

**ISET** International School of Economics at TSU

Entrance Exam, May 5, 2012

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Test No 3, English

## Reading Passage I

**Directions: For each blank, choose the best answer from the choices given below. Be sure to mark your answers on the answer sheet. (1 point each)**

Whether as a result of some mysterious tendency in the national psyche or (1) \_\_\_\_\_ reaction to their unstable historical experience after the breakup of the Mycenaean world, the Greeks felt that to live with changing, undefined, unmeasured, seemingly random impressions - to live, (2) \_\_\_\_\_, with what was expressed (3) \_\_\_\_\_ Greek word *chaos* - was to live in (4) \_\_\_\_\_ constant anxiety.

If the apparent instability of the physical world and of the human condition was a source of pain to the Greeks, (5) \_\_\_\_\_ discovery of a permanent pattern (6) \_\_\_\_\_ apparently chaotic experience (7) \_\_\_\_\_ and explained was a source of satisfaction, (8) \_\_\_\_\_ joy, which had something of a religious nature. For the recognition (9) \_\_\_\_\_ order and measure did more (10) \_\_\_\_\_ simply satisfy their intellectual curiosity and a desire for tidiness; it also served as the basis of a spiritual ideal. "Measure and commensurability are everywhere identified (11) \_\_\_\_\_ beauty and excellence," was Plato's way of putting it in a dialogue in which measure is identified as a primary characteristic of (12) \_\_\_\_\_ ultimate good. Rationality and spirituality were never mutually (13) \_\_\_\_\_ categories in Greek thought. If the quest (14) \_\_\_\_\_ order and clarity was in essence (15) \_\_\_\_\_ a kind of spiritual ideal, it was not an ideal to be perceived in ecstatic (16) \_\_\_\_\_ mysticism but rather one to be arrived (17) \_\_\_\_\_ by patient analysis.

We see this process at work especially in Greek philosophy, (18) \_\_\_\_\_ various ways was aimed at (19) \_\_\_\_\_ the anxiety that is inherent in spontaneous lyric poetry. The Milesian philosophers of the sixth century were interested (20) \_\_\_\_\_ in discovering a primary substance which could explain all other phenomena. Neat and clear, it was an (21) \_\_\_\_\_ ideal, an antidote to the apparent senselessness of life. The person (22) \_\_\_\_\_ it deeply could feel a part of a great system that was impersonal but predictable, (23) \_\_\_\_\_ Lucretius, who brought back the Milesian attitude in a later age, he or she (24) \_\_\_\_\_ derive a peculiar peace from it. As time passed and Greek philosophy developed, (25) \_\_\_\_\_ urge to find order in experience was shifted from physics to the (26) \_\_\_\_\_ of mathematical abstraction by the Pythagoreans, and to the world of human behavior (27) \_\_\_\_\_ thinkers of the later fifth century; and, finally, Plato and Aristotle attempted to unite all these (28) \_\_\_\_\_ of interest (29) \_\_\_\_\_ comprehensive pictures of the relationship (30) \_\_\_\_\_ human life and the world as a whole.

1. a. as the  
b. such  
c. as a  
d. as
2. a. short  
b. shortly  
c. for short  
d. in short
3. a. by the  
b. with  
c. by a  
d. with a
4. a. an interest of  
b. a state of  
c. condition of  
d. position of
5. a. by  
b. -  
c. the  
d. a
6. a. by what  
b. by which  
c. with what  
d. on which
7. a. could be measured  
b. can be measured  
c. could measure  
d. might have measured
8. a. even so  
b. as so  
c. as  
d. even
9. a. of  
b. by  
c. in  
d. on
10. a. the  
b. than  
c. that  
d. then
11. a. by  
b. of  
c. for  
d. with
12. a. an  
b. the  
c. -  
d. a
13. a. elusive  
b. coherent  
c. exclusive  
d. beneficial
14. a. for  
b. of  
c. about  
d. in
15. a. search for  
b. the seek of  
c. seek for  
d. the search for
16. a. movable  
b. emotional  
c. motional  
d. stoic
17. a. at  
b. with  
c. of  
d. on
18. a. of which  
b. of that  
c. which in  
d. that in
19. a. alienating  
b. elucidating  
c. alleviating  
d. eliciting
20. a. above of  
b. beyond these  
c. above these  
d. above all
21. a. acerbic  
b. austere  
c. aroused  
d. allowed
22. a. who contemplated  
b. which contemplated  
c. who contemplating  
d. which contemplating
23. a. but, like  
b. and, like  
c. or, as  
d. so as
24. a. might  
b. should  
c. could  
d. can
25. a. a  
b. an  
c. -  
d. the
26. a. right  
b. realization  
c. righteousness  
d. realm
27. a. of different  
b. by various  
c. with number of  
d. by an amount of
28. a. focal  
b. foci  
c. focus  
d. cacti
29. a. into  
b. in such  
c. in  
d. out of
30. a. among  
b. within  
c. between  
d. beyond

