5) appreciation of traditional oral American Indian litera-ture has been limited, hampered by poor translations and by the difficulty even in the rare culturally sensitive and aesthetically satisfying translation, of completely con-veying the original's verse structure, tone and syntax.
(10) By writing in English and experimenting with Euro-pean literary forms, contemporary American Indian wri-ters have broadened their potential audience, while clearly retaining many essential characteristics of their ancestral oral traditions. For example, Pulitzer-prize-
(15) winning author N. Scott Momaday's poetry open treats art and mortality in a manner that recalls British roman-tic poetry, while his poetic response to the power of natural forces recalls Cherokee oral literature. In the same way, his novels, an art form European in origin,
(20) display an eloquence that echoes the oratorical grandeur of the great nineteenth-century American Indian chiefs.

17. According to the passage, Momaday's poetry shares which of the following with British romantic poetry?

(A) Verse structure
(B) Oratorical techniques
(C) Manner of treating certain themes
(D) Use of certain syntactical constructions
(E) Patterns of rhythm and rhyme

18. Which of the following is most likely one of the reasons that the author Mentions the work of N. Scott Momaday?

(A) To illustrate how the author believes that members of the Native American Renaissance have broadened their potential audience
(B) To emphasize the similarities between Momaday's writings and their European literary models
(C) To demonstrate the contemporary appeal of traditional Native American oral literature
(D) To suggest that contemporary American Indian writers have sacrifices traditional values for popular literary success
(E) To imply the continuing popularity of Translations of oral American Indian literature

19. Which of the following can be inferred front the passage about written translations of oral Native American poetry?

(A) They were less widely read than are the works of contemporary Native American poets writing in English.
(B) They were open made by writers who were intimately familiar with both English and Native American languages.
(C) They open gave their readers aesthetic satisfaction, despite their inaccuracies.
(D) They usually lacked complex verse structure.
(E) They were overly dependent on European literary models.

20. The passage suggests which of the following about American Indian poets before the Native American Renaissance?

(A) Art and mortality were rarely the subjects of their poetry.
(B) Their oratorical grandeur reached its peak in the nineteenth century.
(C) They occasionally translated their own poetry.
(D) They seldom wrote poetry in English.
(E) They emphasized structure, tone, and syntax rather than literary form.

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Recent findings suggests that visual signals are fed into at least three separate processing systems in the brain, each with its own distinct function. One system *Line* appears to process information about shape perception; (5) a second, information about color; a third. information about movement, location, and spatial organization. An understanding of the functions and capabilities of these three systems can shed light on how artists manipulate materials to create surprising visual effects.

(10) It is possible to summarize the functions of the three subsystems of the visual system as follows. The parvo system carries highly detailed information about stationary objects and about borders that are formed by contrasting colors. It does not, however, carry informa- (15) tion about specific colors. Because much of the infor- mation about the shape of objects can be represented by their borders. We suspect that this system is impor- tant in shape perception. The blob system processes information about colors. but not about movement. (20) shape discrimination, or depth. The magno system carries information about movement and depth. It is good at detecting motion but poor at scrutinizing stationary images. In addition it appears to be color- blind it is unable to perceive borders that are visible (25) only on the basis of color contrast.

Cells in the parvo system can distinguish between two colons at any relative brightness of the two. Cells in the color-blind magno system on the other hand, are analogous to a black-and-white photograph in the way (30) they function: they signal information about the brightness of surfaces but not about their colors. For any pair of colors there is a particular brightness ratio at which two colors, for example red and green, will appear as the same shade of gray in a black-and-white (35) photograph; hence any border between them will vanish Similarly at some relative red-to-green brightness level the red and green will appear identical to the magno system. The red and green are then called equiluminant. A border between two equiluminant (40) colors has color contrast but no luminance contrast.

Many artists have seemed to be empirically aware of these underlying principles and have used them to maximize particular effects. Some of the peculiar effects of Op Art, for example, probably arise from (45) color combinations that are strong activators of the parvo system but are weak stimuli for the magno system. An object that is equiluminant with its back- ground looks vibrant and unstable. The reason is that the parvo system can signal the object's shape but the (50) magno system cannot see its borders and therefore cannot signal either the movement or the position of the object. Hence it seems to jump around, drift, or vibrate on the canvas.

