

THE GUIVY ZALDASTANISHVILI AMERICAN ACADEMY IN TBILISI



ENGLISH PRACTICE TEST

YEAR 9

DURATION: 100 minutes

Date: \_\_/\_\_/\_\_

Name (please PRINT clearly): \_\_\_\_\_

**GZAAT Entrance Exam**

**Duration: 100 minutes**

This test evaluates the skills of non-native English speakers in the following areas:

**Part 1**

**Vocabulary and Reading: Measures vocabulary and the ability to read and understand short passages.**

**Two Reading Sections**

**20 questions-60 points**

**Part 2**

**Reading and Writing: Short Story Analysis – Essay**

**40 points**

**Part I: Vocabulary and Reading**

**Directions: In this section you will read two passages. Each passage is followed by ten questions relating to its content. Circle the choice which best answers the question. (three sample reading sections are provided in this test sample)**

**Revolutionary Ideas: The Origin of the U.S. Government Intelligence Services**

In the very first presidential State of the Union address, George Washington requested that Congress establish a “secret service fund” for clandestine (or secret) activities. As the commander-in-chief of the U.S Army during the Revolutionary War, Washington knew how important these clandestine operations were to the new country.

Espionage, counterintelligence, and covert action had all been vital during that war against a powerful, better-funded, and better-organized British army. Washington and fellow patriots like Benjamin Franklin

and John Jay directed a wide-ranging plan of clandestine operations that helped level the playing field and gave the Americans a chance against the British, the world's reigning superpower at the time.

The feisty Americans ran networks of agents and double agents; set up elaborate deceptions against the British army; coordinated sabotage operations and paramilitary raids; used codes and ciphers; and disseminated propaganda and disinformation to influence foreign governments. Paul Revere was one of the first famous "intelligence" operatives, spreading the word throughout the countryside when British troops were first spied.

America's founders all agreed with Washington that "the necessity of procuring good intelligence is apparent and need not be further urged" and within two years of Washington's State of the Union speech, the secret service fund represented more than 10 percent of the federal budget. Not too much later, in the early 1800s, President Thomas Jefferson drew from this fund to finance the United States' first covert attempt to overthrow a foreign government, one of the Barbary Pirate states in North Africa.

From 1810 to 1812, President James Madison used the fund to employ agents and clandestine paramilitary forces to influence Spain to relinquish territory in Florida. Several presidents would dispatch undercover agents overseas on espionage missions, a strategy pioneered in the United States by Benjamin Franklin in his role as ambassador before and during the Revolutionary War.

Later, one US spy, disguised as a Turk, obtained a copy of a treaty between the Ottoman Empire and France. Also during this period, Congress first attempted to exercise oversight of the secret fund, but President James K. Polk refused the lawmakers, saying, "The experience of every nation on earth has demonstrated that emergencies may arise in which it becomes absolutely necessary...to make expenditure, the very object of which would be defeated by publicity."

1. In his first State of the Union address, what did George Washington ask Congress to do?
  - a) To make him the commander-in-chief of the Continental Army
  - b) To give more money to the U.S. Army to fight the British
  - c) To fund clandestine activities
  - d) To give him permission to spy on the British
  
2. Which of the following statements is **incorrect/false**?
  - a) The British army had more money than the U.S. Army
  - b) The British army was not as well organized as the U.S. Army
  - c) The British army was more powerful than the U.S. Army
  - d) The British army was the most powerful army in the world at that time
  
3. In the second paragraph "level the playing field" most nearly means:

- a) “to spy on someone”
- b) “to become independent”
- c) “to organize”
- d) “to make things more even”

4. According to the article, people like George Washington, Benjamin Franklin, and John Jay:

- a) Were members of Congress
- b) Directed clandestine operations against the British
- c) Wanted the U.S. to become a superpower
- d) Helped create an unbreakable code

5. In the third paragraph, the word “disseminated” most nearly means:

- a) “spread”
- b) “destroyed”
- c) “fought”
- d) “took back”

6. According to the article, the word “intelligence” most nearly means:

- a) “undercover”
- b) “intellectual ability”
- c) “secret information”
- d) “style”

7. According to the article, who said “the necessity of procuring good intelligence is apparent and need not be further urged”?

