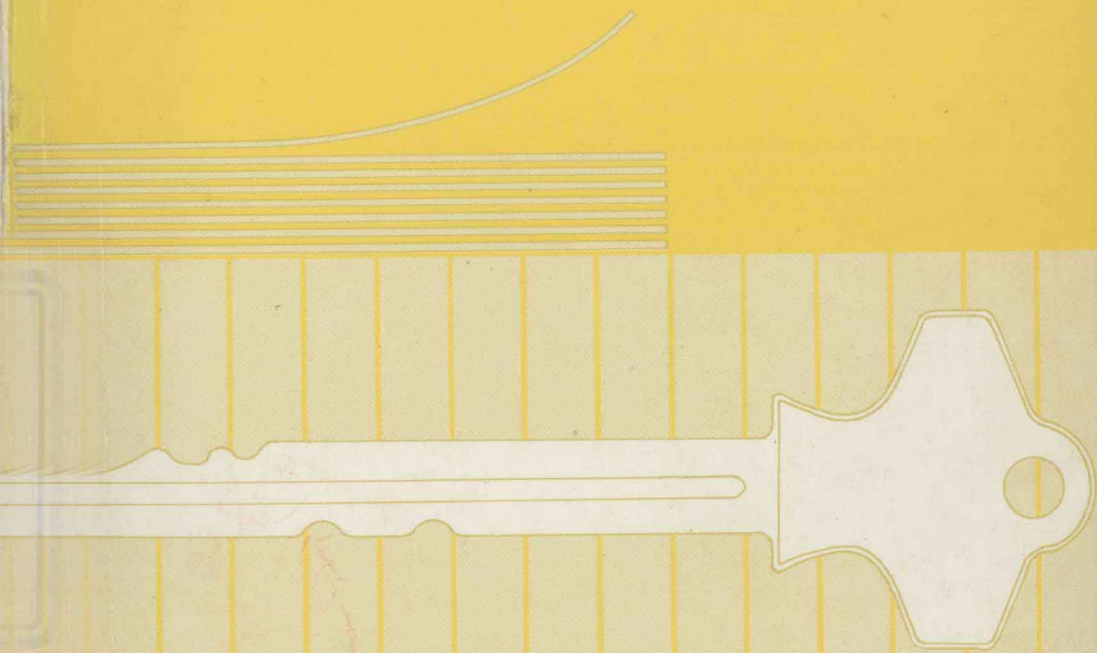


SY03

马来西亚华文独中高中统考

英文

历届试题集（第二辑）1987年至1992年



董总出版

总 序

本局于1987年出版高、初中统考各科第1辑历届(1975年至1986年)试题集。自1988年开始,则将有关年度的试卷按科目性质结集成册,编号分别为“系列87”、“系列88”“系列89”、“系列90”、“系列91”及“系列92”;书名分别为《高中语文科试题集》、《高中数学科试题集》、《高中科学科试题集》、《高中史地科试题集》、《高中商科试题集》、《初中语文科试题集》、《初中数理科试题集》、《初中史地科试题集》及《高初中美术科试题集》。“系列”册子出版至今已六年,已到了需要分科处理的阶段。因此今年出版最后一本“系列92”后,即不再有“系列”试题集之出版;而已出版之各“系列”则予以拆散,改编成高、初中统考各科第2辑历届(1987年至1992年)试题集。

由于各试题乃剪自试卷原稿,而原稿篇幅又长短不一,经影缩后,字体遂呈大小不一之弊,尚祈读者见谅。

独中统考经过几许煎熬,总算熬出一个春天来,此第2辑试题集之出版,即可作此方面的历史见证。

董教总全国华文独中工委
考试局
1993年

高中英文
1987 年至 1992 年
历届试题集 (第二辑)
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**THE UNIFIED EXAMINATION (1987)**  
**INDEPENDENT CHINESE SECONDARY SCHOOLS**  
**MALAYSIA**

*Senior Middle Section*

**ENGLISH LANGUAGE**

(SY03)

PAPER 1                      COMPOSITION

Date : December 8, 1987.

