

Test 2

SECTION 2

Time—30 minutes

38 Questions

Directions: 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 best fits the meaning of the sentence as a whole.

- The academic education offered to university students is essential and must not be -----, but that does not mean university should ----- the extracurricular, yet still important, aspects of university life.
 - impeded. .promote
 - debated. .victimize
 - protected. .broaden
 - maximized. .continue
 - compromised. .neglect
- To understand fully the impact of global warming on the environment, one must recognize that the components of the problem are ----- and, therefore, a change in any one component will ----- the others.
 - distinct. .influence
 - unique. .clarify
 - linked. .affect
 - cyclical. .negate
 - growing. .exacerbate
- Although the Impressionists painters appeared to earlier art historians to be ----- in their methods, recent analyses of their brush work suggest the contrary — that, in fact, their technique was quite ----- .
 - unstudied. .sophisticated
 - idiosyncratic. .effective
 - eclectic. .naïve
 - lax. .fashionable
 - careless. .unpremeditated
- Increased government alarm about global warms ----- the concern among scientists that such warming is occurring, though when to expect major effects is still ----- .
 - echoes. .agreed on
 - precludes. .under consideration
 - reflects. .in dispute
 - obviates. .in doubt
 - encourages. .confirmed
- For someone as ----- as she, who preferred to speak only when absolutely necessary, his relentless chatter was completely ----- .
 - ingenuous. .ignorant
 - curt. .enchanted
 - cheerful. .idle
 - laconic. .maddening
 - forward. .pointless
- Future generations will probably consider current speculations about humanity's place in the universe to be ----- omissions and errors: even rigorous scientific views change sometimes overnight.
 - immune from
 - marred by
 - uncorrupted by
 - correct despite
 - abridged by
- Marshal Philippe Petain, unlike any other French citizen of this century, has been paradoxically object of both great veneration and great ----- .
 - reverence
 - interest
 - empathy
 - contempt
 - praise

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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. SYMPHONY : CONDUCTOR ::
(A) novel : author
(B) film : director
(C) documentary : collaborator
(D) musical : vocalist
(E) play : critic
9. REMAINDER : SUBTRACTION ::
(A) fulcrum : leverage
(B) drip : pool
(C) battle : warfare
(D) residue : evaporation
(E) credit : translation
10. SMUGGLER : IMPORT ::
(A) lobbyist : convince
(B) analyst : inform
(C) embezzler : appropriate
(D) theorist : postulate
(E) witness : incriminate
11. REPRIEVE : PUNISHMENT ::
(A) injunction : prohibition
(B) evaluation : assessment
(C) investigation : prosecution
(D) dare : fight
(E) moratorium : activity
12. SNUB : DISDAIN ::
(A) forsake : desertion
(B) condemn : exasperation
(C) incense : tact
(D) double-cross : disloyalty
(E) lampoon : respect
13. SYNOPSIS : CONDENSED ::
(A) summation : definitive
(B) outline : intricate
(C) précis : thorough
(D) appendix : supplementary
(E) oration : redundant
14. FRIABLE : CRUMBLE ::
(A) malleable : alter
(B) fragile : fortify
(C) immutable : change
(D) moist : contaminate
(E) resilient : injure
15. INTRACTABLE : MANAGE ::
(A) compliant : appease
(B) phlegmatic : provoke
(C) inimical : antagonize
(D) interpretive : construe
(E) hesitant : pursue
16. STRIDENCY : SOUND ::
(A) fluidity : liquid
(B) graininess : texture
(C) garishness : appearance
(D) striation : color
(E) aroma : odor

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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 question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

In February 1848 the people of Paris rose in revolt against the constitutional monarchy of Louis-Philippe. Despite the existence of excellent narrative accounts, the February Days, as this revolt is called, have been largely ignored by social historians of the past two decades. For each of the three other major insurrection in nineteenth-century Paris—July 1830, June 1848, and May 1871—there exists at least a sketch of participants' backgrounds and an analysis, more or less rigorous, of the reasons for the occurrence of the uprising. Only in the case of the February Revolution do we lack a useful description of participants that might characterize it in the light of what social history has taught us about the process of revolutionary mobilization.

