

## PART I

*Text 1*

The term fine arts may be traced back to the older but equivalent French term *beaux arts* meaning "beautiful arts". In ancient Greece, the fine arts were watched over by the Muses, from which we get the word museum a place where fine arts are displayed. Because museums of fine arts have tended to display mainly painting and  
5 sculpture, these are the arts we first think of as belonging to the fine arts. But in fact they comprise all artistic works, including literature, architecture, drama, opera, and even up-to-date kinds like television and movies. In fact, any work that is exceptionally well-crafted may be so described, as in the often heard statement that somebody has raised furniture-making or penmanship or bookbinding "to the level of a fine art".  
10 Thomas de Quincey, an English writer of the early nineteenth century, entitled an essay "On Murder as One of the Fine Arts".

When people hear the term cultural literacy, they sometimes associate it with artistic culture with opera, ballet, painting, poetry, sculpture, architecture, and classical music. These fine arts are, of course, only a part of cultural literacy, but they do  
15 make up a domain of experience that people must be aware of in order to communicate with other literate people in our society. For many people, the appreciation of the fine arts helps bring satisfaction, joy, and meaning to life; and every person deserves to be exposed to good art, whether popular or classical. But an old and true proverb tells us there is no disputing about taste. People who dislike ballet or Bach are not therefore  
20 unworthy or insensitive people. Nor is the art of the Western tradition inherently superior to that of other traditions. Yet whether the fine arts bring richness to our personal lives or we prefer other forms of enrichment, every citizen does need an

acquaintance with enduring artistic works and artists, if only because they are indispensable reference points for our shared lives.

Questions for text1

29. Which of the following statements best describes the relationship between the term "fine arts" and the term "beaux arts"?
- a. The former includes all arts, the latter only traditional arts.
  - b. The former is more specific, the latter more general.
  - c. The two terms have the same meaning.
  - d. The French term means "beautiful arts", but the English term does not.
30. What effect does the writer mention that museums have had on our understanding of the fine arts?
- a. They have helped us understand the meaning of the Greek Muses.
  - b. They have led us to believe that only painting and sculpture are fine arts.
  - c. They have raised the displaying of art to the level of a fine art.
  - d. They have helped make people more culturally literate.
31. Which of the following best describes the function of the last sentence in the first paragraph?
- a. It is an example of how anything may be considered a fine art.
  - b. It shows the writer's belief that the definition of fine arts is too general today.
  - c. It is a summary of the first paragraph.
  - d. It is used to show how old the idea of fine arts is.
32. Which of the following statements would the writer of this text probably agree with?
- a. Traditional arts are superior to modern arts.
  - b. Insensitivity to traditional arts lessens one's appreciation of modern arts.
  - c. Western art is best understood in contrast to Eastern art.
  - d. No art tradition is necessarily better than any other.

33. Which of the following statements would the writer of this text probably disagree with?
- a. People's lives may be enriched in a variety of ways.
  - b. People often think cultural literacy means knowing artistic culture.
  - c. Not everyone has to enjoy classical ballet.
  - d. Some people have better taste in art than others.
34. What is the opinion of the writer about knowledge of the fine arts?
- a. People need to know the fine arts to fully enjoy life.
  - b. People who do not appreciate the fine arts are culturally inferior.
  - c. People need a knowledge of the fine arts to communicate with others.
  - d. People who do not like the fine arts do not need to know about them.
35. What would the writer of this text probably say about the popular Japanese television show, "Kato-chan Ken-chan"?
- a. It cannot be an example of a fine art.
  - b. Only history can decide whether it is an example of a fine art or not.
  - c. Whether it is a fine art or not depends on how well-crafted it is.
  - d. Only television critics may decide whether it is a fine art or not.

*Text 2*

The old debate about sex-based mental differences was given new life recently by a study that suggested to the news media that some truly new and unexpected scientific discovery had been revealed. Newspapers across the country boldly announced that Johns Hopkins researchers found that boys are, by nature, better than girls in  
5 mathematical reasoning. The ten-year Study of Camilla Benbow and Julian Stanley tested about 10, 000 students, mainly seventh and eighth graders, who were in the upper 3 percent of students in math ability. The study concluded that sex differences in achievement and in attitude toward mathematics exist and result from superior male mathematical ability.

