

Aprotrain – Aptech Computer Education
ENGLISH TEST
READING COMPREHENSION
Time: 60 minutes

Direction: In this section you will read several passages. Each one is followed by several questions about it.

For question 1 – 40, you are to choose the one best answer, (a), (b), (c), (d) or (e), to each question. Then, on your answer sheet, find the number of the question and put a cross on the letter that corresponds to the answer you have chosen.

Question 1-6

During the nineteenth century, women in the United States organized and participated in a large number of reform movements, including movements to reorganize the prison system, improve education, ban the sale of alcohol, and, most importantly, to free the slaves. Some women saw similarities in the social status of women and slaves. Women like Elizabeth Cady Stanton and Lucy Stone were feminists and abolitionists. Some male abolitionists, including William Lloyd Garrison and Wendell Phillips, supported the rights of women to speak and participate equally with men in antislavery activities. Probably more than any other movements, abolitionism offered women a previously denied entry into politics. They became involved primarily in order to better their living conditions and the conditions of others.

When the Civil War ended in 1865, the Fourteenth and Fifteenth Amendments to the Constitution adopted in 1868 and 1870 granted citizenship and suffrage to blacks but not to women. In 1869 the Wyoming Territory had yielded to demands by feminists, but eastern states resisted more stubbornly than before. A women's suffrage bill had been presented to every Congress since 1878 but continually failed to pass until 1920, when the Nineteenth Amendment granted women the right to vote.

1. Which what topic is the passage primarily concerned?
 - a. The Wyoming Territory
 - b. The Fourteenth and Fifteenth Amendments
 - c. Abolitionists
 - d. Women's suffrage
2. According to the passage, why did women become active in politics?
 - a. To improve the conditions of life that existed at the time
 - b. To support Elizabeth Caddy Stanton for president
 - c. To be elected to public office
 - d. To amend the Declaration of Independence
3. The word "suffrage" in line 13 could best be replaced by which of the following?
 - a. pain
 - b. citizenship
 - c. freedom from bondage
 - d. the right to vote
4. What does the Nineteenth Amendment guarantee?
 - a. Voting rights for blacks
 - b. Citizenship for blacks
 - c. Voting rights for women
 - d. Citizenship for women
5. What had occurred shortly after the Civil War?
 - a. The Wyoming Territory was admitted to the Union
 - b. A women's suffrage bill was introduced to Congress
 - c. The eastern states resisted the end of the war
 - d. Black people were granted the right to vote
6. When were women allowed to vote throughout the United States?
 - a. after 1866
 - b. after 1870
 - c. after 1878
 - d. after 1920

Question 7-11

Sound travels in waves through the air like waves through the water; the higher the waves, the greater its power. The waves are alternative rings of compressed and rarefied air moving away from a

central source at a constant speed. As each wave of first compression and then rarefaction encounters an object, it exerts a force- a push and then a pull- on the object. That is why sound can break a glass or cause a screen to vibrate.

The greater the number of waves a sound has, the greater its frequency is. The strength or intensity of sound, sound level, is measured in decibels (db). The decibel unit is named after Alexander Graham Bell, the inventor of the telephone and an important researcher into the nature of sound. Because hearing varies widely, what may seem loud to one person may not to another. Although loudness is a personal judgement, precise measurement of sound is made possible by use of the decibel scale. This scale of Sound Levels and Human Response measures sound pressure or energy according to international standards.

7. *It can be inferred from the passage that a sound measured at 100 decibels is louder than*
 - a. any other sound ever measured
 - b. a sound measured at 110 decibels
 - c. a sound measured at 80 decibels
 - d. the machine measuring it
8. *It can be concluded from the passage that*
 - a. sound waves can be measured scientifically
 - b. sound has no physical effect on any object
 - c. everyone judges loudness the same way
 - d. the decibel scale is a purely subjective device
9. *Sound waves move outward from a central point at*
 - a. varying speeds
 - b. a speed of 1,181 kilometers per hour
 - c. greater and greater speeds
 - d. a steady, continuous speed
10. *During a loud thunderstorm, a window may rattle because*
 - a. lightning strikes the glass with force
 - b. the sound of the rain is heard through the glass
 - c. the air is colder on one side of the glass than on the other
 - d. the claps of thunder create powerful sound waves that exert pressure on the glass
11. *The term decibel comes from*
 - a. the intensity of twelve bells
 - b. the inventor of the telephone
 - c. the inventor of the hearing aid
 - d. a term for rarefied air