Time : 08:30 → 09:45

(75 minutes)

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INSTRUCTIONS TO CANDIDATES

1. This subject comprises two papers:  
    Paper 1 : Composition (40 %),  
    Paper 2 : Comprehension, Structure and Usage (60 %).
2. Complete Paper 1 within the 75 minutes allowed, and hand in your answer sheet(s) when the time is up. After a 15-minute interval, proceed to Paper 2.
3. Your composition will be assessed on its content, arrangement and grammar.
4. Use only a blue or black fountain pen or ball-point pen to write your answers.
5. Write the question number and the topic which you have chosen at the top of your answer sheet.
6. Selected questions must be circled in the *question number column* of *PAPER 1 MARKING SHEET*.

*Write a composition of 350 to 400 words on ONE  
of the following topics:*

1. My last day at school.
2. Suggest some ways of promoting tourism in your country.
3. Describe an unusual happening in your neighbourhood that aroused strong feelings among your neighbours.
4. "Things were very much better when we were young," said the old people generally. How far do you agree with this statement? Discuss.
5. Imagine you are Lee On Ban, living at 780, Jalan Ang Seng, 50470 Kuala Lumpur. Write a letter to your foreign friend, John, who lives at No. 3, West End Road, London 11E.W.2, Britain, introducing to him some of the more famous tourist attractions in Malaysia. Tell him briefly how to go about visiting such places so that the visit will be most economical and educational.

PAPER 2      COMPREHENSION, STRUCTURE AND USAGE

Date : December 8, 1987.

Time : 10:00 → 11:45  
(105 minutes)

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INSTRUCTIONS TO CANDIDATES

1. This subject comprises two papers:  
    Paper 1 : Composition (40%),  
    Paper 2 : Comprehension, Structure and Usage (60%).
  2. Paper 2 is divided into two sections:  
    Section A: Comprehension (20%),  
    Section B: Structure and Usage (40%).
  3. Attempt *ALL* questions in Paper 2.
    - (i) For each of the questions in Section A, select the best answer and then blacken the circle on the *COMPUTER CARD* (answer sheet "O") having the same letter as the answer you have chosen.
    - (ii) There are four parts in Section B. The answers to Parts One, Two, Three and Four should be written on the *ENGLISH LANGUAGE ANSWER SHEET* provided. Make sure that the numbers of your answers correspond to the numbers of the questions.
  4. Use only a blue or black fountain pen or ball-point pen to write your answers.
  5. Arrange Section B in correct question order and tie them together, with the provided marking-sheet on top. Hand in Section A and Section B separately.
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SECTION A    COMPREHENSION    (20%)

*Read the following two passages carefully and then answer the questions which follow them. For each answer you have chosen, blacken the circle having the same letter as that of your own choice on the COMPUTER CARD (answer sheet "O") provided.*

*Passage 1*

The ravens came flying around the hills in raiding parties; sometimes, I thought, with the *express purpose* of annoying the falcons which rested there. The falcons, quick to anger at any time, were obviously in a heat of fury when the ravens came scouting along the cliff. Hurtling down time after time with superior speed, their wings almost closed, the falcons would attempt to drive away the ravens. The latter, however, flew unconcernedly to and fro; only at the last split second of each falcon's drive, when the legs had come forward ready for the death blow, did the ravens turn over sideways to present that *remarkable* wedge of a beak which could transfix the falcon were it to continue its wild descent. But the falcon, knowing its match, did not strike an adult raven, though it might kill a young one which had not yet acquired the *agility* characteristic of its race.

