

OLYMPIADS SCHOOL/SSAT UPPER LEVEL/CLASS 11 HOMEWORK/SUMMER 2016

NAME: _____

MARK: _____

VERBAL

60 QUESTIONS

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. PREMONITION

- (A) payment
- (B) ghost
- (C) forewarning
- (D) reward
- (E) greeting

2. DECREE

- (A) quantity
- (B) loss
- (C) challenge
- (D) order
- (E) joke

3. RELINQUISH

- (A) release
- (B) conquer
- (C) discourage
- (D) excite
- (E) announce

4. IMMATERIAL

- (A) untidy
- (B) false
- (C) unimportant
- (D) wicked
- (E) substantial

5. CONTOUR

- (A) journey
- (B) outline
- (C) gathering
- (D) agency
- (E) photograph

6. THESIS

- (A) guess
- (B) hypothesis
- (C) debate
- (D) theme
- (E) definition

7. HABITAT

- (A) sleep
- (B) cushion
- (C) yarn
- (D) promise
- (E) home

8. INTERVENE

- (A) come between
- (B) withdraw
- (C) contact
- (D) construct
- (E) require

9. ASPHYXIATION

- (A) suffocation
- (B) extension
- (C) loss
- (D) delivery
- (E) breathing

10. ANTIDOTE

- (A) poison
- (B) story
- (C) opponent
- (D) cure
- (E) predecessor

11. BATTERY

- (A) ambush
- (B) corner
- (C) precarious
- (D) group
- (E) delirium

12. PATIENT

- (A) tolerant
- (B) irregular
- (C) leisure
- (D) multiple
- (E) military

13. PAINSTAKING

- (A) disease
- (B) scrupulous
- (C) delicate
- (D) medicine
- (E) generic

14. PRELUDE

- (A) symphony
- (B) soprano
- (C) postlude
- (D) beginning
- (E) drama

15. REVERENCE

- (A) nonfiction
- (B) simplicity
- (C) respect
- (D) love
- (E) glory

16. UNUSUAL

- (A) ordinary
- (B) rare
- (C) pedantic
- (D) sincere
- (E) common

17. NOISE

- (A) music
- (B) locomotive
- (C) sound
- (D) siren
- (E) crowd

18. EXPRESS

- (A) verbalize
- (B) quickly
- (C) overnight
- (D) careful
- (E) holster

19. KIND

- (A) significant
- (B) quality
- (C) equal
- (D) hermitage
- (E) good

20. CLANDESTINE

- (A) dated
- (B) secret
- (C) overt
- (D) exclusive
- (E) fortunate

21. HAPPY

- (A) wild
- (B) delighted
- (C) forthright
- (D) satisfied
- (E) scuttle

22. FRACTION

- (A) splinter
- (B) sect
- (C) piece
- (D) share
- (E) slice

23. GREAT

- (A) historical
- (B) famous
- (C) hearth
- (D) renown
- (E) immense

24. TALENTED

- (A) gifted
- (B) musical
- (C) artistic
- (D) dramatic
- (E) reputable

25. PSEUDONYM

- (A) falsehood
- (B) forgery
- (C) elephant
- (D) pen name
- (E) writer

26. ECCENTRIC

- (A) trustworthy
- (B) truthful
- (C) prompt
- (D) earnest
- (E) unusual

27. PRISONER

- (A) contain
- (B) penal
- (C) judge
- (D) captive
- (E) justice

28. vvvv

LITTLE

- (A) periphery
- (B) minute
- (C) multiple
- (D) confection
- (E) gladden

29. ROBUST

- (A) florid
- (B) contained
- (C) healthy
- (D) considerable
- (E) weak

30. SPHERE

- (A) plane
- (B) balloon
- (C) orb
- (D) radial
- (E) horizon

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. Height is to mountain as

- (A) depth is to trench.
- (B) shade is to tree.
- (C) weight is to age.
- (D) speed is to highway.
- (E) mineral is to mine.