## Reading Passage II

**Directions: Read the text below where a Nobel Prize-winning scientist discusses ways of thinking about extremely long periods of time.**

**Then answer the questions for Reading Passage II. Choose the best answer for each question. Be sure to mark your answers on the answer sheet. (3 points each)**

(1) There is one fact about the origin of life which is reasonably certain. Whenever and wherever it happened, it started a very long time ago, so long ago that it is extremely difficult to form any realistic idea of such vast stretches of time. The shortness of human life necessarily limits the span of direct personal recollection.

(2) Human culture has given us the illusion that our memories go further back than that. Before writing was invented, the experience of earlier generations, embodied in stories, myths, and moral precepts to guide behavior, was passed down verbally or, **to a lesser extent**, in pictures, carvings, and statues. Writing has made more precise and more extensive the transmission of such information and, in recent times, photography has sharpened our images of the immediate past. Even so, we have difficulty in contemplating steadily the march of history, from the beginnings of civilization to the present day, in such a way that we can truly experience the slow passage of time. Our minds are not built to deal comfortably with periods as long as hundreds or thousands of years.

(3) Yet when we come to consider the origin of life, the time scales we must deal with make the whole span of human history seem but the blink of an eyelid. There is no simple way to adjust one's thinking to such vast stretches of time. The immensity of time passed is beyond our **ready** comprehension. One can only construct an impression of it from indirect and incomplete descriptions, just as a **blind man** laboriously builds up, by touch and sound, a picture of his immediate surroundings.

(4) The customary way to provide a convenient framework for one's thoughts is to compare the age of the universe with the length of a single earthly day. Perhaps a better comparison, along the same lines, would be to equate the age of our earth with a single week. On such a scale the age of the universe, since the Big Bang, would be about two or three weeks. The oldest macroscopic fossils (those from the start of the Cambrian\* Period) would have been alive just one day ago. Modern man would have appeared in the last 10 seconds and agriculture in the last one or two. Odysseus\*\* would have lived only half a second before the present time.

(5) Even this comparison hardly makes the longer time scale comprehensible to us. Another alternative is to draw a linear map of time, with the different events marked on it. The problem here is to make the line long enough to show our own experience on a reasonable scale, and yet short enough for convenient reproduction and examination. But perhaps the most vivid method is to compare time to the lines of print themselves. Let us make a 200-page book equal in length to the time from the start of the Cambrian to the present; that is, about 600 million years. Then each full page will represent roughly three million years, each line about ninety thousand years, and each letter or small space about fifteen hundred years. The origin of the earth would be about seven books ago and the origin of the universe (which has been dated only approximately) ten or so books before that. Almost the whole of recorded human history would be covered by the last two or three letters of the book.

(6) If you now turn back the pages of the book, slowly reading one letter at a time - remember, each letter is fifteen hundred years - then this may convey to you something of the immense stretches of time we shall have to consider. On this scale the span of your own life would be less than the width of a comma.

\* Cambrian: the earliest period in the Paleozoic era, beginning about 600 million years ago.

\*\* Odysseus: the most famous Greek hero of antiquity; he is the hero of Homer's *The Odyssey*, which describes the aftermath of the Trojan War (ca. 1200 B.C.)