Two reasons for this relative neglect seem obvious. First, the insurrection of February has been overshadowed by that of June. The February Revolution overthrew a regime, to be sure, but met with so little resistance that it failed to generate any real sense of historical drama. Its successor, on the other hand, appeared to pit key socioeconomic groups in a life-or-death struggle and was widely seen by contemporary observers as marking a historical departure. Through their interpretations, which exert a continuing influence on our understanding of the revolutionary process, the impact of the events of June has been magnified, while, as an unintended consequence, the significance of the February insurrection has been diminished. Second, like other "successful" insurrections, the events of February failed to generate the most desirable kinds of historical records. Although the June insurrection of 1848 and the Paris Commune of 1871 would be considered watersheds of nineteenth-century French history by any standard, they also present the social historian with a signal advantage: these failed insurrections created a mass of invaluable documentation as a by-product of authorities efforts to search out and punish the rebels.

Quite different is the outcome of successful insurrections like those of July 1830 and February 1848. Experiences are retold, but participants typically resume their daily routines without ever recording their activities. Those who played salient roles may become the objects of highly embellished verbal accounts or in rare cases of celebratory articles in contemporary periodicals. And it is true that the publicly acknowledged leaders of an uprising frequently write memoirs. However, such documents are likely to be highly unreliable, unrepresentative, and unsystematically preserved, especially when compared to the detailed judicial dossiers prepared for everyone arrested following a failed insurrection. As a consequence, it may prove difficult or impossible to establish for a successful revolution a comprehensive and trustworthy picture of those who

participated or to answer even the most basic questions one might pose concerning the social origins of the insurgents.

17. According to the passage, "a useful description of participants" (lines 11-12) exists for which of the following insurrections of nineteenth-century France?

- I. The July insurrection of 1830
- II. The February Revolution of 1848
- III. The June insurrection of 1848
- IV. The May insurrection of 1871

- (A) I and III only
- (B) II and IV only
- (C) I, II and III only
- (D) I, III and IV only
- (E) II, III and IV only

18. It can be inferred from the passage that support for the objectives of the February Revolution was

- (A) negligible
- (B) misguided
- (C) fanatical
- (D) spontaneous
- (E) widespread

19. Which of the following best describes the organization objectives of the second paragraph?

- (A) The thesis of the passage is stated and supporting evidence systematically presented
- (B) Two views regarding the thesis presented in the first paragraph are compared and contrasted.
- (C) Evidence refuting the thesis presented in the first paragraph is systematically presented.
- (D) The thesis presented in the first paragraph is systematically supported.
- (E) The thesis presented in the first paragraph is further defined and a conclusion drawn.

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20. It can be inferred from the passage that the author considers which of the following essential for understanding a revolutionary mobilization"
- (A) A comprehensive theory of revolution that can be applied to the major insurrections of the nineteenth century.
 - (B) Awareness of the events necessary for a revolution to be successful
 - (C) Access to narratives and memoirs written by eyewitnesses of a given revolution
 - (D) The historical perspective provided by the passage of a considerable amount of time
 - (E) Knowledge of the socioeconomic backgrounds of a revolution's participants
21. Which of the following can be inferred about the "detailed judicial dossiers" referred to in line 49?
- (A) Information contained in the dossiers sheds light on the social origins of a revolutions participants
 - (B) The dossiers closely resemble the narratives written by the revolution's leaders in their personal memoirs.
 - (C) The information that such dossiers contain is untrustworthy and unrepresentative of a revolution s participants.
 - (D) Social historians prefer to avoid such dossiers whenever possible because they are excessively detailed
 - (E) The February Revolution of 1848 produced more of these dossiers than did the June insurrection.
22. Which of the following is the most logical objection to the claim made in lines 38-39?
- (A) The February Revolution of 1848 is much less significant than the July insurrection of 1830
 - (B) The backgrounds and motivations of participants in the July insurrection of 1830 have been identified, however cursorily.
 - (C) Even less is known about the July insurrection of 1830 than about the February Revolution of 1848
 - (D) Historical records made during the July insurrection of 1830 are less reliable than those made during the May insurrection of 1871
 - (E) The importance of the July insurrection of 1830 has been magnified at the expense of the significance of the February Revolution of 1848.
23. With which of the following statements regarding revolution would the author most likely agree?
- (A) Revolutionary mobilization requires a great deal of planning by people representing disaffected groups.
 - (B) The objectives of the February Revolution were more radical than those of the June insurrection.
 - (C) The process of revolutionary mobilization varies greatly from one revolution to the next.
 - (D) Revolutions vary greatly in the usefulness of the historical records that they produce.
 - (E) As knowledge of the February Revolution increase chances are good that its importance will eventually eclipse that of the June insurrection.

