

# OLYMPIADS SCHOOL/SSAT UPPER LEVEL/CLASS 08 HOMEWORK/SUMMER 2016

NAME: \_\_\_\_\_

MARK: \_\_\_\_\_

## VERBAL SECTION 1: SYNONYMS

**Directions:** Each of the following questions consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to the word in capital letters.

### 1. QUANDARY

- (A) predicament
- (B) decision
- (C) requirement
- (D) community
- (E) information

### 2. PROTECT

- (A) retain
- (B) intend
- (C) require
- (D) defend
- (E) secure

### 3. OVERDUE

- (A) impending
- (B) appointment
- (C) including
- (D) late
- (E) library

### 4. VERBOSE

- (A) wordy
- (B) aloud
- (C) orate
- (D) speech
- (E) complete

### 5. DIMINISH

- (A) grow
- (B) impede
- (C) lessen
- (D) forecast
- (E) disappear

### 6. TRANSPARENT

- (A) opaque
- (B) filmy
- (C) serene
- (D) glass
- (E) motivation

### 7. PLIABLE

- (A) tool
- (B) flexible
- (C) useful
- (D) rigid
- (E) thrill

### 8. PROPHECY

- (A) anticipation
- (B) prediction
- (C) fortune
- (D) crystal
- (E) seer

### 9. DEJECTED

- (A) gifted
- (B) rewarded
- (C) concerned
- (D) serious
- (E) sad

**10. BENEVOLENT**

- (A) charitable
- (B) courageous
- (C) bravery
- (D) contest
- (E) seek

**11. RECEDE**

- (A) surrender
- (B) retreat
- (C) decline
- (D) lose
- (E) requite

**12. FASTIDIOUS**

- (A) chaos
- (B) unkempt
- (C) precise
- (D) classify
- (E) sanitary

**13. SURLY**

- (A) strong
- (B) wily
- (C) anticipate
- (D) rude
- (E) prodigal

**14. FRUGAL**

- (A) facility
- (B) careful
- (C) poverty
- (D) wealth
- (E) increase

**15. DEplete**

- (A) continue
- (B) guide
- (C) utilize
- (D) proceed
- (E) exhaust

**16. FORCE**

- (A) military
- (B) might
- (C) power
- (D) requirement
- (E) soldier

**17. EXTINGUISH**

- (A) brief
- (B) clear
- (C) inactive
- (D) imperfect
- (E) poor

**18. THWART**

- (A) love
- (B) frustrate
- (C) defend
- (D) grow
- (E) advance

**19. STIPEND**

- (A) plant
- (B) financier
- (C) fluid
- (D) bank
- (E) payment

**20. REPUTABLE**

- (A) star
- (B) capable
- (C) fame
- (D) honest
- (E) significant

**21. LUCKY**

- (A) happy
- (B) gleeful
- (C) hilarious
- (D) useful
- (E) fortunate

**22. IRRESPONSIBLE**

- (A) inconclusive
- (B) unsure
- (C) unreliable
- (D) incisive
- (E) unrealistic

**23. JEOPARDY**

- (A) entertaining
- (B) endangerment
- (C) vocabulary
- (D) journey
- (E) archival

**24. MOIST**

- (A) swamp
- (B) damp
- (C) saturate
- (D) sponge
- (E) fresh

**25. SHAMEFUL**

- (A) evil
- (B) bewildering
- (C) caustic
- (D) willful
- (E) humiliating

**26. PRECLUDE**

- (A) prevent
- (B) avoid
- (C) promise
- (D) listen
- (E) imagine

**27. FOIBLE**

- (A) story
- (B) flaw
- (C) strength
- (D) tradition
- (E) goodbye

**28. MEDITATE**

- (A) compromise
- (B) reject
- (C) agree
- (D) ponder
- (E) repair

**29. PARADOX**

- (A) occurrence
- (B) heaven
- (C) approval
- (D) contradiction
- (E) example

**30. SURMISE**

- (A) guess
- (B) daybreak
- (C) provide
- (D) shock
- (E) govern

**Directions:** The following questions ask you to find relationships between words. For each question, select the answer that best completes the meaning of the sentence.

**31. Astute is to acumen as**

- (A) indigent is to wealth.
- (B) diplomatic is to tact.
- (C) clumsy is to skill.
- (D) vacuous is to intelligence.
- (E) rainbow is to hue.

