

## Test 1

Reading | 65 minutes, 50 questions

## DIRECTIONS

Each passage below is followed by a number of questions. After reading each passage, choose the best answer to each question based on what is stated or implied in the passage.

**Questions 1-10 are based on the following passage.**

There is some confusion in the use of the terms “nutrient,” “plant food,” etc., as applied to the nutrition and growth of plants. Strictly speaking, these terms ought probably to be limited in their application to the organized compounds within the plant which it uses as sources of energy and of metabolizable material for the development of new cells and organs during its growth.

Botanists quite commonly use the terms in this way. But students of the problems involved in the relation of soil elements to the growth of plants, including such practical questions as are involved in the maintenance of soil productivity and the use of commercial fertilizers for the growing of economic plants, or crops, are accustomed to use the terms “plant foods,” or “mineral nutrients,” to designate the chemical elements and simple gaseous compounds which are supplied to the plant as the raw material from which its food and tissue-building materials are synthesized. Common usage limits these terms to the soil elements; but there is no logical reason for segregating the raw materials derived from the soil from those derived from the atmosphere.

The essential difference between these raw materials for plant syntheses and the organic compounds which are produced within the plants and used by them, and by animals, as food, is that the former are inorganic and can furnish only materials but no energy to the organism; while the latter are organic and supply both materials and

potential energy. It would probably be the best practice to confine the use of the word “food” to materials of the latter type, and several attempts have been made to limit its use in this way and to apply some such term as “intake” to the simple raw materials which are taken into the organism and utilized by it in its synthetic processes. But the custom of using the words “food,” or “nutrient,” to represent anything that is taken into the organism and in any way utilized by it for its nourishment has been followed so long and the newer terms are themselves so subject to criticism that they have not yet generally supplanted the loosely used word “food.”

If such use is permitted, however, it is necessary to recognize that only the green parts of green plants can use this inorganic “food,” and that the colorless plants must have organic food.

To avoid this confusion, the suggestion has recently been made that all of the intake of plants and animals shall be considered as food, but that those forms which supply both materials and potential energy to the organism shall be designated as synergic foods, while those which contain no potential energy shall be known as anergic foods. On this basis, practically all of the food of animals, excepting the mineral salts and water, and all of the organic compounds which are synthesized by plants and later used by them for further metabolic changes, are synergic foods; while practically all of the intake of green plants is anergic food.

It is with the latter type of food materials that this chapter is to deal; while the following



## Test 1

and all subsequent chapters deal with the organic compounds which are synthesized by plants and contain potential energy and are, therefore, capable of use as synergic food by either the plants themselves or by animals. It will be understood, therefore, that in this chapter the word “food” is used to mean the anergic food materials which are taken into and used by green plants as the raw materials for the synthesis of organic compounds, with the aid of solar energy, or that of previously produced synergic foods. In all later chapters, the term “food” will be used to mean the organic compounds which serve as the synergic food for the green parts of green plants and as the sole supply of nutrient material for the colorless parts of green plants and for parasitic or saprophytic forms.

1

What would be the best title of the passage?

- A) The differences between green plants and their colorless counterparts
- B) The ways food is utilized within different kinds of plants
- C) How a certain definition affects some interpretation
- D) Possible differences between organic and inorganic food

2

Which of the following is the primary conflict described in the passage?

- A) conflicting ways food can be observed
- B) complications involved in looking at a certain phenomenon
- C) problems distinguishing what is green and what is not
- D) problems distinguishing what is organic and what is inorganic

3

Which of the following gives the most direct evidence for the answer to the previous question?

- A) Lines 28-32 (“and used...energy.”)
- B) Lines 32-35 (“It would...this way”)
- C) Lines 51-55 (“that all...foods,”)
- D) Lines 56-63 (“contain...food”)

Questions

Questions



## Test 1

4

According to the passage, what is the difference between organic crude material and inorganic counterpart?

- A) one provides integral substances
- B) the way energy is taken advantage of
- C) the variety of functions they serve in plant
- D) the fact that energy is produced to secure the production of one of the two

5

Which of the following gives the most direct evidence for the answer to the previous question?

- A) Lines 28-32 (“and used...energy.”)
- B) Lines 32-35 (“It would...this way”)
- C) Lines 51-55 (“that all...foods,”)
- D) Lines 56-63 (“contain...food”)

6

Which of the following does such use refer to?