32. Oblivious is to awareness as

- (A) comatose is to consciousness.
- (B) serene is to composure.
- (C) erudite is to knowledge.
- (D) adroit is to skill.
- (E) ¹invigorate is to energy.²

- 33.** Bellwether is to barometer as
(A) proselyte is to spark plug.
(B) panhandler is to kill.
(C) embezzler is to abduct.
(D) cynosure is to magnet.
(E) morass is to catalyst.
- 34.** Act is to action as
(A) therapy is to thermometer.
(B) oblivion is to obvious.
(C) liturgy is to literature.
(D) image is to imagine.
(E) bowl is to bowdlerize.
- 35.** Bibulous is to drink as
(A) rapacious is to clothing.
(B) gluttonous is to food.
(C) altruistic is to money.
(D) vegetarian is to meat.
(E) controversy is to reconcile.
- 36.** Venison is to deer as veal is to
(A) calf.
(B) cow.
(C) steer.
(D) sheep.
(E) lamb.
- 37.** Cursory is to superficial as
(A) dismal is to cheerful.
(B) approbation is to consecration.
(C) death is to victory.
(D) desultory is to aimless.
(E) heroism is to reward.
- 38.** Bacchus is to drink as
(A) Orpheus is to Eurydice.
(B) Amazon is to ruler.
(C) Diana is to hunt.
(D) Zeus is to Olympus.
(E) Plato is to Aristotle.

- 39.** Bald is to hairy as
(A) small is to tiny.
(B) broad is to fat.
(C) anemic is to robust.
(D) fatuous is to loud.
(E) repetitive is to redundant.
- 40.** Gold is to Midas as
(A) bird is to eagle.
(B) devil is to Satan.
(C) hero is to conquest.
(D) wisdom is to Athena.
(E) genius is to Shakespeare.
- 41.** Philanthropist is to generous as
(A) dentist is to teeth.
(B) iconoclast is to conformist.
(C) rider is to horse.
(D) teacher is to educated.
(E) plagiarist is to robber.
- 42.** Exhale is to lung as
(A) exhume is to corpse.
(B) pump is to heart.
(C) think is to brain.
(D) perspire is to skin.
(E) taste is to tongue.
- 43.** Nazis are to Nuremburg as
(A) judge is to jury.
(B) guard is to prison.
(C) communist is to Marx.
(D) persecute is to prosecution.
(E) gun is to death.
- 44.** Politics are to bribe as
(A) parking is to meter.
(B) business is to contract.
(C) examinations are to cheat.
(D) nesting is to leaving.
(E) painting is to commission.

- 45.** Fraud is to cheater as
(A) infatuation is to love.
(B) obsession is to interest.
(C) impostor is to impersonator.
(D) ignominy is to disloyalty.
(E) castigation is to praise.
- 46.** Bacon is to pound as
(A) gun is to lead.
(B) dime is to silver.
(C) ceiling is to chandelier.
(D) eggs are to dozen.
(E) puppet show is to puppet maker.
- 47.** Impeach is to dismiss as
(A) arraign is to convict.
(B) accuse is to charge.
(C) imprison is to jail.
(D) plant is to sow.
(E) absent is to present.
- 48.** Limousine is to car as
(A) house is to cave.
(B) railroad is to bus.
(C) fur is to animal.
(D) mansion is to house.
(E) stone is to pebble.
- 49.** Warts are to moles as mildew is to
(A) dirt.
(B) grass.
(C) weeds.
(D) alcohol.
(E) gold.
- 50.** Bass is to soprano as
(A) art is to music.
(B) light is to shading.
(C) govern is to dictate.
(D) low is to high.
(E) chorus is to solo.

- 51.** Braid is to hair as wind is to
(A) run.
(B) movie.
(C) joke.
(D) bow.
(E) clock.
- 52.** Blade is to grass as
(A) air is to gas.
(B) grain is to sand.
(C) metal is to rod.
(D) plant is to leaves.
(E) roof is to house.
- 53.** Athlete is to training as
(A) mercenary is to money.
(B) porpoise is to sea.
(C) student is to studying.
(D) child is to parent.
(E) adult is to child.
- 54.** Novel is to author as
(A) rain is to flood.
(B) form is to shape.
(C) light is to switch.
(D) opera is to composer.
(E) song is to tape.
- 55.** Miser is to gold as
(A) engine is to caboose.
(B) toastmaster is to dinner.
(C) general is to victories.
(D) prison is to criminal.
(E) button is to zipper.
- 56.** Horse is to centaur as
(A) Pegasus is to fly.
(B) cat is to lion.
(C) unicorn is to tapestry.
(D) worm is to snake.
(E) fish is to mermaid.