**32. Judge is to adjudicate as**

- (A) lawyer is to propitiate.
- (B) bodyguard is to guide.
- (C) doctor is to sublimate.
- (D) champion is to defend.
- (E) suburb is to neighborhood.

- 33.** Imperceptible is to notice as  
 (A) intangible is to touch.  
 (B) insoluble is to discern.  
 (C) invisible is to sense.  
 (D) enviable is to foresee.  
 (E) assuage is to repair.
- 34.** Claustrophobic is to enclosure as  
 (A) miser is to money.  
 (B) narcissist is to sell.  
 (C) misogynist is to women.  
 (D) glutton is to food.  
 (E) myth is to tragedy.
- 35.** Hammer is to carpenter as  
 (A) awl is to cobbler.  
 (B) computer is to printer.  
 (C) saw is to timber.  
 (D) author is to typewriter.  
 (E) scale is to musician.
- 36.** Gullible is to bilk as  
 (A) valiant is to cow.  
 (B) confident is to perturb.  
 (C) docile is to lead.  
 (D) affluent is to impoverish.  
 (E) vanquish is to disappear.
- 37.** Overblown is to exaggerated as  
 (A) warrant is to justify.  
 (B) anachronism is to timely.  
 (C) malapropism is to accurate.  
 (D) requirement is to optional.  
 (E) indefinite is to tomorrow.
- 38.** Ruthless is to pity as  
 (A) merciful is to kindness.  
 (B) ingenious is to character.  
 (C) enamored is to love.  
 (D) bewildered is to comprehension.  
 (E) elderly is to longevity.
- 39.** Clown is to zany as  
 (A) zealot is to patrician.  
 (B) showoff is to flamboyant.  
 (C) jester is to lugubrious.  
 (D) spy is to effusive.  
 (E) canvas is to paint.
- 40.** Horn is to blow as harp is to  
 (A) democracy.  
 (B) play.  
 (C) denounce.  
 (D) pluck.  
 (E) pants.
- 41.** Inveigle is to flattery as  
 (A) cozen is to encouragement.  
 (B) browbeat is to intimidation.  
 (C) reassure is to censure.  
 (D) cajole is to criticism.  
 (E) whine is to mourn.
- 42.** Flammable is to inflammable as  
 (A) persistent is to important.  
 (B) opportune is to inopportune.  
 (C) relevant is to incoherent.  
 (D) truculent is to intrusion.  
 (E) impartial is to disinterested.
- 43.** Devotee is to fervid as  
 (A) pundit is to apathetic.  
 (B) sycophant is to caustic.  
 (C) connoisseur is to discriminating.  
 (D) pessimist is to sanguine.  
 (E) optimist is to persuade.
- 44.** Mule is to stubborn as  
 (A) pig is to idleness.  
 (B) horse is to iconoclastic.  
 (C) fox is to maladroit.  
 (D) elephant is to oblivious.  
 (E) turkey is to gullible.

- 45.** Extortionist is to blackmail as  
 (A) kleptomaniac is to steal.  
 (B) criminal is to arrest.  
 (C) kidnapper is to crime.  
 (D) businessman is to profit.  
 (E) clerk is to stock.
- 46.** Virtuoso is to éclat as  
 (A) gallant is to panache.  
 (B) proselyte is to untruth.  
 (C) harbinger is to conclusion.  
 (D) klutz is to tact.  
 (E) casual is to plan.
- 47.** Bilious is to queasy as  
 (A) quizzical is to content.  
 (B) contumelious is to elated.  
 (C) dangerous is to alarm.  
 (D) ambivalent is to sleepy.  
 (E) adroit is to able.
- 48.** Disorganized is to form as  
 (A) ineffable is to size.  
 (B) empty is to substance.  
 (C) epical is to scope.  
 (D) immediacy is to duration.  
 (E) idolize is to confound.
- 49.** Midget is to minuscule as  
 (A) accomplished is to abortive.  
 (B) dictum is to risible.  
 (C) serious is to waggish.  
 (D) colossus is to gargantuan.  
 (E) enigma is to original.
- 50.** Prude is to fastidious as  
 (A) puritan is to simple.  
 (B) prodigy is to lackluster.  
 (C) witness is to truth.  
 (D) hedonist is to malcontent.  
 (E) heathen is to adoration.
- 51.** Waggish is to laughs as  
 (A) risible is to yawns.  
 (B) bilious is to smiles.  
 (C) sad is to tears.  
 (D) ribald is to sneers.  
 (E) morbid is to concern.
- 52.** Diaphanous is to veils as  
 (A) noisome is to clouds.  
 (B) gossamer is to cobwebs.  
 (C) bulky is to showers.  
 (D) abortive is to breezes.  
 (E) fishing is to net.
- 53.** Microcosm is to macrocosm as  
 (A) plenty is to lack.  
 (B) glutton is to craven.  
 (C) understand is to orbit.  
 (D) granite is to touchstone.  
 (E) diameter is to edge.
- 54.** Homily is to church as  
 (A) sermon is to air show.  
 (B) diatribe is to game show.  
 (C) aria is to horse show.  
 (D) monologue is to talk show.  
 (E) eulogy is to celebrate.
- 55.** Mnemonic is to memory as  
 (A) trousers are to speech.  
 (B) glasses are to vision.  
 (C) earmuffs are to movement.  
 (D) blinders are to hearing.  
 (E) denim are to jacket.
- 56.** Healing is to health as  
 (A) pragmatic is to avidity.  
 (B) charity is to profit.  
 (C) biased is to justice.  
 (D) therapeutic is to recovery.  
 (E) mercury is to speed.