- A) “loosely using the word ‘food.’” (Lines 44-45)
- B) “criticism” (Line 43)
- C) “the custom of using the words ‘food,’ or ‘nutrient,’” (Lines 38-39)
- D) using “the newer terms” (Line 42)

7

Which of the following is most consistent with the author’s attitude?

- A) Only the green parts of green plants can use this inorganic “food.”
- B) Colorless plants must have organic food.
- C) Traditional use of such terms as “food” must be respected.
- D) However terms such as food and intake are used, they must be used with caution.

8

Which of the following gives the most direct evidence for the answer to the previous question?

- A) “so long” (Line 41) and “criticism” (Line 43)
- B) “custom” (Line 39) and “nourishment” (Line 41)
- C) “must” and “organic” (Line 49)
- D) “best practice” (Lines 32-33) and “limit (Line 35)

9

Which of the following is a suggested solution to the main problem of the passage?

- A) introducing a novel concept of food to designate new kinds of food
- B) redefining the connection between “intake” and “food”
- C) classifying a pivotal concept in a novel fashion.
- D) making a compromise between traditional and modern ways of defining biological terms



## Test 1

10

What is the role of the last paragraph compared to the passage as a whole?

- A) reiteration
- B) conclusion
- C) changing the main direction
- D) additional information

Questions

Questions



## Test 1

Questions 11-20 are based on the following passage.

Spain, as everyone knows, was the country behind the discovery of America. Few people know, however, what an important part the beautiful city of Granada played in that famous event. It was in 5 October, 1492, that Columbus first set foot on the New World and claimed it for Spain. In January of that same year another territory had been added to that same crown; for the brave soldier-sovereigns, Ferdinand and Isabella, had conquered 10 the Moorish kingdom of Granada in the south and made it part of their own country. Nearly eight hundred years before, the dark-skinned Moors had come over from Africa and invaded the European peninsula which lies closest to the Straits 15 of Gibraltar, and the people of that peninsula had been battling fiercely ever since to drive them back to where they came from. True, the Moor had brought Arabian art and learning with him, but he had brought also the Mohammedan religion, 20 and that was intolerable not only to the Spaniards but to all Europeans. No Christian country could brook the thought of this Asiatic creed flourishing on her soil, so Spain soon set to work to get rid of it. This war between the two religions began 25 in the north near the Bay of Biscay whither the Christians were finally pushed by the invaders. Each century saw the Moors driven a little farther south toward the Mediterranean, until Granada, where the lovely Sierra Nevadas rise, was the last 30 stronghold left them. Small wonder, then, that when Granada was finally taken the Spanish nation was supremely happy. Small wonder that they held a magnificent fete in their newly-won city in the "Snowy Mountains." The vanquished Moorish 35 king rode down from his mountain citadel and handed its keys to Ferdinand and Isabella. Bells pealed, banners waved, and the people cheered wildly as their victorious sovereigns rode by. And yet, so we are told by a writer who was present, 40 in the midst of all this rejoicing one man stood aside, sad and solitary. While all the others felt that their uttermost desire had been granted in acquiring the Moorish kingdom, he knew that he could present them with a far greater territory 45 than Granada if only they would give him the

chance. What were these olive and orange groves beside the tropic fertility of the shores he longed to reach, and which he would have reached long ere this, he told himself regretfully, if only they had 50 helped him! What was the Christianizing of the few Moors who remained in Spain compared with the Christianizing of all the undiscovered heathen across the Atlantic! And so on that eventful January 2, 1492, when a whole city was delirious with joy, 55 "There was crying in Granada when the sun was going down, Some calling on the Trinity some calling on Mahoun. Here passed away the Koran therein the Cross was borne. And here was heard the Christian bell and there the Moorish horn."

Mahoun = Mohammad / Muhammad / Muhammed



## Test 1

Questions

11

The point of the passage could have been a lot clearer should which of the following be known?

- A) the main reason why Columbus suffered
- B) the primary conflict between moors and Europeans
- C) why the people of Granada were exhilarated
- D) the exact role the city of Granada played in the discovery of the new world

12

According to the passage, why was Spanish royalty probably reluctant to go with Columbus's plan?

