**PRACTICE TEST 6**

***Mark the letter A, B, C, or D on your answer sheet to indicate the word or phrase that is CLOSEST in meaning to the underlined part in each of the following questions.***

**Question 1:** I could see the finish line and thought I was ***home and dry***.

**A.** hopeless **B.** hopeful **C**. successful **D.** unsuccessful

**Question 2:** ***Carpets*** from countries such as Persia and Afghanistan often fetch high prices in the United States.

**A.** Artifacts **B.** Pottery **C.** Rugs **D.** Textiles

***Mark the letter A, B, C, or D on your answer sheet to indicate the word or phrase that is OPPOSITE in meaning to the underlined part in each of the following questions.***

**Question 3:** The government is not prepared to ***tolerate*** this situation any longer.

**A.** look down on **B.** put up with **C.** take away from **D.** give on to

**Question 4:** I clearly remember talking to him in a ***chance*** meeting last summer.

**A.** unplanned **B.** deliberate **C.** accidental **D.** unintentional

***Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part is pronounced differently from that of the rest in each of the following questions.***

**Question 5: A.** passage **B.** storage **C.** teenage **D.** message

**Question 6: A.** calm **B.** calculate **C.** resource **D.** come

***Mark the letter A, B, C or D on your answer sheet to indicate the word that has the stress pattern different from that of the rest in each of the following questions.***

**Question 7: A.** irrelevant **B.** irreparable **C.** irritable **D.** irrational

**Question 8: A.** psychological **B.** photographic **C.** agricultural **D.** spectacular

***Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.***

**Question 9:** *He’ll know if he’s got the position or not sometime before 5 o’clock today.*

**A.** By 5 p.m today he’ll be informed about whether he’s been accepted for the position.

**B.** If he has been accepted for the position, he will receive the confirmation at around 5 p.m today.

**C.** Although it seems certain that he will be accepted, the decision won’t be made known to him until 5 o’clock.

**D.** If they decide to accept him for the position, they’ll contact him around 5 o’clock today

**Question 10:** *The writer Kate Millett was forced to stay in a psychiatric hospital by her family.*

**A.** The writer Kate Millett’s family made her stay in a psychiatric hospital.

**B.** The family of the writer Kate Millett convinced her to remain in a psychiatric hospital.

**C.** Together with her family, the writer Kate Millett was made to go into a psychiatric hospital.

**D.** Problems with her family made the writer Kate Millett go to a psychiatric hospital.

**Question 11:** *He’s been studying for so many years that he should have realized sooner that his grammar was incorrect.*

**A.** A student of his experience ought to have noticed his incorrect grammar earlier.

**B.** The student would have known that his grammar was incorrect if he’d had more experience.

**C.** The grammar wouldn’t have been so problematic if the student had been aware of it sooner.

**D.** He has been a student for so long that he could quickly tell when his grammar was incorrect.

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 12:** *The instructions from air traffic control were not fully explicit, and                                 .*

**A.** therefore the pilot made it crash **B.** as a result, the pilot made an error and crashed

**C.** so that the pilot made an error and crashed **D.** resulting from the pilot crashing the plane

**Question 13:** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Sir Isaac Newton described the laws of gravitation.*

**A.** A seventeenth-century scientist **B.** When was a seventeenth-century scientist

**C.** Was a seventeenth-century scientist **D.** Who was a seventeenth-century scientist

***Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 14:** (After a party at Mary’s house). Bill: “\_\_\_\_\_\_”. - Mary: Thanks for your compliment. Good night!

**A.** You are a good cooker. Good night! **B.** You are a good cook. Good night!

**C.** Long time no see. Good night! **D.** Many happy returns. Good night!

**Question 15:** “Where’s Polly?” She “\_\_\_\_\_\_”.

**A.** in her room is studying **B.** has in her room studying **C.** studies in her room **D.** is in her room studying

**Question 16:** The military government was determined to \_\_\_\_\_\_all opposition.

**A.** put through **B.** put out **C*.*** put down **D.** put in

**Question 17:** Top fashion models often spend hundreds of pounds\_\_\_\_\_\_.

**A.** getting straightened their teeth **B.** having got their teeth straightened

**C.** getting their teeth straightened **D.** straightening their teeth

**Question 18:** \_\_\_\_\_\_, Edison didn’t have much schooling and he was taught by his mother.

**A.** When was a boy **B.** A boy was when **C.** Was a boy **D.** When a boy

**Question 19:** Only if these conditions are fulfilled \_\_\_\_\_\_to the next stage.

**A.** can the application proceed **B.** the application can proceed

**C.** the application proceed **D.** do the application proceed

**Question 20:** Mach numbers describe the velocity of airplanes \_\_\_\_\_\_ over the speed of sound.

**A.** have moved **B.** move **C.** moving **D.** moved

**Question 21:** It is \_\_\_\_\_\_ that so many young people leave school without qualifications.

**A.** to be regretted **B.** to be regrettable **C.** to be regretful **D.** to regret

**Question 22:** After the seventh month of pregnancy, \_\_\_\_\_\_ a good chance of survival.

**A.** there is a premature baby **B*.*** a premature baby has **C.** does a premature baby have

**D.** it has premature baby

**Question 23:** Migratory patterns in births \_\_\_\_\_\_ term of seasonal changes.

**A.** in usually be explained **B.** can be explained usually in **C.** can usually be explained in **D.** can be explained in usually