### Questions for Reading Passage II

31. The phrase "to a lesser extent" in paragraph 2, indicates that before the invention of writing, the wisdom of earlier generations was
- (A) rejected by recent generations when portrayed in pictures, carvings, or statues
  - (B) passed down orally, or not at all
  - (C) transmitted more frequently by spoken word than by other means
  - (D) based on illusory memories that turned fact into fiction
32. The author most likely describes the impact of writing (underlined sentence in paragraph 2) in order to
- (A) illustrate the limitations of the human memory
  - (B) provide an example of how cultures transmit information
  - (C) indicate how primitive preliterate cultures were
  - (D) refute an opinion about the origin of human civilization
33. The word "ready" in paragraph 3 most nearly means
- (A) set
  - (B) willing
  - (C) immediate
  - (D) apt
34. The analogy of the "blind man" (paragraph 3) is presented primarily to show that
- (A) humans are unable to comprehend long periods of time
  - (B) myths and legends fail to give an accurate picture of the past
  - (C) human history is only a fraction of the time since life began
  - (D) long periods of time can only be understood indirectly
35. In the underlined sentences (paragraph 4), the references to the Big Bang and the Cambrian Period serve to
- (A) illustrate that the age of the Earth can be understood using the time scale of a week
  - (B) suggest that agriculture was a relatively late development in human history
  - (C) argue that there are no existing fossils that predate the Cambrian period
  - (D) indicate that the Cambrian period lasted 600 million years
36. According to the lines in paragraph 5 (underlined), one difficulty of using a linear representation of time is that
- (A) linear representations of time do not meet accepted scientific standards of accuracy
  - (B) prehistoric eras overlap each other, making linear representation deceptive
  - (C) a scale that allots enough space to show human experience clearly would make the map too long to copy and use conveniently
  - (D) there are too many events to represent on a single line
37. The author of this passage discusses several kinds of time scales primarily in order to illustrate the
- (A) difficulty of assigning precise dates to past events
  - (B) variety of choices faced by scientists investigating the origin of life
  - (C) evolution of efforts to comprehend the passage of history
  - (D) immensity of time since life began on earth

## Reading Passage III

**Directions: Read the texts below. Then answer the questions for Reading Passage III. Choose the best answer for each question. Be sure to mark your answers on the answer sheet. (3 points each)**

### Text 1

(1) The Waltham-Lowell system, a business philosophy and manufacturing strategy, was named for its creator and the Massachusetts town in which it was first implemented in 1815. As a manufacturing system, it combined the various stages of the textile manufacturing process under one roof, while as a business system, it detailed a set of comprehensive rules and regulations for workers. To implement the Waltham-Lowell system, factory owners preferred to employ female workers - often called factory girls - because women would work for lower wages and were then considered easier to control than men.

(2) Many of the system's regulations, including a requirement that the women live in company-owned boarding houses, had been created primarily to assure families that their daughters would not be corrupted by factory life. Ironically, however, many of the women employed were actually forced to leave their families' homes, even when those families lived within easy commuting distance of the factories, and even when the women were married. Needless to say, living away from home and among strangers was a stressful and disorienting experience for many.

(3) The extremely poor living conditions of the boarding houses created further problems. Most factory houses were overcrowded, dirty, and infested with vermin. These conditions, combined with shared beds and poor ventilation, allowed diseases to spread and caused health problems for many of the workers. However, it's important for modern researchers to note that American factories were not alone in maintaining boarding houses for workers. In fact, conditions in company-run American boarding houses were actually uniformly superior to those in Europe, where conditions were even more cramped and the ethics of the owners more base.

(4) While these living conditions were regrettable, some economists have **advanced** that the managers of the textile factories had little choice. The American textile market of the last century was extremely competitive, since the supply of textiles created by the nation's numerous domestic factories far exceeded consumer demand. Furthermore, foreign competitors, including English and Indian factories, began selling excess textile products in America at the beginning of the 1800s. Compounding the problem, foreign textile factories could often afford to sell their products in the American market for less than domestic manufacturers, because foreign factories set their wages far below what Americans found tolerable. American factories were thus constantly facing the risk of bankruptcy, and many managers felt that taking measures to preserve the health, comfort, and safety of their factory workers would have been financial suicide.