10 Since up to the time of testing the girls and boys in the study did not differ in the number of math courses taken, the researchers did not seriously consider any other possible social or environmental factors, though they did suggest that their results could be explained by alternative interpretations of the data a possibility that none of the news media reported. The researchers also did not think it important to take into  
15 account that their subjects were volunteers, despite the evidence that gifted boys are more likely to volunteer to take tests than are gifted girls. But as two professors of mathematics wrote in their lead editorial in *Science* five weeks after the Benbow and Stanley study appeared, "anyone who thinks that seventh graders are free from, environmental influences can hardly be living in the real world." Who helps with the  
20 math homework, the kinds of toys and games girls and boys are given, and the expectations of parents and teachers are of critical importance. Mathematically gifted boys can confidently expect to use and be rewarded for their skills in math, science, and

engineering, and will thus be motivated to excel, but it has been well documented that parents, school counselors, and teachers have traditionally discouraged even talented  
25 girls from seriously pursuing mathematics and science skills. One study found that 42 percent of girls interested in careers in mathematics or science reported being discouraged by counselors from taking courses in advanced mathematics. In addition, at an age when pressures are high to conform to expected sex roles and behaviors, many girls do not want to seem as "unfeminine" in a culture that equates math and science  
30 skills with "masculinity." The Benbow and Stanley study will do little to discourage the idea that proficiency in mathematics is a sex-linked characteristic, which is already widespread among elementary and high school teachers, college students, and young mothers.

It is only recently that efforts have been made to educate teachers and counselors  
35 away from sex-typing and channeling. Several studies have shown that in those schools where the environment is equally challenging to both sexes, results are quite different from those of Benbow and Stanley. In schools where all the teachers have science, math, or engineering backgrounds, communicate enthusiasm for math, and expect women to advance as well as men, girls and boys score equally well in advanced mathematics  
40 tests. Unfortunately, studies that show no differences in performance or attitude between the sexes do not excite attention, or merit headlines and national news coverage, and many are not accepted for publication. Until this situation can be changed, studies that show sex-related differences in mathematical ability will continue to have a greater impact on society than those that do not.

Questions for text2

36. What does the writer of this text seem to think about the study conducted by Benbow and Stanley?
- That it is too heavily based on environmental factors.
  - That its conclusion is poorly based and misleading.
  - That it should be used by teachers and counselors to help advise students.
  - That it should have received more attention by the news media.
37. Which of the following factors was considered important in the Benbow and Stanley study?
- Whether the participants in the study were volunteers.
  - Whether the participants had taken an equal number of mathematics classes.
  - Whether teachers could influence students' decisions about studying math.
  - Whether boys and girls were equally motivated to study math.
38. Why does the writer of this text think the issue about whether the participants were volunteers is important?
- Because volunteers try harder than those who have no choice.
  - Because test results with volunteers tend to be more accurate.
  - Because talented girls do not volunteer as often as talented boys.
  - Because students with low level math skills tend not to volunteer for tests.
39. In general, what can we say about the editorial that appeared in *Science* following the report of the Benbow and Stanley study?
- It was a neutral review of the Benbow and Stanley study.
  - It offered new information that supported the Benbow and Stanley conclusion.
  - It was critical about some limitations in the Benbow and Stanley study.
  - It agreed with the methodology but not the conclusion of the Benbow and Stanley study
40. Which of the following does the writer of this text seem to be most critical of?
- Parents, teachers, and school counselors.
  - The Benbow and Stanley study.
  - The lead editorial in *Science*.
  - The news media.