1. According to the context of the passage, which of the following pairs of words or expressions is most similar in meaning?
  - A *parties* (line 1) - herds
  - B *express purpose* (line 2) - immediate task
  - C *remarkable* (line 8) - extraordinary
  - D *agility* (line 11) - habit
  - E *characteristic* (line 11) - natural
2. How did the falcons make their attack?
  - A They dived down and killed their prey with their legs.
  - B They flew to and fro before they turned over sideways.
  - C They used their beaks as wedges to continue their descent.
  - D They flew slowly down and killed their prey with their beaks.
  - E They pursued the ravens until their prey got tired and then seized them.
3. When the falcons attempted to drive away the ravens, the ravens would fly \_\_\_\_\_.
  - A around to confront them
  - B indifferently around them
  - C immediately away in fright
  - D wildly upwards and downwards
  - E about leisurely without fear
4. The chief advantage which ravens often used to defend themselves against the attack of falcons was their \_\_\_\_\_.
  - A numerical superiority
  - B speed during flight
  - C large black bodies
  - D wedge-like beaks
  - E sharp long legs
5. The falcons did not usually attack adult ravens for they \_\_\_\_\_.
  - A flew relatively slower than the average adult ravens
  - B were afraid of being pierced by the adult ravens
  - C realized they were no match for the adult ravens
  - D preferred eating young ravens than adult ones
  - E lacked the agility of the adult ravens
6. What would most likely happen to the adult ravens if they did not have sharp wedge-like beaks to protect themselves against the fierce falcons?
  - A The ravens would use their numerical superiority to jointly defend themselves.
  - B The falcons would still leave them alone in preference for the young ones.
  - C The ravens would use their long sharp legs instead to fight the falcons.
  - D The falcons would definitely attack them when confronted in the air.
  - E The ravens would stay in their nests if the falcons were around.
7. Do you think starving falcons would attack adult ravens? Why?
  - A Yes, because they are cruel birds by nature.
  - B Yes, because they love to feed on adult ravens' meat.
  - C Yes, because they are driven by hunger and their predatory nature.
  - D No, because they would then act cowardly in front of adult ravens.
  - E No, because they are discriminating attackers by nature.
8. The author wants us to know that the falcons were discriminating hunters. Which statement best describes that?
  - A Though they might kill a young raven, the falcons nevertheless would not strike an adult one.
  - B The falcons would fly hurtling down the cliff once they saw ravens around.
  - C The falcons were easily irritated by the ravens' scouting of the cliff.
  - D The falcons would kill young ravens if there were no adult ones around.
  - E The falcons would strike both an adult and a young raven when angered.

9. Being predators by nature, would angry falcons strike weaker birds if there were no ravens around? Why?
- A No, because other weaker birds would not satisfy their big appetite.
  - B No, because they were discriminating predators by nature.
  - C No, because their only natural food were the ravens.
  - D Yes, because they enjoyed killing birds by nature.
  - E Yes, because other weaker birds would serve as food equally well.
10. The most suitable topic for the passage would be : \_\_\_\_\_ .
- A The living habit of the ravens
  - B The natural habitat of the falcons
  - C The ravens' raiding of their victims
  - D The treatment of their young by ravens
  - E The preying on the ravens by the falcons

## Passage 2

It was a chilly evening and I had a wood-fire burning in my room. Because I felt the need for more air I opened the door slightly and went back to my reading. It was then that Molly howled. I thought to myself - that was odd, because I couldn't imagine Molly's being disturbed by our turkeys or by the raiding cat that sometimes came to steal one of the chicks.

So, I grasped the right arm of my chair to boost myself out of it. As I was about to step towards the opened door, my eyes caught sight of a long brown cobra slithering into my room.

Since I still had hold of one arm of the chair I grasped it firmly and lifted it up to wait for the cobra. It was completely inside the room now - all eight feet of it.

I felt it would not attack me because it was seeking warmth and would settle near the fire-place. But who wanted a big cobra as a house guest except maybe Indians! So, as it moved towards the fire, I attacked. Stretching out the back of the chair as a shield, I *warded off* a few attacks of its fanged darting head and after one very close call I slammed at its head with the arm of the chair. It was a perfect hit and I slugged the dazed cobra's fore-section right into the fire. It burned to ashes in a short while.

Some Chinese put mirrors in their windows to scare away evil spirits. Now I always put *one* in front of the open door, when I had a fire going, so that any inquisitive cobra trying to come in would see his ugly face and scare itself away.

What happened to Molly? I had changed his name to "Dragon Killer" or simply, "Killer" because of his alertness in sensing the cobra. After all, Molly was a girl's name and no respectable dog would want a girl's name. Furthermore, as a reward, I had given "Killer" *the run of the house* since last winter.