- 57.** Arbitrate is to dispute as
- (A) solve is to mystery.
  - (B) regard is to problem.
  - (C) exacerbate is to problem.
  - (D) organize is to labor.
  - (E) management is to union.

- 58.** Tearjerker is to maudlin as
- (A) opera is to prurient.
  - (B) tragedy is to risible.
  - (C) farce is to hilarious.
  - (D) satire is to heartrending.
  - (E) comedy is to wrenching.

59. Passion is to devotion as
- (A) liturgy is to ribald.
  - (B) concern is to interest.
  - (C) harangue is to restrained.
  - (D) feisty is to mousy.
  - (E) rapidity is to movement.

60. Klutz is to inept as
- (A) bigot is to intolerant.
  - (B) dynamo is to supine.
  - (C) aficionado is to blase.
  - (D) pundit is to ignorant.
  - (E) learned is to posess.

READING COMPREHENSION

40 QUESTIONS

**Directions:** Read each passage carefully and then answer the questions about it. For each question, decide on the basis of the passage which one of the choices best answers the question.

**Passage 1**

Line In the spring of 1963, Martin Luther King Jr.,  
a leader of the American civil rights move-  
ment, was invited by the Birmingham,  
Alabama, branch of the Southern Christian  
5 Leadership Conference, an organization  
fighting for civil rights for African Americans,  
to lead a demonstration supporting their  
cause. King applied for a permit to hold a  
peaceful march through Birmingham, but  
10 the city officials denied his request. Never-  
theless, he scheduled the march. Because the  
marchers had no permit, their action was  
illegal, and the march was broken up by  
police. King and many of the marchers were  
15 arrested. While King was in jail, eight  
clergymen signed a letter that was published  
in the local newspaper. The letter, while it  
asked the community to work to end racial  
problems, opposed marches and demonstra-  
20 tions as the means of working toward a  
solution. After King read the letter, he wrote  
a response, replying to each point the  
clergymen raised. His response, published as  
“Letter from Birmingham Jail,” includes an  
25 analysis of when it is proper to act in  
violation of a law. He believed that if a law  
is unjust or unfair, people have not only a  
right but also a positive moral duty to  
oppose it, so long as their opposition

30 remains peaceful and nonviolent. Because of  
its balanced sentence structure, appropriate  
references to the Bible and historical fact,  
and its powerful wording, “Letter from  
Birmingham Jail” is considered to be a  
35 masterpiece of rhetoric.

1. King went to Birmingham because he
  - (A) wanted to lead a march.
  - (B) believed desegregation was important.
  - (C) could ask for a permit to demonstrate.
  - (D) was asked to do so by an organization.
  - (E) wanted to reply to the clergymen.
2. The march led by King was illegal because
  - (A) the city officials did not favor civil rights.
  - (B) the demonstrators did not have permission to march.
  - (C) the letter from eight clergymen presented a case against it.
  - (D) the marchers were arrested by the police.
  - (E) the community was working to end racial problems.
3. King believed that breaking a law is
  - (A) always wrong.
  - (B) always the right thing to do.
  - (C) one’s duty if one dislikes the law.
  - (D) a proper way to oppose an unjust law.
  - (E) always proper if the opposition is not violent.
4. The clergymen who wrote the letter wanted to
  - (A) stop the marches and demonstrations.
  - (B) be sure King remained in jail.
  - (C) oppose the ending of racial problems.
  - (D) provide civil rights for African Americans.
  - (E) help King get out of jail.