**Question 24:** I am afraid that if I started running, the man would take \_\_\_\_\_\_ me

**A.**  on **B.** e after **C.** up **D.**  apart

**Question 25:** Mary lost one of her running shoes, but won the race despite this \_\_\_\_\_\_

**A.** disaster **B.** feat **C.** awkwardness **D.** handicap

**Question 26:** Veronica broke the school rules so many times that the headmistress finally had no alternative but to \_\_\_ her.

**A.** eject **B.** expel **C.** export **D.** deport

***Mark the letter A, B, C, or D on your answer sheet to show the underlined part that needs correction in each of the following questions.***

**Question 27**. Some relatives of mine like staying at their cabin on Lake Omega every summer holidays.

**A B C D**

**Question 28.** It was suggested that he studies the material more thoroughly before attempting to pass the exam.  **A B C D**

**Question 29.** I am very glad that you have done lot of progress this semester.

**A B C D**

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word for each of the blanks from 30 to 37.***

Fifty-five delegates representing all thirteen states except Rhode Island attended the Constitutional Convention in Philadelphia from May to September 1787. The delegates had been instructed by the Continental Congress to revise the old Articles of Confederation, but most believed that a stronger central government was needed. There were differences, however, about what structure the government should take and how much influence large states should have.

Virginia was by far the most populous state, with twice as many as people as New York, four times as many as New Jersey, and ten times as many as Delaware. The leader of the Virginia delegation, James Madison, had already drawn up a plan for government, which became known as the Large State Plan. Its essence was that congressional representation would be based on population. It provided for two or more national executives. The smaller states feared that under ***this plan***, a few large states would lord over the rest. New Jersey countered with the Small State Plan. It provided for equal representation for all states in a national legislature and for a single national executive. Angry debate, heightened by a stifling heat wave, led to deadlock.

A cooling of tempers seemed to come with lower temperatures. The delegates hammered out an agreement known as the Great Compromise – actually a bundle of ***shrewd*** compromises. They decided that Congress would consist of two houses. The larger states were granted representation based on population in the lower house, the House of Representatives. The smaller states were given equal representation in the upper house, the Senate, in which each state would have two senators regardless of population. It was also agreed that there would be a single executive, the president. This critical compromise broke the logjam, and from then on, success seemed within reach.

**Question 30:** What is the main topic of this passage?

**A.** James Madison’s plan to create a stable structure for the government of the United States

**B.** The differences in population and relative power between the original states

**C.** A disagreement at the Constitutional Convention and a subsequent compromise

**D.** The most important points of the Small State Plan

**Question 31:** According to the passage, how many states were represented at the Constitutional Convention?

**A.** Fourteen **B.** Twelve **C.** Thirteen **D.** Fifty-five

**Question 32:** It can be inferred from the passage that \_\_\_\_\_\_\_\_\_\_\_.

**A.** Every state in the country is larger than Delaware **B.** Delaware has no right at the Constitutional Convention

**C.** Virginia is ten times larger than Delaware **D.** Delaware has a small population compared to other states

**Question 33:** It can be inferred from the passage that the Articles of Confederation \_\_\_\_\_\_\_\_\_\_\_.

**A.** allowed small states to dominate large ones **C.** were revised and presented as the Large State Plan

**B.** provided for only a weak central government **D.** were supported by a majority of the delegates at the Convention

**Question 34:** According to the passage, in 1787 which of the following states had the FEWEST people?

**A.** New York **B.** Delaware **C.** New Jersey **D.** Virginia

**Question 35:** In line 10, the phrase ***this plan*** (paragraph 2) refers to \_\_\_\_\_\_\_\_\_\_\_.

**A.** a plan suggested by the national legislature **B.** the Small State Plan

**C.** a compromise plan **D.** the Large State Plan

**Question 36:** According to the passage, the weather had what effect on the Constitutional Convention?

**A.** Cold temperatures made Independence Hall an uncomfortable place to work

**B*.*** Hot weather intensified the debate while cooler weather brought compromise

**C.** Bad weather prevented some of the delegates from reaching Philadelphia

**D.** Delegates hurried to achieve an agreement before winter arrived

**Question 37:** The word ***shrewd*** (paragraph 3) is closest in meaning to \_\_\_\_\_\_\_\_\_\_\_.

**A.** clever **B.** unfair **C.** important **D.** practical

***Read the following passage and mark the letter A, B,C, or D on your answer sheet to indicate the word or phrase that best fits each of the numbered blanks from 38 to 42.***

Rural America is diverse in many ways. As we have seen, no one industry dominates the rural economy, no single pattern of population decline or (38)\_\_\_\_ exists for all rural areas, and no statement about improvements and gaps in well-being holds true for all rural people.