11. Which of the following pairs of words or expressions matches in meaning according to the context of the passage?
- A *caught sight of* (line 7) - followed after
  - B *slithering* (line 8) - creeping
  - C *warded off* (line 15) - countered
  - D *one* (line 20) - window
  - E *the run of the house* (line 25) - freedom to stay and move about in the house



12. Molly howled one chilly evening because \_\_\_\_\_.  
A a cat came to steal the turkeys  
B the weather was very cold outside  
C a snake was crawling into the room  
D a wood-fire was burning in the room  
E the door was open for better ventilation
13. The word "So" at the beginning of the second paragraph serves to tie logically together one distinct idea each from the first and second paragraph. The two interrelated ideas are : "\_\_\_\_\_" and "\_\_\_\_\_".  
A feeling odd over Molly's being disturbed by the turkeys or the raiding cat --- grasped the arm of the chair  
B feeling odd over Molly's being disturbed by the turkeys or the raiding cat --- caught sight of the cobra  
C hearing Molly's howl --- came slithering into the room a big brown cobra  
D feeling the need for more air --- boosted myself out of the chair  
E being a chilly evening --- grasped the right arm of the chair
14. The cobra came into the room because \_\_\_\_\_.  
A it wanted to attack the author  
B it was seeking warmth inside  
C the room was brightly lit  
D Molly had driven it wild  
E it was looking for food
15. The author said he hit the cobra with \_\_\_\_\_.  
A his walking stick  
B a piece of firewood  
C the leg of his chair  
D the arm of his chair  
E the back of his chair
16. In the fourth paragraph, the author said \_\_\_\_\_.  
A he roasted the cobra for his dog  
B he burned the cobra in the fire-place  
C he roasted the cobra and ate it himself  
D all Indians liked to keep cobras at home  
E he struck the cobra's head until it died
17. What is the main idea in paragraph four of the passage?  
A The way cobras keep themselves warm at home  
B The roasting of the cobra at the fire-place  
C The fatal assault of the author by the cobra  
D The cobra's attack and its killing by the author  
E The presence of a fire-place that attracts cobras
18. Unlike some Chinese, the author put a mirror in front of his open door to specifically \_\_\_\_\_.  
A serve as a good omen  
B keep out evil spirits  
C keep cobras out of the way  
D inform visitors not to disturb  
E guard the house against thieves
19. The most suitable topic for the passage would be \_\_\_\_\_.  
A Indoor killing of a cobra during one chilly evening  
B Behaviour of cobras during the cold season  
C An act of gratitude by faithful Molly  
D Molly's show of loyalty to his master  
E Molly's victory in killing the cobra
20. How would you rate Molly in relation to the indoor killing of the cobra?  
A most helpful  
B not involved  
C quite helpful  
D minimal influence  
E a contributing factor

SECTION B STRUCTURE AND USAGE (40%)

PART ONE (10%)

Fill each blank with a suitable PREPOSITION:

1. This rule is not applicable \_\_\_\_\_ your case.
2. He is lucky to be let \_\_\_\_\_ with only a small fine.
3. Please pull \_\_\_\_\_ your socks and start working hard.
4. I am \_\_\_\_\_ a loss now and do not know what to do next.
5. The young man is ignorant \_\_\_\_\_ the happenings around.
6. They were surprised \_\_\_\_\_ my suggestion for free tickets.
7. The firm excels \_\_\_\_\_ making cheap and beautiful furniture.
8. He insisted on going ahead regardless \_\_\_\_\_ the consequences.
9. The man seized the thief \_\_\_\_\_ the arm and would not let him go.
10. The poor harvest has brought \_\_\_\_\_ the ruin of the farmers in the district.

PART TWO (10%)

Fill each blank with the correct FORM OF THE VERB in brackets:

1. He \_\_\_\_\_ (stay) there since last year.
2. A landslide occurred while the bridge \_\_\_\_\_ (build).
3. We \_\_\_\_\_ (type) the whole book by 5p.m. this evening.
4. He \_\_\_\_\_ (speak) for an hour before the lights went out.
5. I would have done it if there \_\_\_\_\_ (be) sufficient time.
6. He's often moody, but at times I can't help \_\_\_\_\_ (like) him.
7. \_\_\_\_\_ (Judge) from what you said, he is quite a trustworthy person.
8. If you had waited a little longer, I'm sure you would \_\_\_\_\_ (meet) him.
9. When he arrived at the spot, he saw that the damaged car \_\_\_\_\_ (remove).
10. By the end of this year he \_\_\_\_\_ (teach) in this school for three years.