### Text 2

(1) Widely utilized in the mid-nineteenth century, the Waltham-Lowell system encompassed a set of atrocious working rules that created a dismal environment for workers in textile factories. Many factory practices had ill effects on the health of workers, the majority of whom were young women. Loud machines running all day long in a small space affected the hearing of the workers, while poor ventilation filled the air with cotton lint and toxins from the whale-oil lamps used to light the factories.

(2) Problems were not limited to purely environmental factors. Workers also lived in constant fear of the factories' agents-supervisors who would punish them severely for any time spent not working. In fact, agents could fire workers almost at whim because of the seemingly endless supply of labor willing to replace the young women on the factory floor. The workers were usually not permitted to speak while operating the machines because the agents feared that 'talking would distract the women from their work and slow production. Not surprisingly, breaks were also infrequent, or absent altogether - even bathroom breaks were strongly discouraged. Ironically given these conditions, workers were expected to be neatly dressed in clean clothes at all times in case someone of note came to visit the mill. As a result, much of what little free time the young women had was spent washing or mending clothes.

(3) Some aspects of the Waltham-Lowell system were not only degrading but downright dangerous. The factory management's obsession with keeping workers at their tasks extended to keeping all factory doors locked during working hours. As a result, emergency evacuations were difficult or impossible. In 1911, a fire broke out in New York City's Triangle Shirtwaist Factory, and many workers died. Though one might hope that such a tragedy would have finally brought about changes, the factory owners were actually acquitted of criminal charges, and required to pay damages of only seventy-five dollars to each of 23 victims' families that sued. Sadly, the practice of locking factory doors remained common for several years.

(4) Though some charge that the Waltham-Lowell system was a result of **economic necessity**, we must realize that the factory managers who implemented this system made deliberate decisions to increase profits at the expense of their workers, and that these workers - even those who fell ill or died-were treated by factory managers as objects to be replaced. Owners should instead have replaced the reprehensible Waltham-Lowell system with another: that of common decency, to be respected above the baser "ideals" of nineteenth-century capitalism.

**Questions for Reading Passage III**

38. According to Text 1, the primary reason that factories required factory workers to live in boarding houses was to
- (A) placate the fears of the workers' families
  - (B) ensure that the girls were not corrupted by city life
  - (C) prevent disease among factory girls
  - (D) restrict the social activities of female factory workers
39. "Advanced" as used in paragraph 4 most closely means
- (A) proceeded
  - (B) argued
  - (C) denied
  - (D) progressed
40. Which of the following, if true, would most weaken the assertion in Text 1 about the necessity of subjecting factory girls to unsafe conditions?
- (A) Textile factories in France were financially successful even though they refused to make factory girls endure harsh conditions.
  - (B) The estimated costs of increasing worker safety and health in the nineteenth century to acceptable levels would have been more than the total profits of factories in that era.
  - (C) Many twentieth-century factories treated factory workers with care and dignity and still had higher profits than nineteenth-century factories.
  - (D) An early nineteenth-century workers' rights activist approached all American and foreign factories with a plan to improve working conditions while maintaining profits, but this plan was rejected by all factories.
41. In the second paragraph of Text 2, the description of the conditions imposed by factory agents serves to
- (A) argue that American factory conditions were superior to those in Europe
  - (B) illustrate the role of factory agents in creating the poor working conditions discussed
  - (C) argue that such conditions were immoral by modern standards
  - (D) illustrate the economic necessity of the harsh conditions
42. In the context of Text 2, the reference to the Triangle Shirtwaist Factory fire serves to
- (A) illustrate the prevalence of fires in factories that used the Waltham-Lowell system
  - (B) elicit unwarranted sympathy for the victims of a tragic factory accident
  - (C) demonstrate the dangerous conditions created by the uncaring attitude of factory owners toward their workers
  - (D) illustrate the negligent behavior common among factory workers in New York City
43. The texts differ in their evaluations of factory owners in that Text 1 claims that
- (A) market conditions partially excuse the poor work environment created by factory owners
  - (B) factory owners compensated society for their reprehensible actions in the factory through philanthropic work
  - (C) the use of the Waltham-Lowell system enabled American factories to compete with European and Indian factories
  - (D) the Waltham-Lowell system was superior to previous factory organization schemes