- 57.** Bat is to ball as
- (A) stove is to pan.
 - (B) foot is to pedal.
 - (C) theater is to seats.
 - (D) glove is to hand.
 - (E) fist is to mitt.
- 58.** Ignition is to start as
- (A) radio is to antenna.
 - (B) shut is to door.
 - (C) brake is to stop.
 - (D) air is to tire.
 - (E) gas is to tank.
- 59.** Touch is to push as
- (A) water is to milk.
 - (B) angry is to choleric.
 - (C) glass is to water.
 - (D) translucent is to opaque.
 - (E) sip is to gulp.
- 60.** Bananas are to bunch as
- (A) capon is to rooster.
 - (B) ram is to ewe.
 - (C) chicken is to duck.
 - (D) lettuce is to head.
 - (E) surgeon is to operation

Directions: Read the 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 Most people living between 1400 and 1600
lived in complete ignorance of science. They
continued to accept superstitions and
nonsensical beliefs and lived in a world in
5 which spirits, demons, and witches were
very real for them. Even professional men
were not noted for their use of reason. One
French playwright, Molière, had so little
faith in the knowledge of doctors that he
10 made one of the characters in a play say:
“What will you do, sir, with four physicians?
Is not one enough to kill any one body?”
Certainly the majority of men and
women—educated or not—were not
15 constantly “scientific” in their attitudes.
Talented individuals, rather than the mass of
people, were responsible for the gains in the
sciences. These individuals did outstanding
work, not only in science and medicine but
20 also in the field of invention (the application
of abstract scientific principles to produce
something of concrete use). Johann Guten-
berg (c. 1390–1468), a German, was one of
several people who helped advance the art
25 of printing in a practical way. He con-
structed a workable press about the middle
of the fifteenth century. By that date, paper
and printer’s ink were available for the
printing process.
30 Gutenberg must not be called the
“inventor” of the printing press. Printing
developed too gradually for any one man to
receive all of the credit. People living in

35 China and Korea had movable type as early
as the eleventh century A.D., and several
Europeans in the Rhineland area of Germany
experimented with printing during the early
fifteenth century.

The invention of printing was one of
40 the greatest achievements in the history of
civilization. Books could now be published
in large numbers and sold at lower costs.
Remember that in the Middle Ages each
book was copied by hand on expensive
45 parchment (made from the stretched skin of
a sheep or goat). A monk, illustrating and
decorating the pages as he went, would take
months or years on a single book. When
paper was introduced to Europe, books
50 became cheaper, but they were still very
scarce. Movable type meant that each letter
or type was a tiny engraving. The letters
could be arranged in words, then sentences,
then a whole page. After ink had been
55 applied to the type and many impressions of
the page made, the type was disassembled
and could be used over and over. Hundreds
or thousands of copies of each book or
newspaper or sheet could easily be printed.
60 Books declined in price as a result, and the
number of people who could afford to buy
books increased greatly.

Statistics show the importance of the
printing press. In 1400, when each book
was copied by hand and was very expen-
65 sive, few men could afford to buy books.
Yet by 1966 over 300 million paperback
books were bought annually in the United
States alone! The printed page became a
70 major bond in communication.

1. Which one of the following areas is NOT mentioned as a birthplace of printing?
(A) The Rhineland
(B) China
(C) Korea
(D) Germany
(E) France
2. Which one of the following did most people living between 1400 and 1600 NOT believe in?
(A) Science
(B) Witches
(C) Superstition
(D) Spirits
(E) Demons
3. Which invention allowed the creation of books in great number?
(A) Parchment
(B) Printing press
(C) Typewriter
(D) Movable type
(E) Printer's ink
4. The best meaning of the word "disassembled" (line 56) is
(A) taken apart.
(B) put together.
(C) a large gathering.
(D) destroyed.
(E) erased.
5. The best title for this passage is
(A) "The Problems of the Dark Ages."
(B) "Great Progress in Invention."
(C) "The Story of Gutenberg."
(D) "Inventions Across the Continents."
(E) "The Ignorance of the Dark Ages."