Question 12-17

At two o'clock one very hot August Sunday, Mrs. Pendlebury sat down in the sitting-room, where it was always cool to write to her son Frank, who lived in Australia. By four o'clock she had written, "Dear Frank, Thank you for your last letter, sorry I have been so long replying, only" - and that was all. Only what? Frank's last letter, or rather his wife Veronica's last letter, for she did all the writing except at Christmas, had arrived in March. How did she explain five months' silence? She hadn't been ill. She hadn't been what you could call busy. Nothing had happened to write to Australia about, that was the trouble. It would be insulting and childish.

She'd been invited so many times to go and meet all Frank's family. Every year for the last ten years since he started making money out of his farm, Frank had invited her to visit them in Australia, all expenses paid, for as long as she chose to stay. Always she had replied "We'll see". But it never went further.

Sometimes Mrs. Pendlebury wondered if the people in the colored photographs they kept sending existed at all. Was that Frank, now quite a lot heavier than that confident-looking boy of nineteen who had gone out to Australia so long ago? And his wife, Veronica, who had long red hair and a permanent smile - who was she? Mrs. Pendlebury had studied her photographs extremely closely and still she could get no idea. Her letters were warm and friendly enough but they were only words on paper. You couldn't tell from letters. At least Mrs. Pendlebury hoped you couldn't. Heaven forbid that anyone should judge her by her painful letters. Only her grandchildren's little messages had any real value. Surprisingly, the girl Carol, who was fourteen, did not write well and never had much to say, but the boy Paul, who was ten, was a good writer. She enjoyed his little letters and it made her sad to think he would never know from her few words how pleased she was. What a waste! Three lovely grandchildren growing up not even knowing their grandmother.

Frank already talked of Carol coming over on her own soon and it really worried her. What would she do with a strange girl? It was the baby she most wanted. Alexander, aged eighteen months, would be no problem.

12. *Why was Mrs. Pendlebury finding it difficult to write to her son, Frank?*
 - a. She did not want to tell him about her troubles.
 - b. It was too hot to concentrate on writing
 - c. She was hurt that he had not written recently
 - d. There was nothing particular to write about
13. *Mrs Pendlebury had never been to Australia because*
 - a. she had never been able to make up her mind to go
 - b. she had thought Frank would not really welcome her
 - c. she had been too busy with her own concerns
 - d. she did not have enough money for the fare
14. *What did Mrs Pendlebury feel when she looked at photographs of Frank and his family?*
 - a. She doubted if they were as happy as they seemed
 - b. She felt that they were all strangers to her
 - c. She wondered if the photographs were genuine
 - d. She could no longer feel much interest in them
15. *What did Mrs. Pendlebury feel about her own letters to Frank and his family?*
 - a. They were not as interesting as her grandchildren's to her.
 - b. They would have been better with some photographs
 - c. They could not express what she really felt
 - d. They sounded full of complaints.
16. *Paul's letters to Mrs. Pendlebury*
 - a. disappointed her because they were so short
 - b. were not as interesting as his mother's
 - c. made her more dissatisfied with her own letters
 - d. were just a waste of time
17. *What did Mrs. Pendlebury feel about the possibility of Carol visiting her?*
 - a. She was uncertain how to entertain her.
 - b. She was concerned about Carol travelling alone
 - c. She was pleased that Carol wanted to come
 - d. She wanted the whole family to come

Question 18-22

After inventing dynamite, Swedish-born Alfred Nobel became a very rich man. However, he foresaw its universally destructive powers too late. Nobel preferred not to be remembered as the inventor of dynamite, so in 1895, just two weeks before his death, he created a fund to be used for awarding prizes to people who had made worthwhile contributions to mankind. Originally there were five awards: literature, physics, chemistry, medicine, and peace. Economics was added in 1968, just sixty-seven years after the first awards ceremony.