41. What does the writer think about the idea that teachers and counselors have traditionally discouraged girls from studying mathematics?
- It is understandable, given girls' natural talents.
  - It is a well-supported fact.
  - It is just the opinion of a few researchers.
  - It has caused forty-two percent of all girls to be uninterested in mathematics.
42. How does the writer think the Benbow and Stanley conclusion probably affected most parents, teachers, and school counselors?
- It probably confirmed the beliefs they already held about sex and math ability.
  - It probably caused them to change their ideas about the connection between math ability and sex.
  - It probably discouraged them about their ability to influence their children and students.
  - It probably made them think about the value of a good education in math.
43. What is the writer's opinion about "sex-typing and channeling"?
- She approves of these educational practices.
  - She finds these practices objectionable.
  - She is waiting for more data before deciding about their value.
  - It is not possible to determine what her opinion is on the basis of this text.
44. What does "this situation" in the last sentence of the text refer to?
- Unequal environmental conditions for boys and girls at school.
  - Poorer performance on mathematics tests by girls.
  - A change in the number of school teachers with math and science backgrounds.
  - Lack of media interest in studies that show no relation between sex and ability.
45. What is the main purpose of the last paragraph in this text?
- To review the environmental factors that affect math ability.
  - To describe recent efforts to raise math scores for girls.
  - To argue for greater media attention to studies that show no sex-based differences.
  - To reemphasize the writer's opinion of the Benbow and Stanley study.

46. Which of the following is the best title for this text?
- a. "Males Perform Better Than Females in Mathematics"
  - b. "Environmental Influences on Mathematical Ability"
  - c. "Researchers Disagree on the importance of Mathematical Ability"
  - d. "The Controversy Over Male and Female Abilities in Mathematics"
47. Consider the advice that the four mothers below gave their high school age daughters on studying advanced mathematics. Which mother would the researchers from Johns Hopkins University agree with?
- a. Mother 1: I know you don't really like math, dear, but all the best careers for women in the future are going to be in the fields of science and engineering. If I you study hard, you cart be the next Einstein.
  - b. Mother 2: Girls don't need to know advanced mathematics, dear, so don't do what I did. Just find a good man and marry him.
  - c. Mother 3: Don't cry, dear. It's not your fault that Roger and John did better than you on the math test. Why don't you study something that girls are good at, like literature?
  - d. Mother 4: Your school counselor doesn't really know what he is talking about, dear. Here, look at this editorial in last month's edition of *Science*.

## PART II

When drawing an analogy, people observe similarities (48) two things, and usually go on to suggest that the thing which is (49) can help explain the one which is not or is only partly (50). Scientists have often described living processes by analogy. Some analogies are useful and accurate as far as they go. (51), the comparison of the

5 heart (52) a pump or the kidney with a filter has helped illustrate the nature and function of (53) organs. However, analogies that have been proposed to explain the nervous system have been (54) successful. One aspect of analogies is that they are (55) the scientific understanding of the time. The mind (56) be compared to a computer, for instance, (57) there is a computer.

10 Several analogies have been used (58) human memory. Plato, for example, suggested memory was analogous to the impression of messages on wax tablets. Other analogies for memory also involve artificial methods of storing information. (59) of the mind to a computer is attractive (60) it emphasizes the ability of human memory to recall information quickly. No matter how attractive a given analogy may appear, (61),

15 it is important to recognize the limited function of analogies in science. (62) in science, they generally act as substitutes (63), models that guide research, (64) genuine explanations of phenomena. They are useful (65) they lead to serious investigations designed to establish differences between the things compared, but (66) if they promote simple acceptance of two things (67) the same when they are really

20 fundamentally different.

48. a. at  
b. between  
c. by  
d. into
49. a. different  
b. familiar  
c. similar  
d. the same
50. a. aware  
b. conscious  
c. knowable  
d. understood
51. a. Also  
b. For example  
c. However  
d. Still
52. a. as  
b. for  
c. into  
d. with
53. a. all  
b. other  
c. some  
d. these
54. a. least  
b. less  
c. more  
d. most
55. a. limited by  
b. limitations to  
c. limits on  
d. limiting for
56. a. cannot  
b. should  
c. tends to  
d. used to
57. a. once  
b. since  
c. until  
d. when
58. a. explaining  
b. by explaining  
c. explained by  
d. to explain
59. a. Comparing  
b. The comparison  
c. Structure  
d. The structure
60. a. because  
b. only  
c. so  
d. while
61. a. also  
b. for example  
c. however  
d. instead
62. a. When used  
b. For use  
c. Useful  
d. Using
63. a. by analogy  
b. by comparison  
c. for understanding  
d. to understand
64. a. due to  
b. far less  
c. neither  
d. not
65. a. and  
b. if  
c. so  
d. together
66. a. dangerous  
b. denied  
c. different  
d. doubted
67. a. as being  
b. in being  
c. not being  
d. with being