- a) America's founders
- b) Congress
- c) Thomas Jefferson
- d) George Washington

8. According to the article, what happened in North Africa?

- a) The U.S. secretly tried to overthrow a government
- b) The U.S. army invaded a Barbary Pirate state
- c) The U.S. congress gave money to a government
- d) The U.S. fought with Spain there

9. According to the article, Benjamin Franklin was:

- a) An undercover agent who worked overseas
- b) An ambassador
- c) A president
- d) An undercover agent who worked in Florida

10. Which of the following statements is **correct/true**?

- a) President Polk believed that the amount of money in the "secret fund" should be kept secret
- b) President Polk believed that Congress should control the amount of money in the "secret fund"
- c) President Polk believed that the U.S. should give emergency money to the Ottoman Empire
- d) President Polk graduated from GZAAT in 2005

[The following is taken from the book *Bury My Heart at Wounded Knee* (1970) by Dee Brown. This passage describes some of the tribes and leaders of the Native American ("Indian") people living in the Great Plains region of North America in the 19<sup>th</sup> Century when European settlers ("white man") began to arrive in large numbers.]

## The Sioux and the Cheyenne

The most numerous and powerful western tribe was the Sioux, or Dakota, which was separated into several subdivisions. The Santee Sioux lived in the woodlands of Minnesota, and for some years had been retreating before the advance of settlements. Little Crow of the Mdewkanton Santee, after being taken on a tour of eastern cities, was convinced that the power of the United States could not be resisted. He was reluctantly attempting to lead his tribe down the white man's road. Wabasha, another Santee leader, also had accepted the inevitable, but both he and Little Crow were determined to oppose any further surrender of their lands.

Farther west on the Great Plains were the Teton Sioux, horse Indians all, and completely free. They were somewhat contemptuous of their woodland Santee cousins who had capitulated to the settlers. Most numerous and most confident of their ability to defend their territory were the Oglala Teton. At the beginning of the white man's Civil War, their outstanding leader was Red Cloud, thirty-eight years old, a shrewd warrior chief. Still too young to be a warrior was Crazy Horse, an intelligent and fearless teenaged Oglala.

Among the Hunkpapas, a smaller division of the Teton Sioux, a young man in his mid-twenties had already won a reputation as a hunter and warrior. In tribal councils he advocated unyielding opposition to any intrusion by white men. He was Tatanka Yotanka, the Sitting Bull. He was mentor to an orphaned boy named Gall. Together with Crazy Horse of the Oglalas, they would make history sixteen years later in 1876.

Although he was not yet forty, Spotted Tail was already the chief spokesman for the Brulé Teton, who lived on the far western plains. Spotted Tail was a handsome, smiling Indian who loved fine feasts and compliant women. He enjoyed his way of life and the land he lived upon, but was willing to compromise to avoid war.

Closely associated with the Teton Sioux were the Cheyenne. In the old days the Cheyenne had lived in the Minnesota country of the Santee Sioux, but gradually moved westward and acquired horses. Now the Northern Cheyenne shared the Powder River and the Bighorn country with the Sioux, frequently camping near them. Dull Knife, in his forties, was an outstanding leader of the Northern branch of the tribe. (To his own people Dull Knife was known as Morning Star, but the Sioux called him Dull Knife, and most contemporary accounts use that name.)

1. Why did Little Crow believe that the Sioux people could not resist the advance of the United States?
  - a) Because the tribes were too divided
  - b) Because he had traveled east and seen how powerful the U.S. was
  - c) Because his people lived in the woodlands
  - d) Because they didn't like to fight

2. In the first paragraph, the term “accepted the inevitable” most nearly means:
- a) “replied to the invitation”
  - b) “valued the past”
  - c) “understood the reality of the situation”
  - d) “fought hard for freedom”
3. How did the Teton Sioux feel about the Santee Sioux?
- a) They looked down on them for not fighting harder
  - b) They respected them for fighting so hard
  - c) They liked the way they treated the settlers
  - d) They were happy they gave up their lands
4. In the second paragraph “capitulated” most nearly means:
- a) “captured”
  - b) “fought hard against”
  - c) “traded with”
  - d) “given in to”
5. Complete the sentence with the most correct statement: “Red Cloud and Wabasha were leaders of...
- a) ...the Sioux and Dakota respectively.”
  - b) ...the Oglala Tetons and the Santee respectively.”
  - c) ...the Santee and the Oglala Tetons respectively.”
  - d) ...the Mdewkanton and the Oglala Tetons respectively.”