- A) because it was preposterous
- B) because the royal government was faced with other more urgent matters
- C) because he asked too much as a reward for the possible success of his plan
- D) because he was a foreigner

13

As used in line 22, "brook" most nearly means

- A) embrace
- B) resent
- C) picture
- D) bear

14

As used in line 38, "sovereigns" most nearly means

- A) independent people
- B) absolution
- C) queens
- D) rulers

15

According to the passage, why was the one man sad as explained?

- A) because he was not satisfied with the victory mentioned
- B) because he was anxious about the possible outcomes of the victory mentioned
- C) because he thought some people were near-sighted
- D) because he could easily find the new world

16

Which choice best explains the answer to the previous question?

- A) He could have given the people of Spain much more than the victory mentioned in the passage.
- B) He has given the people of Granada something to go on with.
- C) His plan could have been more religiously satisfying.
- D) The people of Granada could have benefited more than from the victory mentioned in the passage.

Questions



## Test 1

17

Which choice gives the best evidence for the answer to the previous question?

- A) “compared with the Christianizing of all the undiscovered heathen across the Atlantic!” (Lines 51-53)
- B) “beside the tropic fertility of the shores he longed to reach, and which he would have reached long ere this” (Lines 47-49)
- C) “a far greater territory than Granada” (Lines 44-45)
- D) “And so on that eventful January 2, 1492, when a whole city was delirious with joy, (Lines 53-54)

18

What could be the best topic of the passage?

- A) Why Columbus was upset about the victory of Granada
- B) Columbus’s responses to Christianity and Islam
- C) The religious conflict in Granada and its impact on Columbus
- D) How a specific historical event at a historical location might have affected an important historical figure

19

According to the passage, what can be said about the invasion of Granada by the Moors?

- A) It only created a severe religious conflict.
- B) It made a cultural contribution to Christians.
- C) It was a source of Columbus’s ambition to set sail on a journey to the new world.
- D) Directly because of it, Columbus had a hard time getting his plans implemented.

20

Which of the following gives the best interpretation of the last sentence of the passage?

- A) The religious conversion of the moors had failed.
- B) The religious conflict had not totally disappeared.
- C) There were some Moors still residing in the area even after the victory.
- D) It was impossible for the Christians to accept other religions.



## Test 1

Questions

Questions 21-30 are based on the following passage.

The story of our world is a story that is still very imperfectly known. A couple of hundred years ago men possessed the history of little more than the last three thousand years. What  
5 happened before that time was a matter of legend and speculation. Over a large part of the civilized world it was believed and taught that the world had been created suddenly in 4004 B.C., though authorities differed as to whether this had  
10 occurred in the spring or autumn of that year. This fantastically precise misconception was based upon a too literal interpretation of the Hebrew Bible, and upon rather arbitrary theological assumptions connected therewith. Such ideas have  
15 long since been abandoned by religious teachers, and it is universally recognized that the universe in which we live has to all appearances existed for an enormous period of time and possibly for endless time. Of course there may be deception  
20 in these appearances, as a room may be made to seem endless by putting mirrors facing each other at either end. But that the universe in which we live has existed only for six or seven thousand years may be regarded as an altogether exploded  
25 idea. The earth, as everybody knows nowadays, is a spheroid, a sphere slightly compressed, orange fashion, with a diameter of nearly 8,000 miles. Its spherical shape has been known at least to a limited number of intelligent people for nearly 2,500  
30 years, but before that time it was supposed to be flat, and various ideas which now seem fantastic were entertained about its relations to the sky and the stars and planets. We know now that it rotates upon its axis (which is about 24 miles shorter than  
35 its equatorial diameter) every twenty-four hours, and that this is the cause of the alternations of day and night, that it circles about the sun in a slightly distorted and slowly variable oval path in a year. Its distance from the sun varies between ninety-one  
40 and a half millions at its nearest and ninety-four and a half million miles. About the earth circles a smaller sphere, the moon, at an average distance of 239,000 miles. Earth and moon are not the only bodies to travel round the sun. There are also the  
45 planets, Mercury and Venus, at distances of thirty-

six and sixty-seven millions of miles; and beyond the circle of the earth and disregarding a belt of numerous smaller bodies, the planetoids, there are Mars, Jupiter, Saturn, Uranus and Neptune at  
50 mean distances of 141, 483, 886, 1,782, and 1,793 millions of miles respectively.