Passage 2

- Line Bananas ripe and green, and gingerroot,
Cocoa in pods and alligator pears,
And tangerines and mangoes and grapefruit,
Fit for the highest prize at parish fairs.
- 5 Set in the window, bringing memories
Of fruit trees laden by low-singing rills,
And dewy dawns, and mystical blue skies
In benediction over nun-like hills.
My eyes grew dim, and I could no more gaze;
- 10 A wave of longing through my body swept,
And, hungry for the old, familiar ways,
I turned aside and bowed my head and wept.
6. The first three lines of the poem mention fruits grown in the tropics. Where exactly does the poet find himself?
(A) At a church fair
(B) In the West Indies
(C) In a dream
(D) On a city street
(E) On a farm
 7. In lines 7 and 8, the poet uses the words "mystical," "benediction," and "nunlike" to create which of the following images?
(A) A collection of fruit in a store
(B) A church fair
(C) An almost religious experience
(D) A forest
(E) A stage set
 8. Why does the poet weep at the end of the poem?
(A) The fruits have been eaten.
(B) He is cut off from the past.
(C) He did not win the prize.
(D) The future appears to be difficult.
(E) He has become ill.

9. What is the best meaning of “rills” in line 6?

- (A) Singers
- (B) Trees
- (C) Winds
- (D) Streams
- (E) Birds

10. The tone of this poem can best be described as

- (A) humorous.
- (B) indifferent.
- (C) ironic.
- (D) sad.
- (E) happy.

Passage 3

Line Is Earth flat or round? Until 1522, most people believed Earth was flat. In that year one of Magellan’s ships completed the first trip all the way around Earth. Long before
5 the explorer Magellan, however, early scientists thought that Earth was shaped like a ball. In geometry the ball shape is called a sphere, so the earth scientists said that Earth is spherical.

10 The spherical model of Earth is based on such evidence as the following:

The mast of a ship was the first part to appear over the horizon. It was the last part to disappear. The traditional cry of the
15 lookout in a sailing vessel is, “I see a mast.”

When ships sailed north or south, sailors observed that the nighttime sky changed in appearance. The North Star rose higher in the sky as they sailed northward. It
20 sank in the sky as they sailed southward. The position of the North Star changed so gradually and so evenly that it could only be explained in one way. The ship was sailing on a spherical surface. When ships sailed far
25 enough south, constellations such as the Big Dipper could no longer be seen, but new ones such as the Southern Cross appeared in the sky. Would this be true on a flat Earth?

An eclipse of the moon occurs when
30 Earth’s shadow falls on the moon. During an eclipse of the moon, the edge of Earth’s shadow as it moves across the moon is always the arc of a circle. Only a sphere casts a circular shadow, no matter what
35 position it is in.

The evidence listed above is, of course, still visible today, although a lookout is much more likely to see a smokestack than a mast. But now everyone can see the
40 evidence. Many photographs of Earth have been taken by orbiting spacecraft. Other photographs of Earth have been taken from the moon by the Apollo astronauts.

11. In the context of the passage, the word “constellation” (line 25) most likely means

- (A) a group of planets.
- (B) a number of spheres.
- (C) a pattern of stars.
- (D) the Big Dipper.
- (E) the North Star.

12. When a ship sails north, the North Star

- (A) stays in the same place in the sky.
- (B) rises higher in the sky.
- (C) sinks lower in the sky.
- (D) becomes the Southern Cross.
- (E) changes shape.

13. In the paragraph describing an eclipse of the moon, we can infer that the

- (A) earth is flat.
- (B) moon is closer to the earth than the sun.
- (C) earth is in shadow.
- (D) moon has an orbit.
- (E) earth is spherical.

14. The title that best expresses the idea of this passage is
- (A) "Magellan's Trip Around the World."
 - (B) "What We Need from the Moon."
 - (C) "Science Has All the Answers."
 - (D) "The Earth Is Spherical."
 - (E) "The Meaning of a Lunar Eclipse."
15. The deduction that the earth is round is based on all of the following EXCEPT the
- (A) observation of eclipse.
 - (B) observations of sailors.
 - (C) observation of constellations.
 - (D) observations of philosophers.
 - (E) observations of astronauts.

Passage 4

Line Each town is built in a given site and situation. If the surrounding terrain is mountainous, a town's accessibility and, therefore, much of its potential growth are

5 limited. Most of our large cities have grown on fairly flat land. Here they have ready accessibility as well as the important advantage of the low cost of developing and servicing flat land. Thus, topographic

10 differences between towns, affecting accessibility and cost, can help some communities grow at the expense of others.

