

Test 4

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.

1. Exposure to low-intensity gamma radiation slows the rate of growth of the spoilage microorganisms in food in much the same way that the low heat used in pasteurization ----- the spoilage action of the microorganism in milk.
 - (A) precludes
 - (B) initiates
 - (C) inhibits
 - (D) isolates
 - (E) purifies
2. In today's world, manufacturers' innovations are easily copied and thus differences between products are usually -----; advertisers, therefore, are forced to ----- these differences in order to suggest the uniqueness of their clients' products.
 - (A) crucial. .downplay
 - (B) minimal. .reduce
 - (C) slight. .exaggerate
 - (D) common. .emphasize
 - (E) intrinsic. .create
3. To avoid annihilation by parasites, some caterpillars are able to ----- periods of active growth by prematurely entering a dormant state, which is characterized by the ----- of feeding.
 - (A) curtail. .suspension
 - (B) foster. .continuation
 - (C) prevent. .stimulation
 - (D) mediate. .synthesis
 - (E) invert. .simulation
4. Prior to the work of Heckel, illustrations of fish were often beautiful but rarely -----; this fact, combined with the ----- nature of most nineteenth-century taxonomic descriptions, often kept scientists from recognizing differences between species.
 - (A) impressive. .inaccurate
 - (B) realistic. .detailed
 - (C) traditional. .progressive
 - (D) precise. .inexact
 - (E) distinctive. .sophisticated
5. Experienced and proficient, Susan is a good, ----- trumpeter; her music is often more satisfying than Carol's brilliant but ----- playing.
 - (A) virtuoso. .inimitable
 - (B) mediocre. .eccentric
 - (C) competent. .influential
 - (D) amateur. .renowned
 - (E) reliable. .erratic
6. In the midst of so many evasive comments, this forthright statement, whatever its intrinsic merit, plainly stands out as -----.
 - (A) a paradigm
 - (B) a misnomer
 - (C) a profundity
 - (D) an inaccuracy
 - (E) an anomaly
7. Marshall's confrontational style could alienate almost anyone: he even antagonized a board of directors that included a number of his supporters and that had a reputation for not being easily ----- .
 - (A) intimidated
 - (B) mollified
 - (C) reconciled
 - (D) provoked
 - (E) motivated

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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. MARSH : SODDEN ::
(A) creek : wide
(B) laughter : administration
(C) desert : arid
(D) question : inaudible
(E) fence : short
9. GRIPE : DISCONTENT ::
(A) learn : knowledge
(B) praise : admiration
(C) depart : journey
(D) conspire : pact
(E) react : response
10. DIRECTOR : SCRIPT ::
(A) politician : document
(B) conductor : score
(C) photographer : picture
(D) choreographer : dance
(E) historian : genealogy
11. OPPORTUNE : CONVENIENCE ::
(A) ineffable : substance
(B) impenetrable : durability
(C) impermanent : transience
(D) excessive : superficiality
(E) remediable : effort
12. CIRCULAR : ASYMMETRICAL ::
(A) protean : rigid
(B) prior : unfinished
(C) scarce : withheld
(D) unique : rare
(E) imminent : impending
13. OPERA : ARIA ::
(A) symphony : coda
(B) play : monologue
(C) concert : encore
(D) movie : credits
(E) lecture : oration
14. COMMAND : ENTREATY ::
(A) threat : antagonism
(B) reproach : fault
(C) spat : quarrel
(D) snare : entrapment
(E) goad : enticement
15. GRANDSTAND : IMPRESS ::
(A) patronize : alienate
(B) hedge : reveal
(C) equivocate : deceive
(D) presume : disprove
(E) upbraid : dislike
16. REPROVE : REPRIMAND ::
(A) blame : censure
(B) control : contain
(C) persuade : convince
(D) thwart : confront
(E) inconvenience : effect

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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.

Although a historical lack of access to formal Spanish-language education initially limited the opportunities of some Chicanos to hone their skills as writers of Spanish, their bilingual culture clearly fostered as
(5) exuberant and compelling oral tradition. It has thus generally been by way of the emphasis on oral literary creativity that these Chicano writers, whose English-language works are sometimes uninspired, developed the powerful and arresting language that characterized
(10) their Spanish-language works. This Spanish-English difference is not surprising. When writing in Spanish, these authors stayed close to the spoken traditions of their communities where publication, support, and instructive response would come quickly in local or
(15) regional newspapers. Works in English, however, often required the elimination of nuance or colloquialism, the adoption of a formal tone, and the adjustment of themes or ideas to satisfy the different demands of national publications.