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One advantage of breeding African bees with other bee types (Africanization) may be resistance to the parasitic mite *Varroa jacobsoni*, a major threat to modern beekeeping. In parts of Europe, this mite is (5) devastating honeybees and killing many colonies despite preventive measures by beekeeping. But in Brazil *Varroa jacobsoni* has been present in Africanized bees since 1972 without the single colony killed, even though beekeepers there undertook no preventive (10) measures. The mites lay eggs within the brood cells of immature bees, and developing mites feed on the hemolymph (blood) of bee pupae. But fewer mites reproduce in Africanized bees than in European bees. Some researchers point out that this resistance may be related to the Africanized worker bee's shorter (15) development period, which prevents some mites from reaching maturity. Recently the mite has become serious problem in colonies of European bees in North America. Africanization of these bees may be the best safeguard against this parasite.

24. The passage suggests that which of the following was true of the honeybee colonies described in line 4-6?

- (A) Their life expectancy, when free of disease, was shorter than that of European bee colonies in North America.
- (B) They were no Africanized.
- (C) Their life cycle did not accommodate the feeding habits of *Varroa jacobsoni*.
- (D) They responded well to measures to control *Varroa jacobsoni*.
- (E) They were managed using methods that were more modern than those employed in Brazil.

25. The author cites all of the following as evidence that Africanized bees resistance to *Varroa jacobsoni* is superior to that of European bees EXCEPT.

- (A) Fewer *Varroa jacobsoni* mites reproduce in Africanized bees.
- (B) *Varroa jacobsoni* is killing many bee colonies in Europe.
- (C) Beekeepers in Brazil have not used preventive measures to protect their colonies.
- (D) Brazilian bee colonies have endured *Varroa jacobsoni* since 1972.
- (E) At least some European bee colonies have been saved by preventive measures.

26. According to the passage, research suggests that one possible reason the Africanized bees in Brazil have successfully resisted *Varroa jacobsoni* is that

- (A) the life cycle of the Africanized bee may limit the *Varroa jacobsoni* mite's opportunity to reach full development
- (B) the Africanized bees may have had an opportunity to develop a chemical resistance to *Varroa jacobsoni*
- (C) the location of bee colonies in Brazil may provide a natural deterrent to *Varroa jacobsoni*
- (D) *Varroa jacobsoni* may be relatively new to Brazil, and may not have had time to become widespread
- (E) Beekeepers may developed effective control techniques for *Varroa jacobsoni*

27. The author's argument regarding the resistance of Africanized bees to *Varroa jacobsoni* would be most weakened if which of the following were true?

- (A) The bees in Brazil were resistant before being Africanized.
- (B) The number of bee colonies in North America increased dramatically whereas the number in Brazil remained unchanged.
- (C) Mites found in European bees reproduce at a faster rate than mites of identical species found in the bees in Brazil.
- (D) Africanized bees retain many of the characteristics of European bees.
- (E) Bee colonies in Europe continue to produce greater quantities of honey than do those in Brazil.

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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 opposite 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. **INGENUITY :**
(A) lack of gratitude
(B) lack of inventiveness
(C) lack of emotion
(D) lack of clarity
(E) lack of honor
29. **MELD :**
(A) destroy
(B) reduce
(C) yield
(D) open
(E) separate
30. **PROPENSITY :**
(A) antipathy
(B) violation
(C) competence
(D) independence
(E) penalty
31. **CIRCUMLOCUTION :**
(A) introspection
(B) wittiness
(C) resourcefulness
(D) succinctness
(E) adroitness
32. **ETCH :**
(A) perform diligently
(B) approach cautiously
(C) simplify
(D) efface
(E) bias
33. **NASCENT :**
(A) protruding
(B) diminished
(C) mature
(D) flexible
(E) native
34. **DIURNAL :**
(A) slow to change
(B) hard to decipher
(C) devoid of symmetry
(D) quick to develop
(E) occurring at night
35. **INTIMATE :**
(A) communicate directly
(B) act promptly
(C) avoid attention
(D) prove inadequate
(E) respond harshly
36. **EVANESCENT :**
(A) gradual
(B) retrograde
(C) flammable
(D) luminous
(E) permanent
37. **DISSEMBLING :**
(A) proficient
(B) candid
(C) expressive
(D) defiant
(E) outgoing
38. **COUNTENANCE :**
(A) forbid
(B) expose
(C) repel
(D) assuage
(E) deceive

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.