These figures in millions of miles are very difficult for the mind to grasp. It may help the reader's imagination if we reduce the sun and  
55 planets to a smaller, more conceivable scale. If, then, we represent our earth as a little ball of one inch diameter, the sun would be a big globe nine feet across and 323 yards away, that is about a fifth of a mile, four or five minutes' walking. The moon  
60 would be a small pea two feet and a half from the world. Between earth and sun there would be the two inner planets, Mercury and Venus, at distances of one hundred and twenty-five and two hundred and fifty yards from the sun. All round and about  
65 these bodies there would be emptiness until you came to Mars, a hundred and seventy-five feet beyond the earth; Jupiter nearly a mile away, a foot in diameter; Saturn, a little smaller, two miles off; Uranus four miles off and Neptune six miles off.

70 Then nothingness and nothingness except for small particles and drifting scraps of attenuated vapour for thousands of miles. The nearest star to earth on this scale would be 40,000 miles away. These figures will serve perhaps to give one some  
75 conception of the immense emptiness of space in which the drama of life goes on. For in all this enormous vacancy of space we know certainly of life only upon the surface of our earth. It does not penetrate much more than three miles down  
80 into the 4,000 miles that separate us from the centre of our globe, and it does not reach more than five miles above its surface. Apparently all the limitlessness of space is otherwise empty and dead. The deepest ocean dredgings go down to five  
85 miles. The highest recorded flight of an aeroplane is little more than four miles. Men have reached to seven miles up in balloons, but at a cost of great suffering. No bird can fly so high as five miles, and small birds and insects which have been carried  
90 up by aeroplanes drop off insensible far below that level.

Questions





## Test 1

21

What could be the best title of the passage?

- A) The earth in many perspectives
- B) The world in space
- C) The earth as a place for the living
- D) The world in its heavenly habitat

22

As used in line 31, “fantastic” most nearly means

- A) splendid
- B) fantasized
- C) wrong
- D) fabulous

23

According to the passage, what kind of role is played by mirrors in a room?

- A) imagination
- B) caution
- C) foreboding
- D) diversion

24

Why does the author say “precise” when s/he talks about a certain misconception?

- A) to reveal previously hidden elements
- B) to stress the degree of misconception
- C) to emphasize a certain accuracy
- D) to allude to an irony suggested by the situation in general

25

Which choice gives the best evidence for the cause of a “shorter” (Line 34) axis as explained in the passage?

- A) “flat” (Line 31)
- B) “compressed” (Line 26)
- C) “enormous” (Line 77)
- D) “alternations” (Line 36)

26

According to the passage, which choice is the best approximation of the number of heavenly bodies in the solar system?

- A) nine
- B) just a few
- C) a lot more than a dozen
- D) countless

27

Which choice gives the best evidence for the answer to the previous question?

- A) “Mars, Jupiter, Saturn, Uranus and Neptune” (Line 49)
- B) “a belt of numerous smaller bodies” (Lines 47-48)
- C) “not the only bodies to travel round the sun.” (Lines 43-44)
- D) “at mean distances of 141, 483, 886, 1,782, and 1,793 millions of miles respectively.” (Lines 51-52)



## Test 1

## Questions

28

What is the author trying to do in the second paragraph?

- A) put the reader in perspective
- B) help the reader see precisely what is happening outside the earth
- C) explain in detail what is happening around the sun
- D) provide clues to what might happen if anything goes wrong

29

Which choice gives the best evidence for the answer to the previous question?

- A) "These figures in millions of miles are very difficult for the mind to grasp." (Lines 52-53)
- B) "It may help the reader's imagination if we reduce the sun and planets to a smaller, more conceivable scale." (Lines 53-55)
- C) "For in all this enormous vacancy of space we know certainly of life only upon the surface of our earth." (Lines 76-78)
- D) "Apparently all the limitlessness of space is otherwise empty and dead." (Lines 82-84)

30

According to the passage, what is the probable reason why the author mentioned ocean dredgings and aeroplane?

- A) to show a contrast between limitlessness and limitations
- B) to provide a few pieces of evidence for the previous argument
- C) to supply some of the possible causes of the previous claim
- D) to argue for examinable consequences of a previously mentioned hypothesis

## Questions



## Test 1

Questions 31-40 are based on the following passage.