PART THREE (10%)

Combine each of the following groups of sentences into ONE single sentence without using 'and', 'but', 'then', 'or' and 'otherwise'. Begin the sentence with the word(s) given :

Example : I saw the postman. I rushed out to meet him. I hoped he had a letter for me.

Answer : *When I* saw the postman, I rushed out to meet him, hoping that he had a letter for me.

1. He waited longer. He got angrier. He had earlier told them to be punctual.

*The longer* \_\_\_\_\_.

2. Rama is cleverer. Fatimah is clever. We think it. Rama has failed the test.

*Although* \_\_\_\_\_.

3. I visited his garden. There were many rare plants in the garden. His friends gave him the plants.

*I visited* \_\_\_\_\_.

4. He tried to hide the traces of the crime. He had committed it. The reason is not difficult to see.

*It is not difficult* \_\_\_\_\_.

5. John had lost all his money. He did not dare to go home. His father would beat him up. His father had a very bad temper.

*After John* \_\_\_\_\_.

PART FOUR (10%)

Rewrite each sentence with the word(s) given in brackets. Be sure not to change the original meaning.

Example : They do not intend to visit him. (*have*)

Answer : They *have* no intention of visiting him.

1. He inherited a large fortune from his uncle. (*left*)

2. I can't stand that dreadful noise any longer. (*enough*)

3. I made certain that I stopped making any comments. (*insisted*)

4. Immediately after his arrival, things began to go wrong. (*No sooner*)

5. The man in that painting bears a strong resemblance to my grandfather. (*reminds*)

**THE UNIFIED EXAMINATION (1988)**  
**INDEPENDENT CHINESE SECONDARY SCHOOLS**  
**MALAYSIA**

*Senior Middle Section*

**ENGLISH LANGUAGE**

(SY03)

PAPER 1                      COMPOSITION

Date : December 7, 1988.

Time : 08:30 - 09:45  
(75 minutes)

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INSTRUCTIONS TO CANDIDATES

1. This subject comprises two papers:  
    Paper 1 : Composition (40 %),  
    Paper 2 : Comprehension, Structure and Usage (60 %).
2. Complete Paper 1 within the 75 minutes allowed, and hand in your answer sheet(s) when the time is up. After a 15-minute interval, proceed to Paper 2.
3. Your composition will be assessed on its content, arrangement and grammar.
4. Use only a blue or black fountain pen or ball-point pen to write your answers.
5. Write the question number and the topic which you have chosen at the top of your answer sheet.
6. Selected questions must be circled in the *question number column* of *PAPER 1 MARKING SHEET*.

*Write a composition of 350 to 400 words on ONE  
of the following topics:*

1. Describe the scene at a supermarket which you visited during a holiday cheap sale.
2. Students nowadays experience a lot of pressure from the school as well as the family. Would you agree with this statement ? Discuss.
3. 1988 has been declared the "Year of The Reader" in Malaysia. Suggest a few effective ways you believe could help to promote the reading habit among students in your school.
4. Imagine a situation where during a heavy thunderstorm one evening, your brother had acute appendicitis -- an acute pain on the right waist -- and his situation had later become worse. He needed immediate medical attention. Give a detailed account of how you helped your brother out of this critical situation by taking him to the hospital.
5. Imagine you are LEE ON BAN, living at 780, Jalan Ang Seng, 50470 Kuala Lumpur. You are interested in studying overseas. Write a letter to your cousin who is already studying there asking him for some advice or information which might be of help to you later. Mention any fears or problems regarding academic matters, food and lodging you might have in going overseas for further education.

PAPER 2            COMPREHENSION, STRUCTURE AND USAGE

Date : December 7, 1 988.