Nobel's original legacy of nine million dollars was invested, and the interest on this sum is used for the awards which vary from \$30,000 to \$125,000.

Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma, and money) are presented to the winners. Sometimes politics plays an important role in the judges' decisions. Americans have won numerous science awards but relatively few literature prizes.

No awards were presented from 1940 to 1942 at the beginning of World War II. Some people have won two prizes, but this is rare; others have shared their prizes.

18. *When did the first award ceremony take place?*

a. 1895	b. 1901
c. 1962	d. 1968
19. *Why was the Nobel prize established?*
 - a. to recognize worthwhile contributions to humanity
 - b. to resolve political differences
 - c. to honor the inventor of dynamite
 - d. to spend money
20. *In which area have Americans received the most awards?*
 - a. literature
 - b. economics

- c. peace
- d. science

21. Which of the following statements is not true?

- a. Awards vary in monetary value.
- b. Ceremonies are held on December 10 to commemorate Nobel's invention.
- c. Politics can play an important role in selecting the winners.
- d. A few individuals have won two awards.

22. In how many fields are prizes bestowed?

- a. 2
- b. 5
- c. 6
- d. 10

Question 23-27

It was a Devonshire farmer called Ben Jesty, who lived more than two hundred years ago, who began the development of vaccination as a method of protecting people against many diseases. In 1774, there was a severe outbreak of the disease smallpox in his local village. He already knew the traditional belief that an attack of cowpox gave people protection against smallpox and he saw proof of this at this time. Two of his farm workers had previously developed cowpox sores on their hands through milking infected cows and had then nursed their own families through the smallpox outbreak without catching the disease themselves.

Jesty had already had cowpox, but his wife and their two young children had not. Concerned for their safety, he scratched their arms with a large needle and then put fluid from the cowpox sores on an infected cow into these scratches. Although the Jesty family were criticized by local people who thought that this "experiment" was morally wrong, they never caught smallpox.

But the real breakthrough came some twenty years later in 1796 when Edward Jenner, an English country doctor, made the first scientific approaches to the subject of protection against disease by vaccination methods. His experiments proved the value of vaccination with material from cowpox sores, and he also found that using material from an infected human on another human produced only a small sore at the spot where the treatment had been carried out and very few other signs of the disease.

It was at about this time, too, that the now familiar name "vaccine" for the material used in the process of "vaccination" – from the Latin name for cowpox, "vaccinia" (the Latin 'vacca' means 'cow') - came into use.

Jenner's vaccination techniques spread across the world faster than the disease itself. Napoleon had his troops vaccinated and in Russia the first child to be vaccinated was given the name 'Vaccinof'. President Jefferson of the United States said in a letter to Jenner, 'Future nations will know by history only that the terrible disease of smallpox existed and that it has been destroyed by you.' Forward-looking words indeed! In 1980, the World Health Assembly officially declared that smallpox had completely disappeared from the world.

23. What important thing did Ben Jesty realize?

- a. Cows did not catch smallpox.
- b. Farm workers often caught cowpox.
- c. People who had had cowpox did not catch smallpox.
- d. There was not difference between cowpox and smallpox.

24. The local people thought that what Jesty did was?

- a. wicked
- b. foolish
- c. sensible
- d. scientific

25. Why did Edward Jenner become famous?

- a. He started the development of vaccination.
- b. He proved that vaccination worked.
- c. He travelled round the world vaccinating people.
- d. He persuaded most people in Europe to be vaccinated.

26. Jenner's techniques were

- a. successful in getting rid of smallpox in his lifetime
- b. two advanced for people to accept at the time
- c. adopted very rapidly throughout the world
- d. neglected for almost two hundred years

27. Why did the word 'vaccine' come into use?

- a. The first child to be treated with a 'vaccine' was called Vaccinof.