Nevertheless, landforms are more often important in determining how (that is, in

15 what shape) towns and cities grow than why they grow. For example, Amsterdam, a city virtually built on water, and San Francisco, which is built on steep hills and surrounded on three sides by water,

20 continue to grow and prosper. Each of these has developed a unique character, partly because of its physical setting. In the early days of town building, when sites were chosen for defense (for example, the island

25 location of Montreal), the landforms limited the towns' outward growth. Although these original limitations have ceased to affect any but the downtown areas, some modern

communities must still adapt to their sites.

30 The outposts of western Newfoundland, which are limited to a narrow strip of land between the mountains and the ocean, provide one picturesque example.

It has often been observed by conserva-
35 tionists that cities such as Vancouver, Toronto, and Los Angeles have grown at the expense of some of our best farmland. This phenomenon does not mean, however, that good soils are a prerequisite for urban
40 growth. Many of these cities were originally agricultural market towns and grew because farming prospered. Only when transportation improvements enabled long-distance shipping of food could the city afford to
45 "bite off the land that feeds it." The ease and low cost of building on flat land were also significant factors.

An example of this conflict between urban and agricultural land uses is found in
50 the Niagara Peninsula fruit belt of Ontario. This district has both sandy, well-drained soils and a moderate climate suited for tender-fruit growing, a very rare combination in Canada. However, the soils and climate,
55 combined with its proximity to the Toronto-Hamilton urban industrial complex, make this region ideal for urban growth. As a result, some of the most valuable and irreplaceable farmland in southern Ontario
60 has been taken out of production and built on.

A pleasant climate has played a significant role in the growth of some towns and cities. Many Florida cities have prospered because of an almost year-round
65 tourist trade. Arizona's warm dry winters attract many people, often with respiratory diseases, to Tucson, Phoenix, and other urban centers. The famous climate of
70 southern California has been one of the major factors in its rapid urbanization and general population growth. Much of the California boom was also due to the fact that

75 the film and airplane industries located there to take advantage of the sunshine and warm winters. Thus, some urban growth can best be explained by environmental factors.

16. The main idea of this passage is
- (A) important cities are built by water.
 - (B) a town should be built on flat land.
 - (C) Los Angeles grew at the expense of farmland.
 - (D) climate is crucial to urban growth.
 - (E) town growth is affected by environmental factors.
17. From this passage one can assume that a “conservationist” (lines 34–35) is interested in
- (A) the creation of cities.
 - (B) determining the growth of cities.
 - (C) the best use of land.
 - (D) transportation of goods and services.
 - (E) the creation of parks.
18. What is most unusual about the Niagara Peninsula?
- (A) Its mountains and desert
 - (B) Its warm, dry winters
 - (C) Its location to cultural centers
 - (D) Its sandy soil and moderate climate
 - (E) Its abundance of flat land
19. In building a town today, which of the following can be inferred to be least important based on the passage?
- (A) Accessibility
 - (B) Flat land
 - (C) Climate
 - (D) Transportation
 - (E) Defense

20. The best title of this passage is
- (A) “Population Growth.”
 - (B) “Great Cities of the World.”
 - (C) “The Suburb Versus the Inner City.”
 - (D) “Vancouver, Toronto, and Los Angeles: Great Cities.”
 - (E) “Environment and Its Effects on City Growth.”

Passage 5

- line A single flow’r he sent me, since we met.
All tenderly his messenger he chose;
Deep-hearted, pure, with scented dew still
wet—One perfect rose.
- 5 I knew the language of the floweret;
“My fragile leaves,” it said, “his heart enclose.”
Love long has taken for his amulet
One perfect rose
- Why is it no one ever sent me yet
- 10 One perfect limousine, do you suppose?
Ah no, it’s always just my luck to get
One perfect rose.
21. What is the tone of the first two stanzas?
- (A) Sarcastic
 - (B) Ironic
 - (C) Angry
 - (D) Irritated
 - (E) Serious
22. Which word changes the meaning of the poem?
- (A) Tenderly (line 2)
 - (B) Floweret (line 5)
 - (C) Scented (line 3)
 - (D) Language (line 5)
 - (E) Limousine (line 10)