Time : 10:00 - 11:45  
(105 minutes)

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INSTRUCTIONS TO CANDIDATES

1. This subject comprises two papers:  
    Paper 1 : Composition (40 %),  
    Paper 2 : Comprehension, Structure and Usage (60 %).
2. Paper 2 is divided into two sections:  
    Section A: Comprehension (20 %),  
    Section B: Structure and Usage (40 %).
3. Attempt *ALL* questions in Paper 2.
  - (i) For each of the questions in Section A, select the best answer and then blacken the circle on the *COMPUTER CARD* (answer sheet "0") having the same letter as the answer you have chosen.
  - (ii) There are four parts in Section B. The answers to Parts One, Two, Three and Four should be written on the *ENGLISH LANGUAGE ANSWER SHEET* provided. Make sure that the numbers of your individual answers correspond to the numbers of the individual questions.
4. Use only a blue or black fountain pen or ball-point pen to write your answers.
5. Arrange the parts in Section B in correct question order and tie them together, with the marking-sheet on top. Hand in Section A and Section B separately.

SECTION A COMPREHENSION (20%)

Read the following two passages carefully and then answer the questions which follow them. For each answer you have chosen, blacken the circle having the same letter as that of your own choice on the COMPUTER CARD (answer sheet "O") provided.

Passage 1

Every country has its share of the odd beliefs that we call superstitions, and of all the subjects that superstitions have been built around, the most outstanding is salt.

5 The properties of salt have puzzled people everywhere. Today we know its chemical nature. We know why salt can help to thaw snow or to freeze ice cream. But early man did not have *this knowledge*. He looked on salt as magic. As magic, it had the power to do good or evil.

10 Man probably first noticed salt when he saw *animals near a salt lick*. When he tried some, it tasted good. Then he found out that salt could keep food from spoiling. He began to imagine that it could protect him as well. He valued salt for both its magical and its chemical properties.

In those early days, salt was scarce in some places. It was a precious item, too precious to be wasted. So there was a sensible reason for being careful not to spill salt. Spilling salt was indeed an unlucky accident.

15 Superstition gave another meaning to the same accident. Early man was sure that the good spirit guarding him had caused him to spill the salt. It was a warning of evil near him. Good spirits were thought to live on the right side of the body; bad spirits were on the left. So early man threw a pinch of salt over his left shoulder. The salt was a bribe to the spirits that planned to harm him.

20 To many people, spilling salt meant sadness. This superstition arose because tears are salty. An old belief in Norway is that enough tears must be shed to dissolve the salt that is spilled. And there is an old saying, "Help me to salt, help me to sorrow."

1. According to the passage, the word "*superstition*" represents \_\_\_\_\_.  
A abnormal thoughts of some people  
B uncommon ideas about some people  
C funny thoughts of the world's people  
D special ideas about people of the world  
E common beliefs of people of every country
2. In line 6, the words *this knowledge* refer to \_\_\_\_\_.  
A the good taste of salt  
B the magical nature of salt  
C the chemical nature of salt  
D the power to do good or evil  
E the superstitions of the country
3. The expression *animals near a salt lick* in line 8 means \_\_\_\_\_.  
A the animals' action of licking salt  
B the salt which animals like to lick  
C the animals near a salt-gathering place  
D the salt-licking animals which are nearby  
E the place where animals often go to lick salt
4. The main usefulness of salt to early man was its power to \_\_\_\_\_.  
A melt snow  
B catch birds  
C preserve food  
D freeze ice-cream  
E bribe evil spirits

- 15        Trouble begins above that height, which is one main reason why the really high peaks - those of 26000 feet and over - are in a different category of difficulty from any lesser ones. The policy of gradualness breaks down, for the muscle tissues begin to deteriorate fairly rapidly and the climber's resistance to cold, his fortitude in the face of wind and weather, are weakened. He tends to lose the promptings of  
20        appetite and thirst and he is denied the relaxation of normal sleep. In fact, from about 21000 feet onwards, he really needs greatly to speed up the rate of his progress and employ "rush" tactics.
- But this he cannot do. On the contrary, he is increasingly handicapped by the height as he climbs, and his progress becomes painfully slow; the mental effort, like  
25        the physical, is infinitely greater. If this is true of easy ground, it is the more so when difficulties arise, even minor ones which would not deter a moderate performer at a lower height. A slight change of gradient may be a straw which will break the camel's back. Considering that Everest is over 29000 feet and that some 8000 feet have  
30        to be climbed above this established level of successful acclimatization, one aspect of our problem becomes clear. It would be very desirable, in order to minimize the factor of physical deterioration, to climb those 8000 feet in a day, or at most two; but this is clearly quite out of the question. For so slowly does the climber move by his own unaided efforts, that four or five days would be required to get up, quite  
35        apart from the subsequent descent, and by about the fourth day at the latest, he would already be so weakened mentally as well as physically, that he would be unlikely to have the strength or the determination for the last lap - just when he needs it most. This is what had happened before at about the 28000-foot level.