Many of these differences are regional in nature. That is, rural areas within a particular geographic region of the country often tend to be similar to each other and different from areas in (39)\_\_\_\_\_ region. Some industries, for example, are associated with different regions – logging and sawmills in the Pacific Northwest and New England, manufacturing in the Southeast and Midwest, and farming in the Great Plains. Persistent poverty also has a regional pattern, concentrated primarily in the Southeast. Other differences follow no regional pattern. Areas that rely heavily (40)\_\_\_\_\_ the services industry are located throughout rural America, as are rural areas that have little access to advanced telecommunications services.

Many of these differences, regional and non-regional, are the result of a (41)\_\_\_\_\_ of factors including the availability of natural resources; distance from and access to major metropolitan areas and the information and services found there; transportation and shipping facilities; political history and structure; and the racial, ethnic, and (42)\_\_\_\_\_ makeup of the population.

Adapted from“*Understanding Rural America*”, Info USA.

**Question 38**: A. grow B. growth C. growing D. grown

**Question 39**: A. the other B. others C. other D. another

**Question 40**: A. in B. on C. at D. for

**Question 41**: A. cooperation B. combination C. link D. connection

**Question 42**: A. cultured B. culturally C. cultural D. culture

***Read the*** *following* ***passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 43 to 50.***

In my experience, freshmen today are different from those I knew when I started as a counselor and professor 25 years ago. College has always been demanding both academically and socially. But students now

are less mature and often not ready for the responsibility of being in college.

It is really too easy to point the finger at parents who protect their children from life’s obstacles. Parents, who ***handle*** every difficulty and every other responsibility for their children from writing admission essays to picking college courses, certainly may contribute to their children’s lack of coping strategies. But we can look even more broadly to the social trends of today.

How many people do you know who are ***on medication*** to prevent anxiety or depression? The number of students who arrive at college already medicated for unwanted emotions has increased dramatically in the past 10 years. We, as a society, don’t want to “feel” anything unpleasant and we certainly don’t want our children to “suffer”.

The resulting problem is that by not experiencing negative emotions, one does not learn the necessary skills to tolerate and negotiate adversity. Asa psychologist, I am well aware of the fact that some individuals suffer from depression and anxiety and can benefit from treatment, but I question the growing number of medicated adolescents today.

Our world is more stressful in general because of the current economic and political realities, but I don’t believe that the college experience itself is more intense today than that of the past 10 years. What I do think is that many students are often not prepared to be young “adults” with all the responsibilities of life. What does this mean for college faculty and staff? We are required to assist in the basic parenting of these students - the student who complains that her professor didn’t remind her of the due date for an assignment that was clearly listed on the syllabus and the student who cheats on an assignment in spite of careful instructions about plagiarism.

As college professors, we have to explain what it means to be an independent college student before we can even begin to teach. As parents and teachers we shouldexpect young people to meet challenges. To encourage ***them*** in this direction, we have to step back and let them fail and pick themselves up and move forward. This approach needs to begin at an early age so that collegecan actually be a passage to independent adulthood.

Adapted from *“Students are different now”by Linda Bips. New York Times, October 11, 2010*

**Question 43**: The word “***handle***” in paragraph 2 mostly means \_\_\_\_\_\_.

A. point at B. deal with C. lend a hand to D. gain benefits from

**Question 44:** According to the writer, students’ difficulties to cope with college life are partly due to \_\_\_\_\_\_.

A. the lack of financial support B. the over-parenting from parents

C. the absence of parents' protection D. the lack of parental support

**Question 45**: The phrase "***on medication***" in paragraph 3 is similar in meaning to \_\_\_\_\_\_.

A. receiving medical treatment B. suffering anxiety or depression

C. doing medical research D. studying medicine at college

**Question 46**: Which of the following is NOT TRUE according to the passage?

***A.*** The college experience itself is more intense today than that of the past 10 years.

B. Our world is more stressful because of the current economic and political situation.

C. College faculty and staff are required to helpin the parenting of problematic students.

D. Our society certainly doesn't want our children to experience unpleasant things.

**Question 47**: The word "***them***" in the last paragraph refers to \_\_\_\_\_\_.

A. college professors B. young people C. teachers D. parents

**Question 48**: Students who are not well-prepared to be young “adults” with all the responsibilities of life will need \_\_\_\_\_\_. A. to be assigned more housework from adults B. to be given more social responsibilities

C. to be encouraged to meet challenges D. daily coaching from their teachers

**Question 49**: According to the writer, failure in life and less support from parents will \_\_\_\_\_\_.

A. defeat students from the very beginning B. help students to learn to stand on their own feet

C. discourage students and let them down forever D. allow students to learn the first lesson in their lives

**Question 50:** What is probably the writer's attitude in the passage?

A. Indifferent B. Praising C. Critical D. Humorous

**THE END**