6. Which of the following statements connected to the **third** paragraph is **incorrect/false**?

- a) Sitting Bull had a reputation as a hunter and warrior
- b) Sitting Bull was the mentor to a boy who had lost his parents
- c) Sitting Bull wanted to make peace with white men
- d) Sitting Bull and Crazy Horse would do something important/historical in 1876

7. In the fourth paragraph “compromise” most nearly means:

- a) “negotiate”
- b) “run away”
- c) “fight”
- d) “give up”

8. According to the article, which of the following tribes lived the farthest west?

- a) The Oglala Tetons
- b) The Santee Sioux
- c) The Brulé Tetons
- d) The Cheyenne

9. According to the article, what is true about the Cheyenne?

- a) The Cheyenne never acquired horses
- b) The Cheyenne migrated westward over time

- c) The Sioux did not allow the Cheyenne to share land with them
- d) The Cheyenne were closely associated with the Sante Sioux

10. According to the article, which of the following leaders was the oldest?

- a) Red Cloud
- b) Tatanka Yotanka
- c) Spotted Tail
- d) Dull Knife

### **Dorothea Lange: Photographer of the Great Depression**

Documentary photographer Dorothea Lange is best known for her work during the 1930s with Roosevelt's Farm Security Administration (FSA). Born in Hoboken, New Jersey in 1895, Lange studied photography at Columbia University then went on to a successful career as a portrait photographer in San Francisco.

In the midst of the Great Depression, Lange brought her large Graflex camera out of the studio and onto the streets. Her photos of the homeless and unemployed in San Francisco's breadlines, labor demonstrations, and soup kitchens led to a job with the FSA. From 1935 to 1939, Lange's arresting FSA images—drawing upon her strength as a portrait photographer—brought the plight of the nation's poor and forgotten peoples, especially sharecroppers, displaced families, and migrant workers, into the public eye. Her image "Migrant Mother" is arguably the best-known documentary photograph of the 20th century and has become a symbol of resilience in the face of adversity.

Lange's reports from the field included not just photographs, but the words of the people with whom she'd spoken, quoted directly. "Somethin' is radical wrong," one told her; another said, "I don't believe the President knows what's happening to us here." Lange also included her own observations. "They have built homes here out of nothing," she wrote, referring to the cardboard and plywood "Okievilles" scattered throughout California's Central Valley. "They have planted trees and flowers. These flimsy shacks represent many a last stand to maintain self-respect."

In 1941, Lange was awarded a prestigious Guggenheim Fellowship for excellence in photography. However, after the bombing of Pearl Harbor and the beginning of the Second World War, she gave up the award to take an assignment from the War Relocation Authority, recording the forced evacuation of

Japanese Americans to internment camps. Her images of the community were so compelling and so critical of the situation that the Army impounded them; they were seen by no one—including Lange herself—for more than twenty years.

Dorothea Lange died of esophageal cancer in 1965. Though other FSA photographers went on to commercial careers, she remained a documentarian to the end, hoping that—by looking more closely at ourselves—we would come to understand ourselves. In an interview before her death, she summarized the essence of a photograph, as "an act of love." "That's the deepest thing behind it," she reflected. "The audience, the recipient of it, gives that back."

1. Which of the following statements about Dorothea Lange is **incorrect/false**?
  - a) She is best known for the work she did in the 1930s with the FSA
  - b) She started out as a portrait photographer
  - c) She studied photography in college
  - d) She worked on a farm
  
2. According to the article, Lange was hired by the FSA because:
  - a) She went to Columbia University
  - b) She was taking photos of homeless and unemployed people
  - c) She was living in San Francisco
  - d) She had a Graflex camera
  
3. According to the article, the FSA photos taken by Lange helped “the nation’s poor and forgotten peoples” because:
  - a) The photos ensured that these people would not be forgotten by the general public
  - b) The photos were sold and the money donated to charity
  - c) The photos had great artistic value
  - d) The photos could be traded for food at soup kitchens
  
4. In the second paragraph, the phrase “resilience in the face of adversity” most nearly means:

- a) “being crushed by terrible forces”
- b) “being able to adapt to difficult situations”
- c) “standing up for/supporting the wrong idea”
- d) “giving up after a long struggle”