- b. The earliest 'vaccine' was used to protect cows
- c. 'Vaccine' was the traditional country name for smallpox
- d. The Latin name for cowpox was 'vaccinia'

Question 28-34

Yet, while Darwinian theory extends its domain, some of its cherished postulates are slipping, or at least losing their generality. The "modern synthesis," the contemporary version of Darwinism that has reigned for thirty years, took the model of adaptive gene substitution within local populations as an adequate account, by accumulation and extension, of life's entire history. The model may work well in its empirical domain of minor, local, adaptive adjustment; populations of the moth *Biston betularia* did turn black, by substitution of a single gene, as a selected response for decreased visibility on trees that had been blackened by industrial soot. But is the origin of a new species simply this process extended to more genes and greater effect? Are larger evolutionary trends within major lineages just a further accumulation of sequential adaptive changes? Many evolutionists (myself included) are beginning to challenge this synthesis and to assert the hierarchical view that different levels of evolutionary change often reflect different kinds of causes. Minor adjustment within populations may be sequential and adaptive. But speciation may occur by major chromosomal changes that establish sterility with other species for reasons unrelated to adaptation. Evolutionary trends may represent a kind of higher-level selection upon essentially static species themselves, not the slow and steady alteration of a single large population through untold ages. Before the modern synthesis, many biologists (see Bateson, 1922, in bibliography) expressed confusion and depression because the proposed mechanisms of evolution at different levels seemed contradictory enough to preclude a unified science. After the modern synthesis, the notion spread (amounting almost to a dogma among its less thoughtful lieutenants) that all evolution could be reduced to the basic Darwinism of gradual, adaptive change within local populations. I think that we are now pursuing a fruitful path between the anarchy of Bateson's day and the restriction of view imposed by the modern synthesis. The modern synthesis works in its appropriate arena, but the same Darwinian processes of mutation and selection may operate in strikingly different ways at higher domains in a hierarchy of evolutionary levels. I think that we may hope for uniformity of causal agents, hence a single, general theory with a Darwinian core. But we must reckon with a multiplicity of mechanisms that preclude the explanation of higher level phenomena by the model of adaptive gene substitution favored for the lowest level. At the basis of all this ferment lies nature's irreducible complexity. Organisms are not billiard balls, propelled by simple and measurable external forces to predictable new positions on life's pool table. Sufficiently complex systems have greater richness. Organisms have a history that constrains their future in myriad, subtle ways. Their complexity of form entails a host of functions incidental to whatever pressures of natural selection superintended the initial construction. Their intricate and largely unknown pathways of embryonic development guarantee that simple inputs (minor changes in timing, for example) may be translated into marked and surprising changes in output (the adult organism). Charles Darwin chose to close his great book with a striking comparison that expresses this richness. He contrasted the simpler system of planetary motion, and its result of endless, static cycling, with the complexity of life and its wondrous and unpredictable change through the ages: There is grandeur in this view of life, with its several powers, having been originally breathed into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved.

28. According to the author, many contemporary evolutionists find the Darwinian synthesis

- a. wholly unfounded
- b. overly restrictive
- c. essentially contradictory
- d. sadly confusing
- e. strikingly productive

29. In asserting the complexity of nature, the author refers to billiard balls on life's pool table (lines 28-30) as

- A. an illustration of the unpredictable changes of nature
- B. an instance of confusion and mobility
- C. an example of a relatively uncomplicated system
- D. an application of the fixed law of gravity

- E. an accurate model of genetic change
30. *It can be inferred that the paragraph immediately preceding this passage most likely discussed*
- the absence of a unified theory of evolution
 - individuals challenging the Darwinian synthesis
 - the expansion of evolutionary theory into new realms
 - experimental methods of genetic substitution
 - the place of genetics in the study of natural history
31. *With which of the following statements regarding Charles Darwin would the author be most likely to agree?*
- Darwin left his early successors in some confusion as to the universal applicability of his evolutionary theory.
 - Darwin experienced periods of despondency caused by the thoughtlessness of his lieutenants.
 - Darwin contrasted the simplicity and calculability of planetary cycles favorably to the diversity and unpredictability of living creatures.
- I only
 - III only
 - I and II only
 - I and III only
 - I, II, and III
32. *The author does all of the following EXCEPT*
- denounce an adversary
 - pose a question
 - provide an example
 - use a metaphor
 - refer to an authority
33. *Which of the following phrases from the passage best categorizes the transformation undergone by certain members of *Biston betularia*?*
- "larger evolutionary trends within major lineages" (lines 8-9)
 - "minor adjustment within populations" (line 12)
 - "higher-level selection" (line 14)
 - "irreducible complexity" (line 28)
 - "endless, static cycling" (line 37)
34. *The passage supplies information for answering which of the following questions?*
- How did the modern synthesis contradict basic Darwinism?
 - What effect did industrial pollution have on certain moth populations?
 - How did Bateson's theories anticipate the ideas of the modern synthesis?
 - What sort of living creature is most likely to evolve into a new species?
 - Are instances of speciation less common than the modern synthesis would indicate?