44. Which of the following is an aspect of the Waltham-Lowell System emphasized in Text 2, but not in Text 1?
- (A) The difficult conditions in factory boarding houses
  - (B) The role of agents in factory life
  - (C) Health hazards faced by factory girls
  - (D) The role of safety supervisors on the factory floor
45. Both texts mention which of the following aspects of nineteenth-century factory life?
- (A) The extensive demands of factory agents
  - (B) The health problems caused by factory life under the Waltham-Lowell system
  - (C) The demand that workers dress neatly
  - (D) The superiority of working conditions in factories outside of New York State
46. The author of Text 1 would most likely agree with which of the following statements about the "economic necessity" (paragraph 4) cited by the author of Text 2?
- (A) Such necessity cannot excuse the inhumane treatment of factory workers.
  - (B) The results of the necessity were likely more drastic in the United States than overseas.
  - (C) The necessity forced unfortunate compromises that could not easily be avoided.
  - (D) These conditions were solely a result of pressure from European and Indian competitors.

## Reading Passage IV

**Directions: Read the texts below. Then answer the questions for Reading Passage IV. Choose the best answer for each question. Be sure to mark your answers on the answer sheet. (3 points each)**

### Text 1

Acid rain clouds, formed by the release of gases from burning fossil fuels, join with existing weather patterns and eventually pour down toxic, highly acidic water droplets that can cause significant and often irreversible environmental damage. However, nuclear power and renewable energy technologies - those that take advantage of continuously available resources such as the sea, sun, and various biofuels - can generate electricity without giving off the gases that contribute to acid rain, and there are even proven ways to effectively sequester the harmful gases generated by fossil fuel plants. Yet as acid rain continues to seriously damage countless waterways, forests, crops, and even to erode buildings, **senselessly little** is being done to take advantage of these new technologies.

### Text 2

While **the world's most-developed nations** have the luxury of squabbling over the political and environmental questions raised by those who actually have energy choices, the developing world usually has only one resource to turn to: coal. One of the cheapest and most plentiful sources of energy in the world, coal is used to generate nearly 40 percent of the world's electricity. But when burned, coal releases large amounts of carbon dioxide - a gas that, when present in excess, can cause a whole host of serious respiratory diseases. So while wealthy nations can complain about global warming and acid rain, the rest of the world must struggle to cope with the immediate human damage caused by the only natural resource they can afford.

**Questions for Reading Passage IV**

47. In Text 1, the author's attitude toward the continuing presence of acid rain is best described as
- (A) astonishment that acid rain remains a problem in the developed world
  - (B) frustration that the use of cleaner technologies is not more widespread
  - (C) irritation that nothing is being done to curb the creation of acid rain
  - (D) impatience towards plants that refuse to adopt experimental technologies
48. In Text 2, the author characterizes "the world's most-developed nations" as which of the following?
- (A) Insensitive
  - (B) Responsible
  - (C) Privileged
  - (D) Reckless
49. How would the author of Text 2 most likely respond to the assertion in Text 1 that "senselessly little" is being done to take advantage of new and cleaner energy-generation technologies?
- (A) Wealthier nations have a responsibility to create opportunities for those less fortunate.
  - (B) Most countries would adopt these technologies if they were affordable.
  - (C) The environmental impact of an energy source is just as important as the cost of energy.
  - (D) Not all countries can afford these technologies.
50. The authors of both texts agree that
- (A) clean energy technologies are more expensive than conventional methods
  - (B) acid rain is a problem inevitably created by energy generation
  - (C) the burning of fossil fuels can release harmful gases
  - (D) the environmental debate over energy generation is only intensifying