17. The passage is primarily concerned with doing which of the following?
- (A) Debating the historical value of a literary movement
 - (B) Describing and accounting for a difference in literary styles
 - (C) Explaining a publishing decision and evaluating its results
 - (D) Analyzing the expectations of a particular group of readers
 - (E) Classifying several kinds of literary production
18. According to the author, the Chicano oral experience contributed directly to which of the following characteristics in the work of some Chicano writers?
- (A) A sensitivity to and adeptness in using the spoken language
 - (B) A tendency to appear in national rather than regional publications
 - (C) A style reflecting the influence of Spanish-language education
 - (D) A reliance on a rather formal style
 - (E) A capacity to appeal to a broad range of audiences
19. Which of the following best describes the function of the last two sentences of the passage (lines 11-19)?
- (A) They expand-on an advantage mentioned in the first sentence of the passage (lines 1-5)
 - (B) They outline the consequences of a limitation discussed in the first sentence of the passage (lines 1-5)
 - (C) They provide explicit examples drawn from the oral and the written works mentioned in the second sentence of the passage (lines 5-10)
 - (D) They explain the causes of a phenomenon mentioned in the third sentence of the passage (lines 10-11)
 - (E) They limit the applicability of a generalization made in the third sentence of the passage (lines 10-11)
20. The passage suggests that which of the following was probably characteristic of the "national publications" mentioned in line 19?
- (A) They primarily presented scholarly material of little interest to a general audience.
 - (B) They sometimes published articles treating controversial themes.
 - (C) They encouraged authors to feature local issues in articles in order to increase circulation.
 - (D) They included a significant number of articles by minority authors.
 - (E) They took a stylistically formal approach to material of interest to a general audience.

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The two claws of the mature American lobster are decidedly different from each other. The crusher claw is short and stout; the cutter claw is long and slender.

Line 6 Such bilateral asymmetry, in which the right side of the
(5) body is in all other respects, a mirror image of the left side, is not unlike handedness in humans. But where the majority of humans are right-handed, in lobsters the crusher claw appears with equal probability on either the right or left side of the body.

(10) Bilateral asymmetry of the claws comes about gradually. In the juvenile fourth and fifth stages of development, the paired claws are symmetrical and cutterlike. Asymmetry begins to appear in the juvenile sixth stage of development, and the paired claws further
(15) diverge toward well-defined cutter and crusher claws during succeeding stages. An intriguing aspect of this development was discovered by Victor Emmel. He found that if one of the paired claws is removed during the fourth or fifth stage, the intact claw invariably
(20) becomes a crusher, while the regenerated claw becomes a cutter. Removal of a claw during a later juvenile stage of during adulthood, when asymmetry is present, does not alter the asymmetry; the intact and the regenerate claw retain their original structures.

(25) These observations indicate that the conditions that trigger differentiation must operate in a random manner when the paired claws are intact but in a nonrandom manner when one of the claws is lost. One possible explanation is that differential use of the claws deter-
(30) mines their asymmetry. Perhaps the claw that is used more becomes the crusher. This would explain why, when one of the claws is missing during the fourth or fifth stage, the intact claw always becomes a crusher. With two intact claws, initial use of one claw might
(35) prompt the animal to use it more than the other throughout the juvenile fourth and fifth stages, causing it to become a crusher.

To test this hypothesis, researchers raised lobsters in the juvenile fourth and fifth stages of development in a
(40) laboratory environment in which the lobster could manipulate oyster chips. (Not coincidentally, at this stage of development lobster typically change from a habitat where they drip passively, to the ocean floor where they have the opportunity to be more active by
(45) burrowing in the substrate). Under these conditions, the lobsters developed asymmetric claws, half with crusher claws on the left, and half with crusher claws on the right. In contrast, when juvenile lobster were reared in a smooth tank without the oyster chips, the majority
(50) developed two cutter claws. This unusual configuration of symmetrical cutter claws did not change when the lobster were subsequently placed in a manipulatable environment or when they lost and regenerated one or both claws.