# READING COMPREHENSION

5. In the last sentence of the passage, “rhetoric” (line 35) means
- (A) advertisement.
  - (B) excellent writing.
  - (C) an emotional speech.
  - (D) poetry.
  - (E) religious teaching.

## Passage 2

line When you buy a house plant, if the plant is healthy, it is likely to grow successfully in your home. How do you decide if a plant is sound? First, look at the leaves. If they are

5 brown at the edges, the plant has been given too much fertilizer or has been kept in temperatures that are too warm for its species. If the leaves are pale or yellow, the plant has been given too much or too little

10 water. If the leaves are very far apart from each other on the stem, this may mean the plant has been pushed to grow abnormally fast, and new leaves will not grow to fill in the gaps. You should look for a plant whose

15 foliage is dense.

After checking the leaves’ general appearance, look carefully at the underside of the leaves and the places where the leaves join the stem for evidence of insects.

20 Because the insects that infest house plants are very tiny, it may be hard to see them. But they leave clues that they are living on the plant. Some secrete a shiny sticky substance called honeydew on the plant.

25 Others leave behind tiny fine white webs.

Finally, check to see if the plant’s roots are growing out through the drainage hole in the bottom of the pot. If the roots are growing through the hole, the plant has

30 outgrown its pot, and it may not be the healthiest plant, even if you repot it in a larger container.

6. If a plant has been given too much fertilizer,
- (A) its leaves may have brown edges.
  - (B) its leaves may be yellow.
  - (C) there will be tiny webs on the leaves.
  - (D) the foliage will be dense.
  - (E) the soil will appear dry.
7. To check a plant’s health, examine
- (A) leaf color.
  - (B) leaf density.
  - (C) the bottom of the pot.
  - (D) the stem.
  - (E) All of the above
8. In context, “infest” (line 20) most likely means
- (A) infect.
  - (B) eat.
  - (C) grow from.
  - (D) live on.
  - (E) secrete.
9. Too much or too little water will cause
- (A) dark-colored foliage.
  - (B) large gaps between the leaves.
  - (C) yellow or pale leaves.
  - (D) roots to grow out of the drainage hole.
  - (E) shiny spots on the stem.
10. Based on this passage, a reader can infer that
- (A) all growers of plants for sale raise them in perfect conditions.
  - (B) some plants for sale have not been cared for properly.
  - (C) plants are forced to grow abnormally fast.
  - (D) it is difficult to care for a plant at home.
  - (E) a plant’s health is based on its environment.



### Passage 3

Line Some myths are stories told by early  
civilizations to explain the origins of natural  
phenomena. The Greek myth that explains  
the origin of the seasons is about Demeter,  
5 the goddess of the harvest. She had a  
daughter, Persephone, whom she loved very  
much. Hades, god of the underworld, fell in  
love with Persephone, and he asked Zeus,  
the ruler of the gods, to give Persephone to  
10 him as his wife. Zeus did not want to offend  
either Hades or Persephone, so he said he  
would not agree to the marriage, but neither  
would he forbid it. Hades, therefore, decided  
to take the girl without permission. As she  
15 was picking flowers in a meadow, he seized  
her and took her to the underworld. When  
Demeter found out what happened to  
Persephone, she became so angry that she  
caused all plants to stop growing. People  
20 were in danger of starving. But Demeter  
swore that no food would grow until  
Persephone was returned to her. Zeus, still  
not wanting to offend Hades, set a condition  
for Persephone's return. She could go back  
25 to her mother if she had not eaten anything  
while she was in the underworld. Demeter  
did not know it, but Persephone had eaten  
several pomegranate seeds in the under-  
world. When Zeus discovered this, he  
30 permitted a compromise. Persephone could  
spend part of the year with her mother, but  
because she had eaten the seeds, she must  
spend part of the year in the underworld.  
And when Persephone is in the underworld,  
35 Demeter is sad, and therefore will not let the  
crops grow. That is why we have winter,  
when plants do not grow. When Persephone  
returns, Demeter is happy, it is spring, and  
plants begin to grow again.