We may all agree about aesthetics, and yet differ about particular works of art. We may differ as to the presence or absence of the quality *x*. My immediate object will be to show that significant  
5 form is the only quality common and peculiar to all the works of visual art that move me; and I will ask those whose aesthetic experience does not tally with mine to see whether this quality is not also, in their judgment, common to all works  
10 that move them, and whether they can discover any other quality of which the same can be said. Also at this point a query arises, irrelevant indeed, but hardly to be suppressed: "Why are we so profoundly moved by forms related in a particular  
15 way?" The question is extremely interesting, but irrelevant to aesthetics. In pure aesthetics we have only to consider our emotion and its object: for the purposes of aesthetics we have no right, neither is there any necessity, to pry behind the object  
20 into the state of mind of him who made it. Later, I shall attempt to answer the question; for by so doing I may be able to develop my theory of the relation of art to life. I shall not, however, be under the delusion that I am rounding off my theory of  
25 aesthetics. For a discussion of aesthetics, it need be agreed only that forms arranged and combined according to certain unknown and mysterious laws do move us in a particular way, and that it is the business of an artist so to combine and  
30 arrange them that they shall move us. These moving combinations and arrangements I have called, for the sake of convenience and for a reason that will appear later, "Significant Form." A third interruption has to be met. "Are you forgetting  
35 about colour?" someone inquires. Certainly not; my term "significant form" included combinations of lines and of colours. The distinction between form and colour is an unreal one; you cannot conceive a colourless line or a colourless space;  
40 neither can you conceive a formless relation of colours. In a black and white drawing the spaces are all white and all are bounded by black lines; in most oil paintings the spaces are multi-coloured and so are the boundaries; you cannot imagine a  
45 boundary line without any content, or a content

without a boundary line. Therefore, when I speak of significant form, I mean a combination of lines and colours (counting white and black as colours) that moves me aesthetically. Some people  
50 may be surprised at my not having called this "beauty." Of course, to those who define beauty as "combinations of lines and colours that provoke aesthetic emotion," I willingly concede the right of substituting their word for mine. But most of  
55 us, however strict we may be, are apt to apply the epithet "beautiful" to objects that do not provoke that peculiar emotion produced by works of art. Everyone, I suspect, has called a butterfly or a flower beautiful. Does anyone feel the same kind  
60 of emotion for a butterfly or a flower that he feels for a cathedral or a picture? Surely, it is not what I call an aesthetic emotion that most of us feel, generally, for natural beauty. I shall suggest, later, that some people may, occasionally, see in nature  
65 what we see in art, and feel for her an aesthetic emotion; but I am satisfied that, as a rule, most people feel a very different kind of emotion for birds and flowers and the wings of butterflies from that which they feel for pictures, pots, temples  
70 and statues. Why these beautiful things do not move us as works of art move is another, and not an aesthetic, question. For our immediate purpose we have to discover only what quality is common to objects that do move us as works of art. In the  
75 last part of this chapter, when I try to answer the question— "Why are we so profoundly moved by some combinations of lines and colours?" I shall hope to offer an acceptable explanation of why we are less profoundly moved by others.



## Test 1

Questions

31

What would be the best title of the passage?

- A) The immediate and distant object
- B) Esthetics in works of art
- C) What significant form does in esthetics
- D) The difference between esthetics and works of art.

32

Which of the following is most likely the author's intention for writing this passage?

- A) to attempt to explain how an individual artwork is perceived within the boundary of esthetics
- B) to show the superiority of esthetics to the way each artwork differently moves different people
- C) to compare and contrast the concept of esthetics and the physical objects of art
- D) to defy the traditional perception of esthetics and art

33

Which of the following is the most essential contrast throughout the passage?

- A) some commonality and corresponding particularity
- B) esthetics and art
- C) specialists and generalists
- D) depth and superficiality

34

According to the author, which of the following might be the best definition of art?

- A) something that has something in common with other things, but in a different way with a different consequence
- B) something that is too abstract to define in simple words or expressions
- C) an enterprise for which there should be two approaches: immediate and distant
- D) something that creates double standard

35

What is the most probable role of the author's immediate object in relation to the two immediately previous sentences?