21. The passage is primarily concerned with

- (A) drawing an analogy between asymmetry in lobsters and handedness in humans
- (B) developing a method for predicting whether crusher claws in lobsters will appear on the left or right side
- (C) explaining differences between lobsters crusher claws and cutter claws
- (D) discussing a possible explanation for the way bilateral asymmetry is determined in lobsters
- (E) summarizing the stages of development of the lobster

22. Each of the following statements about the development of a lobster's crusher claw is supported by information in the passage EXCEPT:

- (A) It can be stopped on one side and begun on the other after the juvenile sixth stage.
- (B) It occurs gradually over a number of stages.
- (C) It is initially apparent in the juvenile sixth stage.
- (D) It can occur even when a prospective crusher claw is removed in the juvenile sixth stage.
- (E) It is less likely in the absence of a manipulatable environment.

23. Which of the following experimental results, if observed, would most clearly contradict the findings of Victor Emmel?

- (A) A left cutterlike claw is removed in the fifth stage and a crusher claw develops on the right side.
- (B) A left cutterlike claw is removed in the fourth stage and a crusher claw develops on the left side.
- (C) A left cutterlike claw is removed in the sixth stage and a crusher claw develops on the right side.
- (D) Both cutterlike claws are removed in the fifth stage and a crusher claw develops on the left side.
- (E) Both cutterlike claws are removed in the fourth stage and a crusher claw develops on the right side.

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24. It can be inferred that of the two laboratory environments mentioned in the passage, the one with oyster chips was designed to
- (A) prove that the presence of oyster chips was not necessary for the development of a crusher claw
 - (B) prove that the relative length of time that the lobsters were exposed to the oyster-chip environment had little impact on the development of a crusher claw
 - (C) eliminate the environment as a possible influence in the development of a crusher claw
 - (D) control on which side the crusher claw develops
 - (E) stimulate the conditions that lobsters encounter in their natural environment
25. It can be inferred from the passage that one difference between lobsters in the earlier stages of development and those in the juvenile fourth and fifth stages is that lobsters in the early stages are
- (A) likely to be less active
 - (B) likely to be less symmetrical
 - (C) more likely to lose a claw
 - (D) more likely to replace a crusher claw with a cutter claw
 - (E) more likely to regenerate a lost claw
26. Which of the following conditions does the passage suggest is a possible cause for the failure of a lobster to develop a crusher claw?
- (A) The loss of a claw during the third or earlier stage of development
 - (B) The loss of a claw during the fourth or fifth stage of development
 - (C) The loss of a claw during the sixth stage of development
 - (D) Development in an environment devoid of material that can be manipulated
 - (E) development in an environment that changes frequently throughout the stage of development
27. The author regards the idea that differentiation is triggered randomly when paired claws remain intact as
- (A) irrefutable considering the authoritative nature of Emmel's observations
 - (B) likely in view of present evidence
 - (C) contradictory to conventional thinking on lobster-claw differentiation
 - (D) purely speculative because it is based on scattered research and experimentation
 - (E) unlikely because of apparent inconsistencies with theories on handedness in humans

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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. AWE :
(A) compassion
(B) eclecticism
(C) irreverence
(D) guilt
(E) nervousness
29. AGGREGATE :
(A) belittle
(B) return
(C) disperse
(D) confuse
(E) alleviate
30. BOON :
(A) misfortune
(B) imbroglio
(C) hopeless situation
(D) acrimonious debate
(E) callous behavior
31. ARTIFICE :
(A) contentment
(B) self-assurance
(C) candor
(D) temerity
(E) reticence
32. VESTIGIAL :
(A) uniform in shape
(B) fully developed
(C) turgid
(D) moribund
(E) malleable
33. MOLLIFY :
(A) rouse
(B) refute
(C) renounce
(D) oppose
(E) criticize
34. FERAL :
(A) beneficial
(B) cultivated
(C) bold
(D) anticipated
(E) primary
35. RUEFUL :
(A) secretly envious
(B) gravely thoughtful
(C) openly ambitious
(D) impenitent
(E) vengeful
36. SCRAPPY :
(A) charming
(B) timorous
(C) conventional
(D) canny
(E) confused
37. COZEN :
(A) deal with forthrightly
(B) invite reluctantly
(C) urge forward
(D) yield copiously
(E) deny emphatically
38. TRITE :
(A) far-reaching
(B) concrete
(C) organized
(D) original
(E) explicit

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.