11. Which statement is true according to the passage ?  
A Easy ground exists on the upper part of Mt. Everest.  
B Lack of oxygen slows down the pulse rate of the climber.  
C Individual performances on the mountain do not fluctuate much.  
D Trouble begins above 26000 feet during the climb on Mt. Everest.  
E Beyond a certain point in the climb, life cannot be sustained anymore.
12. The word *established* in line 7 means \_\_\_\_\_.  
A proved  
B agreed  
C adapted  
D believed  
E indicated
13. The word *retarded* in line 8 means \_\_\_\_\_.  
A prevented from  
B slowed down  
C reversed to  
D erased out  
E halted by
14. From the passage it could be inferred that the hardship and rigour caused by the surrounding rarefied air could probably be overcome by \_\_\_\_\_.  
A stretching out the time of climb  
B a regimen of acclimatization  
C alternating between methods  
D employing "rush" tactics  
E the use of oxygen
15. In the second paragraph, the rarefied air up to a certain point \_\_\_\_\_.  
A affects the climbers only mentally  
B affects the climbers only physically  
C may be replenished by acclimatization  
D makes climbing at this height impossible  
E does not affect the climbers mentally and physically



5. The man of ancient times treated salt as magic because \_\_\_\_\_.  
 A he thought salt could do good or evil  
 B only modern man knows its chemical nature  
 C of his ignorance of what salt was used for  
 D the quality of salt had always puzzled him  
 E of its special freezing and melting quality
6. In early days, if there was plenty of salt, how would man most probably treat it?  
 A He would treat it as a less magical substance.  
 B He would value it more than previously.  
 C He would store more of it for use.  
 D He would be careless in its use.  
 E He would find more uses for it.
7. How did salt come to indicate sorrow to the ancient superstitious Norwegians?  
 A Tears could melt salt.  
 B Salt and tears are both salty.  
 C Salt could be changed to tears.  
 D Salt could cause eyes to shed tears.  
 E Salt and tears both signify sadness.
8. After spilling salt, a superstitious man would \_\_\_\_\_.  
 A bribe the good spirits to help him  
 B ask for forgiveness from evil spirits  
 C quickly wash the salt away from the place  
 D throw some salt over the right shoulder  
 E throw some salt over the left shoulder
9. According to the passage, early man's superstition about salt was most likely based on the \_\_\_\_\_.  
 A ignorance of its chemical properties  
 B power of salt to do good or evil  
 C alleged magical power of salt  
 D many uses of salt  
 E scarcity of salt
10. The main idea of the passage deals with \_\_\_\_\_.  
 A the superstitious ways early man treated salt and its uses  
 B the ways early man made use of the magical powers of salt  
 C the different ways modern and early man looked at salt  
 D the reasons why early man thought salt was magical  
 E the various useful functions of salt to early man

#### Passage 2

There are three factors of awe-inspiring magnitude facing those who seek adventure among the highest peaks. They are this matter of vertical scale, the climatic conditions and the climbing difficulties. Let us look at altitude first.

- The rarefied air surrounding the upper part of Everest obviously makes movement, even over easy ground, much more difficult. Lack of oxygen also slows down and blurs the mental processes. Beyond a certain point, life itself is no longer possible. On the other hand, it is now sufficiently established that the ill-effects of altitude on the climber may at least be retarded by a careful regimen of what we call acclimatization, a gradual getting used to increasing height over a certain period of time.
- Individual performances on a mountain naturally vary, but it may be said that those among us who are best adapted to climb high mountains, provided they follow this policy of gradualness, can reach an altitude of at least 21000 feet and remain there without serious detriment - at any rate long enough to make a supreme final effort to reach a higher point, provided it is not too far above.