11. Demeter is the goddess of  
(A) food plants.  
(B) the underworld.  
(C) marriage.  
(D) humanity.  
(E) the weather.
12. Myths are stories that  
(A) are always about gods and goddesses.  
(B) try to explain nature.  
(C) tell about mysteries.  
(D) have a religious purpose.  
(E) explain the origin of the seasons.
13. According to the story of Demeter, winter  
occurs because  
(A) Hades stole Persephone from her  
mother.  
(B) Zeus did not give Hades permission to  
marry Persephone.  
(C) Demeter is sad.  
(D) Persephone is unhappy.  
(E) Demeter disliked Hades.
14. Zeus did not give permission to Hades to  
marry Persephone because he  
(A) disliked him.  
(B) did not want to upset him.  
(C) wanted Persephone to be his wife.  
(D) thought this might make Demeter  
angry.  
(E) was the ruler of all the gods and  
goddesses.
15. Demeter stopped the growth of crops when  
(A) Zeus did not forbid the marriage.  
(B) Hades took Persephone to the under-  
world.  
(C) she discovered what Hades had done.  
(D) Persephone ate some pomegranate  
seeds.  
(E) Persephone was returned to her.

### Passage 4

Line The Big Bang theory, an explanation of the  
origins of our universe, is one of the greatest  
intellectual achievements of the twentieth  
century. According to this theory, about ten  
5 to twenty million years ago, the matter of  
which the universe is made was infinitely  
tightly compressed. Something—called the  
Big Bang—turned this matter into a gigantic  
fireball. As the matter was set into motion  
10 and flew away from its compressed state,  
bits of it became glued together to create  
galaxies and, later, stars and planets. The  
motion of the matter that flew out of the  
fireball continues today, and the universe  
15 appears to be expanding. The theory grew  
out of observations of the Doppler effect. It  
explains that the frequency of radiation  
given off by a moving body decreases as the  
sources get farther from the observer. In  
20 1965, scientists discovered that the radiation  
bathing the earth is at the precise micro-  
wave frequency that would be expected if  
the universe began with a big bang. Some  
scientists think the expansion of the  
25 universe will continue to infinity, while  
others theorize that gravity will, at some  
point in the far distant future, collapse back  
onto itself in a “big crunch,” returning it to a  
state of compressed matter.

16. The best title for this passage is
- (A) “The Big Bang.”
  - (B) “The Big Crunch.”
  - (C) “Our Expanding Universe.”
  - (D) “The Doppler Effect.”
  - (E) “Scientific Discoveries.”

17. As a moving object gets farther from its source, its radiation frequency
- (A) stays the same.
  - (B) grows larger.
  - (C) grows smaller.
  - (D) expands.
  - (E) collapses.
18. The matter of which the universe is made was originally
- (A) expanding.
  - (B) loosely connected.
  - (C) decreasing.
  - (D) tightly packed.
  - (E) growing.
19. According to the passage, which of the following is true?
- (A) Scientists believe the universe will expand infinitely.
  - (B) The Doppler effect created the universe.
  - (C) Gravity will cause the universe to collapse.
  - (D) Stars and planets grew out of galaxies.
  - (E) Scientists do not agree about the universe’s future.
20. The author of this passage thinks the Big Bang theory
- (A) has not been proven.
  - (B) does not explain the creation of the universe.
  - (C) is a very important contribution to knowledge.
  - (D) explains what happens when a moving body gets farther from its source.
  - (E) shows the frequency of radiation bathing the earth.

### Passage 5

Line Although the First World War had been  
fought as the “war to make the world safe  
for democracy,” and the “war to end all  
wars,” the world’s problems were not solved  
5 when fighting was stopped by the cease-fire  
agreement signed on November 11, 1918.  
The world was not yet at peace. In Russia,  
there was a civil war among various factions  
wishing to replace the monarchy, which had  
10 been lead by the Czar. Greece was fighting  
Turkey over territory that had belonged to  
the former Turkish Empire. In the Middle  
East, the Jews were asking for the establish-  
ment of a national homeland, and the Arabs  
15 in the area were opposing them. In India, at  
that time a colony of the British Empire,  
educated Indians thought their contributions  
to the war meant their nation was ready for  
more self-rule and some independence from  
20 Great Britain. And throughout the world,  
populations had been reduced by the 1918  
influenza epidemic, which, most public  
health experts believe, killed more people  
than were killed in the war’s battles. When  
25 the Paris Peace Conference began in January  
1919, the defeated nations were not invited.  
They would simply be notified of the terms  
of the peace treaty and asked to sign it. In  
the United States, Americans’ disgust about  
30 the huge human costs of the war lead to  
isolationism, the desire to avoid international  
political situations and focus only on  
problems within the country. Thus, it is not  
surprising that the League of Nations,  
35 formed while the Peace Conference was in  
session as an international organization to  
create a better world, did not succeed in its  
goals of achieving world disarmament and  
preventing nations from invading one  
40 another.