23. The first two lines of stanza two use which of the following literary devices?
- (A) Alliteration
 - (B) Realism
 - (C) Personification
 - (D) Dialect
 - (E) Hyperbole
24. The best meaning for “scented” (line 3) is
- (A) attractive to the sense of smell.
 - (B) wet.
 - (C) rose colored.
 - (D) attractive to touch.
 - (E) pure.
25. What event is being described in the poem?
- (A) A dream
 - (B) A mixed reaction to a gift
 - (C) A tale of miscommunication
 - (D) The story of all love affairs
 - (E) A tale of a flower-delivery service

Passage 6

Line The major intellectual change of the eighteenth century was the widespread acceptance among educated people of the idea that reason could achieve solutions to

5 problems of many kinds, whether scientific or social. It is easy to see the origins of this attitude in the rationalism of Descartes, the scientific method of Francis Bacon, the achievements of Newton and other

10 seventeenth-century scientists, and the writing of John Locke on psychology.

The Enlightenment thinkers applied Newtonian methods to problems in such areas as psychology and education, govern-

15 ment, religion, law codes, treatment of criminals, the slave trade, and economic life. They acted on the assumption that the universe operated according to natural law, similar to the all-embracing law of gravita-

20 tion, which Newton had discovered. They believed that individuals, using a rational approach, could discover these natural laws.

As in science, this would not necessarily be easy, for these laws had been obscured by

25 an accumulation of centuries-old customs, prejudices, and superstitions, which did not accord with natural laws. However, with education and a clear-headed approach, people could rid themselves of their

30 superstitions and prejudices. Then reform in many areas of human relations could bring laws and customs into a harmonious relationship in a naturally orderly universe.

What has just been said is a very broad

35 generalization. Not all thinkers in the eighteenth century had unquestioning faith in reason and natural law. There were limits to human reasoning powers, as some pointed out. Emotion, or feelings, also

40 played a great part in governing human behavior. These thinkers were not in the majority, but they were read and respected.

The majority attitude described above was basically optimistic in the outlook

45 toward life. It saw people as moving forward, making progress toward a better life (and even toward perfection) through use of reason. Some writers felt that progress was almost inevitable under these

50 circumstances. Others thought it was necessary to work for progress along many different lines. Those who denied that the use of reason was the answer to all problems were viewed as skeptics. The faith in

55 progress caused eighteenth-century individuals to undertake many crusades for reform—the elimination of slavery, the end of religious intolerance, the reform of criminal codes, and the guarantee of permanent

60 world peace, for example.

26. Which of the following is NOT an element of “natural law”?
- (A) Superstition
 - (B) Rationalism
 - (C) The scientific method
 - (D) Reason
 - (E) Observation and discovery
27. Someone who believes in “natural law” would suggest humans should NOT be guided by
- (A) intellect.
 - (B) the wish for an orderly universe.
 - (C) a sense of optimism.
 - (D) science.
 - (E) emotions.
28. The best meaning of “inevitable” (line 49) is
- (A) rational.
 - (B) reasonable.
 - (C) necessary.
 - (D) impossible.
 - (E) improbable.
29. The best title for this passage is
- (A) “The Newtonian Age.”
 - (B) “Reason Versus Emotion.”
 - (C) “Descartes, Bacon, and Locke.”
 - (D) “Faith in Progress.”
 - (E) “Ideas in the Age of Enlightenment.”
30. An “enlightened” approach to government would yield all of the following EXCEPT
- (A) a constitution.
 - (B) separation of powers.
 - (C) the rule of law.
 - (D) totalitarianism.
 - (E) democracy.

Passage 7

Line Although land and soil are generally thought
to be renewable, several problems limit their
renewability. One problem is that the areas
with the most fertile soil are often the areas
5 with the greatest population density. Few
crops are grown in mountain areas, deserts,
or polar regions; few people live in those
same areas. Most crops are grown on level
land in moderate climates. Most people live
10 on fairly level land in moderate climates. In
some areas of the world, the conflict
between land for housing and land for crops
is a critical problem. In Japan, about 85
percent of the land surface is mountainous.
15 The amount of land suitable for farming is,
therefore, quite limited. The bulk of the
Japanese population, including farmers, lives
in the same 15 percent of the country. As a
result, the conflict between using land for
20 housing and for farming is a critical one.