5. According to the article, Lange’s field reports, along with her photos, also included:

- a) Lange’s letters to the President
- b) Drawings of “Okieville”
- c) The exact words of the people with whom she’d spoken
- d) Summaries of conversations she’d had with locals

6. In the third paragraph, the term “Okieville” most likely refers to:

- a) The name of a city in California’s Central Valley
- b) The type of place where very poor people were living during the Great Depression
- c) The photos Lange took of California’s Central Valley
- d) The type of place rich people built during the Depression to maintain their self-respect

7. In the fourth paragraph, the term “Guggenheim Fellowship” most likely refers to:

- a) An award that was given to Lange
- b) An expensive, new brand of camera
- c) The title of Lange’s book of photos
- d) The place where Lange was married

8. What did Lange take photos of during the Second World War?
- a) The bombing of Pearl Harbor
  - b) The War Relocation Authority
  - c) The Army
  - d) The forced evacuation of Japanese Americans to internment camps
9. According to the article, what did the people in the Army think about the photos Lange took during the war?
- a) They thought the photos should be made public and seen by everyone
  - b) They thought that Lange should take more photos
  - c) They thought that the photos were too critical and should not be seen by anyone
  - d) They thought that all the photos should be destroyed
10. According to the article, what was Lange's overall attitude towards photography?
- a) She believed it could help us to better understand ourselves
  - b) She believed it was a good way to make money
  - c) She believed that the goal was to take the perfect picture
  - d) She believed that no one should see her photos

## **Part II: Reading and Writing**

**Directions: Read the short story, identify the story's central theme, and write 500 words explaining what this theme is and how it is expressed in the text. Be sure to discuss at least two of the following aspects: characterization, setting, point of view, sentence structure,**

**mood, tone, conflict. Your essay should demonstrate correct grammar and spelling, a varied vocabulary, and be clearly structured in paragraphs.**

## **Girl**

**by Jamaica Kincaid**

Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on Tuesday and put them on the clothesline to dry; don't walk bare-head in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off; when buying cotton to make yourself a nice blouse, be sure that it doesn't have gum in it, because that way it won't hold up well after a wash; soak salt fish overnight before you cook it; is it true that you sing benna in Sunday school?; always eat your food in such a way that it won't turn someone else's stomach; on Sundays try to walk like a lady and not like the slut you are so bent on becoming; don't sing benna in Sunday school; you mustn't speak to wharf-rat boys, not even to give directions; don't eat fruits on the street—flies will follow you; but I don't sing benna on Sundays at all and never in Sunday school; this is how to sew on a button; this is how to make a buttonhole for the button you have just sewed on; this is how to hem a dress when you see the hem coming down and so to prevent yourself from looking like the slut I know you are so bent on becoming; this is how you iron your father's khaki shirt so that it doesn't have a crease; this is how you iron your father's khaki pants so that they don't have a crease; this is how you grow okra—far from the house, because okra tree harbors red ants; when you are growing dasheen, make sure it gets plenty of water or else it makes your throat itch when you are eating it; this is how you sweep a corner; this is how you sweep a whole house; this is how you sweep a yard; this is how you smile to someone you don't like too much; this is how you smile to someone you don't like at all; this is how you smile to someone you like completely; this is how you set a table for tea; this is how you set a table for dinner; this is how you set a table for dinner with an important guest; this is how you set a table for lunch; this is how you set a table for breakfast; this is how to behave in the presence of men who don't know you very well, and this way they won't recognize immediately the slut I have warned you against becoming; be sure to wash every day, even if it is with your own spit; don't squat down to play marbles—you are not a boy, you know; don't pick people's flowers—you might catch something; don't throw stones at blackbirds, because it might not be a blackbird at all; this is how to make a bread pudding; this is how to make doukona; this is how to make pepper pot; this is how to make a good medicine for a cold; this is how to make a good medicine to throw away a child before it even becomes a child; this is how to catch a fish; this is how to throw back a fish you don't like, and that way something bad won't fall on you; this is how to bully a man; this is how a man bullies you; this is how to love a man, and if this doesn't work there are other ways, and if they don't work don't feel too bad about giving up; this is how to spit up in the air if you feel like it, and this is how to move quick so that it doesn't fall on you; this is how to make ends meet; always squeeze bread to make sure it's fresh; but what if the baker won't let me feel the bread?; you mean to say that after all you are really going to be the kind of woman who the baker won't let near the bread?