21. As used in the passage, the word “factions”  
(line 8) means  
(A) fractions.  
(B) international terrorists.  
(C) nationalists.  
(D) disagreeing groups.  
(E) followers of the king.
22. The influenza epidemic of 1918  
(A) was a result of the war.  
(B) increased the misery of the soldiers.  
(C) killed vast numbers of civilians.  
(D) surprised public health experts.  
(E) was localized in a few nations.
23. The conflict between Greece and Turkey  
and the conflict between Jews and Arabs  
were similar because both  
(A) were about control over land.  
(B) involved a new homeland.  
(C) arose from the terms of the peace  
treaty.  
(D) led to revolutions.  
(E) were settled by the League of Nations.
24. Wishing to withdraw from international  
politics is called  
(A) organization.  
(B) monarchy.  
(C) factionalism.  
(D) isolationism.  
(E) home rule.
25. The fighting of World War I ended  
(A) after the world was made safe for  
democracy.  
(B) in January 1919.  
(C) in November 1918.  
(D) when the League of Nations was  
founded.  
(E) by the terms of the peace treaty.

# Passage 6

Line I was flying from Los Angeles to Tucson, Arizona, to celebrate New Year's weekend with some friends. Because of the holiday and winter weather delays, the airport was crowded, and many flights were canceled or late. Boarding for my flight began at 1:15 P.M., the time originally scheduled for departure. The airline personnel appeared to be in a hurry. As passengers boarded, the pilot announced on the public address system, "O.K., folks, we're cleared for departure at 1:35. If you'll all take your seats, we'll take off at that time." Cabin attendants guided people to their seats and helped them stow baggage. "Are we all okay?" a cabin attendant asked.

Across the aisle from where I sat, a woman said, "Where are my son and grandson? They're supposed to be on the plane with me. They came to the airport with me." She was an older woman with well-cut white hair. Her face, although lined, was carefully but not overly made up. She wore a stylish suit and small earrings. The attendant leaned over and spoke to her, and then made an announcement. "Passengers Stuart and John Miller, please let me know where you are seated." There was no reply. She repeated her announcement. Again, no one responded. She told Mrs. Miller that her son was not on the plane. "But they came with me," Mrs. Miller said. "They're supposed to be here."

The attendant went to the cockpit to consult the flight officers. Returning to Mrs. Miller, she said, "Ma'am, I'm sorry. We need to have you deplane. I'm sure the airport personnel will be able to help you find your son." Then she guided Mrs. Miller to the exit.

The doors closed; the engines fired; the plane began to taxi. A passenger seated next to me said, "Oh, dear! That woman was wrong. Her son left her with airline

45 personnel and told them to be sure to escort her onto the plane." My heart sank. Mrs. Miller probably suffered from confusion that sometimes affects older people. Someone, no doubt, would be waiting to meet her in Tucson. Clearly, that person would be worried. And what of Mrs. Miller? Her son and grandson had probably left the airport by now. Would she remember their telephone number? And if she did, was it likely they had already arrived home? Who would care for Mrs. Miller in a crowded, busy airport where passengers were trying to locate flights to replace canceled ones, and airline personnel were concerned about sticking to a schedule? I thought I might weep.

26. As a result of bad weather,
  - (A) passengers were in a hurry.
  - (B) Mrs. Miller's son had not arrived home.
  - (C) flights were late or canceled.
  - (D) the flight attendant was rude to Mrs. Miller.
  - (E) Mrs. Miller was escorted onto the plane.
27. The reader can infer the plane took off
  - (A) on time.
  - (B) half an hour late.
  - (C) at some unknown time.
  - (D) in the morning.
  - (E) in the early afternoon.
28. The description of Mrs. Miller suggests that she
  - (A) cannot take care of herself.
  - (B) is a very wealthy woman.
  - (C) loves her son and grandson.
  - (D) has a sense of humor.
  - (E) cares about her appearance.