A second problem in land and soil use
is soil depletion. Crop plants use certain
nutrients in the soil, as do natural grasses.
When natural grasses die, the nutrients are
25 returned to the soil. When crops are
harvested, however, the nutrients are
removed from the soil. In time, the soil can
become so lacking in nutrients that it will no
longer grow a usable crop. The problem of
30 soil depletion can be managed through good
farming practices. Fields can be left to rest.
A crop can be allowed to return to the soil.
Or, the kind of crop grown on a field can
be changed from year to year. These
35 practices are not always followed, however,
because they can be very expensive in the
short term.

A third problem in soil use is desertifi-
cation. This occurs in areas where plant
40 cover has been removed by farming or by
farm animals. When this happens, the bare
soil can be easily removed by wind or rain,
like the soil in a desert. The lost soil is

difficult to replace. The land has become
 45 nonrenewable.
 Salinization is a problem in desert areas.
 With water, some desert soils are very
 fertile. However, water brought in to irrigate
 a desert contains minerals. The dry air of the
 50 desert causes water to evaporate rapidly.
 When this happens, minerals in the water,
 such as salt, are left behind on the soil
 surface. In time, the soil surface has so
 much mineral matter that crops can no
 55 longer be grown. Such soil is difficult to
 reclaim.

31. Which one of the following is NOT a problem in land and soil use?
- (A) Salinization
 - (B) Desertification
 - (C) Soil depletion
 - (D) Natural grasses
 - (E) Population density
32. From the passage we can infer which of the following?
- (A) Soil depletion is too difficult a problem to control.
 - (B) Desertification only occurs in mountainous areas.
 - (C) In the future the Japanese may have difficulty growing enough crops for the people.
 - (D) Soil depletion increases nutrients in the land.
 - (E) Salinization is good for crops.
33. The best meaning of salinization is
- (A) an increase of water in the desert.
 - (B) detoxification.
 - (C) plant cover removed by farm animals.
 - (D) the loss of nutrients.
 - (E) an increase of minerals and soil due to loss of water.

34. The best title for this passage is
- (A) "Problems in Land and Soil Use."
 - (B) "Desertification and Salinization."
 - (C) "Japan and Its Land."
 - (D) "The Best Crops to Grow."
 - (E) "How to Renew the Land."
35. A solution to all the problems mentioned in the passage would be
- (A) good farming practices.
 - (B) developing a better import system.
 - (C) setting wind screens around farms.
 - (D) growing all food in moderate climates.
 - (E) changing one's diet.

Passage 8

Line Whose woods these are I think I know
 His house is in the village, though;
 He will not see me stopping here
 To watch his woods fill up with snow.

5 My little horse must think it queer
 To stop without a farmhouse near
 Between the woods and frozen lake
 The darkest evening of the year.

He gives his harness bells a shake
 10 To ask if there is some mistake.
 The only other sound's the sweep
 Of easy wind and downy flake.

The woods are lovely, dark and deep.
 But I have promises to keep,
 15 And miles to go before I sleep,
 And miles to go before I sleep.

36. The speaker's horse "must think it queer to stop" because
- (A) the horse is used to completing its journey.
 - (B) it is late at night.
 - (C) it is too cold.
 - (D) they have run out of food.
 - (E) the horse is cold.

- 37.** What is the author's purpose in repeating the last line twice?
- (A) To reinforce the rhyme
 - (B) To catch the attention of the horse
 - (C) To show the contrast between the village and the farm
 - (D) To add meaning to the word "sleep"
 - (E) To wake the reader
- 38.** The woods seem to have a special meaning for the speaker. Which is most likely?
- (A) He is interested in buying them.
 - (B) He wants to build a new house there.
 - (C) They seem to pull him in.
 - (D) He is thinking about their owner in the village.
 - (E) He is interested in farming.
- 39.** Which literary technique is used to define the relationship between the speaker and the horse?
- (A) Alliteration
 - (B) Rhyme
 - (C) Irony
 - (D) Exaggeration
 - (E) Contrast
- 40.** The best meaning for "downy" in line 12 is
- (A) frozen.
 - (B) soft.
 - (C) clean.
 - (D) wind-swept.
 - (E) cold.