21. The passage is primarily concerned with

(A) describing subsystems of the visual system and showing their relevance to art
(B) comparing, three theories on how the visual system analyzes images in a work of art
(C) explaining how artists use color contrasts to create particular visual effects
(D) explaining how the visual system distinguishes among different colors
(E) describing functions of the first three phases of the visual system

22. Which of the following would create visual effects most similar to those discussed in lines 43-48?

(A) A watercolor in which colors are applied imprecisely to outlined shape
(B) A painting in which different shades of the same color are used to obscure the boundaries between objects
(C) A black-and-white sketch in which shading, is used to convey a sense of depth
(D) An advertisement in which key words are at the same level of brightness as a background of contrasting color
(E) A design in which two different shades of gray are juxtaposed to heighten the contrast between them

23. The passage provides information about which of the following?

(A) Why the same system can process information about movement and location
(B) Why the parvo system is considered to be responsible for shape perception
(C) Why the blob system can process information about colors but not movement
(D) The mechanism that enables the blob system to distinguish between stationary objects
(E) The mechanism that enables the magno system to carry information about shape discrimination

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24. According to the passage. which of the following is true of the visual system ?

    (A) It processes visual signals in three consecutive stages
    (B) It processes visual signals through separate processing systems in the brain
    (C) It consists of only three separate systems
    (D) It consists of a single hierarchical system rather than a multipartite system
    (E) It consists of separate systems with high overlap in processing functions.

25. The author mentions a "black-and-white photo-graph"(line 29) most probably in order to explain

    (A) how the parvo system distinguishes between different shapes and colors
    (B) how the magno system uses luminosity to identify borders between objects
    (C) the mechanism that makes the magno system color-blind
    (D) why the magno systems is capable of perceiving among images
    (E) the brightness ration at which colors become indistinguishable to the parvo system

26. The author uses all of the following in the discussion in the third paragraph EXCEPT

    (A) an example
    (B) definition of terms
    (C) contrast
    (D) a rhetorical question
    (E) analog

27. The passage suggests which of the following about the magno system?

    (A) It perceives borders on the basis of luminance contrast.
    (B) It perceives shapes on the basis of color contrast.
    (C) It is better at perceiving stationary objects than it is at detecting movement.
    (D) It can detect motion but it cannot signal the position of an object.
    (E) It is better at processing information about movement than it is at processing information about depth.

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Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly <u>opposite</u> in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. MODISH :
    (A) eliciting admiration and joy
    (B) avoiding harm and danger
    (C) lacking style and fashionableness
    (D) providing vitality and fortitude
    (E) destroying usefulness and serviceability

29. SPINY :
    (A) heavy
    (B) placid
    (C) smooth
    (D) terse
    (E) single

30. SCRUTINIZE :
    (A) demur
    (B) dispute
    (C) condone
    (D) elaborate on
    (E) gloss over

31. INCLEMENT :
    (A) torpid
    (B) truculent
    (C) buoyant
    (D) balmy
    (E) bucolic

32. RAZE :
    (A) build
    (B) strengthen
    (C) impede
    (D) refurbish
    (E) stabilize

33. PANDEMIC :
    (A) unaware
    (B) disapproving
    (C) soothing
    (D) faultless
    (E) limited

34. EXCORIATE :
    (A) accept conditionally
    (B) praise lavishly
    (C) esteem grudgingly
    (D) permit
    (E) relax

35. GILD :
    (A) prepare carelessly
    (B) offer hesitantly
    (C) represent accurately
    (D) speak forcibly
    (E) organize coherently

36. RAREFY :
    (A) concentrate
    (B) modulate
    (C) diversify
    (D) leave
    (E) waste

37. ASPERSION :
    (A) mandate
    (B) covenant
    (C) heartfelt gratitude
    (D) solemn declaration
    (E) glowing tribute

38. PERSPICUITY :
    (A) opacity
    (B) unrelatedness
    (C) fragility
    (D) unfamiliarity
    (E) deviance

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT TURN TO ANY OTHER SECTION IN THE TEST.