# READING COMPREHENSION

29. The airline people asked Mrs. Miller to leave the plane because
- (A) she was confused.
  - (B) she didn't know her son's telephone number.
  - (C) they wanted to help her find her son.
  - (D) they wanted to take off as soon as possible.
  - (E) other passengers were in a hurry.
30. Which of the following word(s) describe the author of this passage?
- (A) Observant
  - (B) Compassionate
  - (C) Sensitive
  - (D) None of the above
  - (E) (A), (B), and (C)

## Passage 7

Line An intelligent and daring young woman who spoke many languages, Alexandrine Tinne seems to have been one of the more unusual explorers who ever lived. She was the

5 daughter of a wealthy Dutch merchant and a member of the Dutch aristocracy. Her father died when she was five, leaving her the richest heiress in the Netherlands at that time.

10 When she was grown up, after traveling throughout Europe, Tinne explored various parts of north central Africa. In 1863 and 1864, she charted the area around Bahr el Ghazal, a river system that flows into the

15 Nile. During this expedition, the group was struck with illness. One of the scientists died of fever in April of 1864, and Tinne's mother, who was also with the group, died in June. Tinne must have been a healthy

20 young woman to survive. Her expedition provided scientists with new and valuable information about the plants, animals, geology, and climate of this part of Africa. Later, traveling in Algeria and Tunisia, Tinne

25 became fascinated by the desert and the people who lived there. In 1869, she set out

- on an expedition across the Sahara Desert. Unfortunately, this remarkable explorer was murdered by inhabitants of the desert during
- 30 these travels. It was reported that they believed that her iron water tanks were filled with gold.
31. As used in the passage, "charted" (line 13) means
- (A) mapped.
  - (B) erased.
  - (C) invented.
  - (D) changed.
  - (E) carried.
32. The passage suggests Tinne's expeditions were important mainly because she
- (A) could communicate in many languages.
  - (B) enjoyed the warmth of the desert and meeting interesting people.
  - (C) collected new scientific information.
  - (D) died before she could finish her work.
  - (E) took her mother along with her.
33. The Bahr el Ghazal river system is in
- (A) Europe.
  - (B) South America.
  - (C) Asia.
  - (D) Antarctica.
  - (E) Africa.
34. The passage implies Tinne was murdered
- (A) because the murderers did not like Europeans.
  - (B) because she was careless about guarding her group.
  - (C) because it was thought she had wealth that could be stolen.
  - (D) so that her scientific knowledge could be stolen.
  - (E) so that no one would ever explore the area again.

- 35.** Which of the following best describes the author's attitude toward Tinne's actions?
- (A) Envy
  - (B) Indifference
  - (C) Sadness
  - (D) Skepticism
  - (E) Admiration

**Passage 8**

line My father's family name being Pirrip, and my  
first being Philip, my infant tongue could  
make of both names nothing longer or more  
explicit than Pip. So, I called myself Pip, and  
5 came to be called Pip.

I give Pirrip as my father's family name,  
on the authority of his tombstone and my  
sister—Mrs. Joe Gargery, who married the  
blacksmith. As I never saw my father or my  
10 mother and never saw any likeness of either  
of them (for their days were long before the  
days of photographs), my first fancies  
regarding what they were like were unrea-  
sonably derived from their tombstones. The  
15 shape of the letters on my father's gave me  
an odd idea that he was a square, stout dark  
man, with curly black hair.

- 36.** This passage was most probably written
- (A) last year.
  - (B) about five years ago. (C)
  - less than 25 years ago. (D)
  - more than 100 years ago. (E)
  - about 2,000 years ago.

- 37.** In the passage, the word "fancies" (line 12) means
- (A) elaborate lettering.
  - (B) hopes and dreams.
  - (C) imagined ideas.
  - (D) writing on tombstones.
  - (E) grown-up thoughts.
- 38.** Pip never saw any pictures of his birth parents because
- (A) he was adopted.
  - (B) he ran away from home.
  - (C) they died before cameras were invented.
  - (D) they never wanted him to see any photographs of them.
  - (E) his sister prevented him from seeing their photographs.
- 39.** Pip's sister's name is
- (A) Mrs. Pirrip.
  - (B) Mrs. Gargery.
  - (C) Mrs. Philip.
  - (D) Mrs. Pip.
  - (E) Mrs. Stout.
- 40.** Pip's sister's husband works as a
- (A) stonecutter.
  - (B) gravedigger.
  - (C) blacksmith.
  - (D) photographer.
  - (E) barber.