- A) to make an effective compromise
- B) to create a slow diversion
- C) to propose a reluctant solution
- D) to suggest a hidden goal

36

Which of the following is the best assessment about significant form?

- A) an inevitable compromise needed to deal with an old problem
- B) a link by which to solve the previously mentioned problem
- C) any combination of lines and colors
- D) whatever is considered beautiful is composed of

Questions



## Test 1

37

Which of the following is the closest in meaning to “tally with” as used in line 8?

- A) record
- B) count
- C) match
- D) respond to

38

According to the passage, what does “this quality” (Line 8) refer to?

- A) significant form
- B) esthetic experience
- C) the fact that some people’s esthetic experience does not tally with the author’s
- D) my immediate object

39

According to the passage, which of the following is the best inference about the author’s long-term objective as compared with the immediate objective mentioned in the passage?

- A) finding insignificant form
- B) finding insignificant lines and colors
- C) appreciating different effects of the concept used as the author’s immediate object
- D) illustrating the comparison and contrast related to commonality and diversity

40

Which of the following gives the most direct evidence for the answer to the previous question?

- A) “My immediate object will be to show...also, in their judgment,” (Lines 3-4)
- B) “In pure aesthetics...there any necessity,” (Lines 16-19)
- C) “Some people may...called this ‘beauty.’” (Lines 49-51)
- D) “For our immediate purpose...why we are less profoundly moved by others.” (Lines 72-79)



## Test 1

Questions

Questions

Questions 41-50 are based on the following passage.

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty  
5 God the same solemn oath our forebears prescribed nearly a century and three quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human  
10 life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by  
20 war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and  
25 around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the  
30 success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a  
35 host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one  
40 form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to  
45 remember that, in the past, those who foolishly

sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass  
50 misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are  
55 poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments  
60 in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And  
65 let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced  
70 the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.



## Test 1

41

Why did the author talk about the power?

- A) in order to show some possible dreadful consequences
- B) because there is hope despite its negative aspects
- C) in order to emphasize its ambiguity
- D) because its negative aspects surpass its positive aspects

42

Which of the following is the best interpretation of the second paragraph in connection with the first paragraph?

- A) generalization
- B) specification
- C) cause and effect
- D) comparison and contrast

43

Why did the author mention that first revolution?

- A) to improve the strength of the present revolution
- B) to stress the necessity of a certain kind of continuity
- C) because the present revolution is not as powerful as the first one was
- D) because the author is ashamed of the current generation who are incapable of maintaining the revolution that began long ago

44

What does “the word” (Line 16) refer to?

- A) revolution
- B) heirs
- C) linguistic approach
- D) revolutionary concept

45

Which of the following is most directly related with the concept of “torch” (Line 18)?

- A) democracy
- B) revolution
- C) human rights
- D) history

46

What’s probably the most direct role of “bitter peace” (Line 20) in the passage as a whole?

- A) to emphasize the difficulties involved in dealing with the present reality
- B) to demonstrate the differences between it and war
- C) to instill foreboding about a possibly dreadful future.
- D) to emphasize the need of revolution



## Test 1

## Questions

47

According to the passage, which of the following is most consistent with the author's argument?

- A) America as a nation will not tolerate the weakening of human rights.
- B) Wars can irreversibly change the nature of a certain group of people.
- C) Challenge is part of America's tradition.
- D) America will cherish human rights for decades to come.

48

Which of the following gives the best evidence to support the answer to the previous question?

- A) 1<sup>st</sup> paragraph
- B) 2<sup>nd</sup> paragraph
- C) 3<sup>rd</sup> paragraph
- D) 4<sup>th</sup> paragraph

49

What is the author's attitude toward freedom?

- A) He will never make any compromise that jeopardizes it.
- B) He cares more about getting it than about defending it.
- C) He is rather pessimistic about it.
- D) Poor people living in the countryside need more help defending it than rich people living in urban areas.

50

Which of the following gives the best evidence to support the answer to the previous question?

- A) 3<sup>rd</sup> paragraph
- B) 4<sup>th</sup> paragraph
- C) 5<sup>th</sup> paragraph
- D) 6<sup>th</sup> & 7<sup>th</sup> paragraph

**STOP**

## Questions