Question 35-40

The Olympic Games

In ancient Greece athletic festivals were very important and had strong religious associations. The Olympian athletic festival, held every four years in honour of Zeus, eventually lost its local character, became first a national event, and then, after the rules against foreign competitors had been waived, international. No one knows exactly how far back the Olympic Games go, but some official records date from 776 B.C.

The Games took place in August on the plain by Mount Olympus. Many thousands of spectators gathered from all parts of Greece, but no married woman was admitted even as a spectator. Slaves, women and dishonoured persons were not allowed to compete. The exact sequence of events is uncertain, but events included boys' gymnastics, horse-racing, field events such as discus and javelin throwing, and the very important foot races. There was also boxing and wrestling and special tests of varied ability such as the pentathlon, the winner of which excelled in running, jumping, discus and javelin throwing and wrestling. The evening of the third day was devoted to sacrificial offerings to the heroes of the day, and the fourth day, that of the full moon, was set aside as a holy day.

On the sixth and last day, all the victors were crowned with holy garlands of wild olive from a sacred wood. So great was the honour that the winner of the foot race gave his name to the year of his victory.

Although Olympic winners received no prize money, they were, in fact, richly rewarded by their state authorities. The public honour also made the strict discipline of the ten-month training period worthwhile. In spite of the lengthy training, however runners were known to drop dead from strain at the winning post. How their results compared with modern standards, we unfortunately have no means of telling.

After an uninterrupted history of almost 1,200 years, the Games were abolished in A.D. 394, the Christian era, because of their pagan origin. It was over 1,500 years before there was another such international athletics gathering. The Greek institution was revived in 1896 and the first small meeting took place in Athens. After the 1908 London Olympics, success was re-established and nations sent their best representatives. In times of peace, the Games have taken place ever since at four-yearly intervals. In Munich in 1972, competitors from more than 120 countries were watched by huge crowds.

Nowadays, the Games are held in different countries in turn. The host country provides vast facilities, including stadium, swimming pools and living accommodation, but the competing countries pay their own athletes' expenses. Athletic contests are still the main feature, but now many more sports are represented; women compete; the ancient pentathlon, for example, has been modified into a more comprehensive test, and the marathon races, initiated in 1896, are now a celebrated event.

The Olympics start with the arrival in the stadium of a torch lighted on Mount Olympus by the sun's rays. It is carried by a succession of runners to the stadium. The torch symbolizes the continuation of the ancient Greek athletic ideals, and it burns throughout the Games until the closing ceremony. The well-known Olympic flag, however, is a modern conception: the five interlocking rings symbolize the uniting of all five continents participating in the Games.

35. *The first Olympic Games took place*

- a) in the seventh century A.D
- b) certainly before 700 A.D
- c) over three thousand years ago
- d) a thousand years ago

36. *In the final stages of the ancient Olympic Games, any competitor had to be a*

- a. Greek
- b. male
- c. unmarried
- d. neither a slave nor a foreigner

37. *The order of athletic events at the ancient Olympics*

- a) has not definitely been established
- b) varied according to the full moon
- c) was decided by Zeus, in whose honour the Games were held
- d) was considered unimportant

38. *During the Games, on the evening before the moon was full*

- a) heroes were sacrificed to Zeus
- b) large sums of prize money were distributed to the heroes
- c) all the victors were crowned with garlands
- d) the heroes were honoured with sacrificial offerings.

39. *Competitors had to train*

- a) for four years
- b) for ten months
- c) until they collapsed exhausted
- d) for period determined by their state authorities.

40. *Modern athletes' results cannot be compared with those of the ancient runners because*

- a) details such as times were not recorded in the past
- b) They are much better
- c) The ancient runners fell down dead
- d) The Greeks had no means of telling the time