

ISET International School of Economics at TSU

ENTRANCE EXAM, MAY 10, 2014

Test No 3, English

Reading Passage I

Directions: For each blank space, choose the best answer from the choices given below. Be sure to mark your answers on the answer sheet.

What's in a name? In the case of the secretary, or Personal Assistant (PA), it can be something rather surprising. The dictionary calls a secretary 'anyone who handles correspondence, keeps records and does clerical work for others'. But while this particular job (1) _____ looks a bit (2) _____, the word's original meaning is a hundred times more exotic and perhaps more (3) _____. The word itself has been with us since the 14th century and comes from the medieval Latin word *secretarius* meaning 'something hidden'. Secretaries started out as those members of staff with knowledge hidden from others, the silent ones mysteriously (4) _____ the secret machinery of organisations.

Some years ago 'something hidden' probably meant (5) _____ out of sight, tucked away with all the other secretaries and typists. A good secretary was an unremarkable one, efficiently (6) _____ orders, and then returning mouse-like to his or her station behind the typewriter, but, with the (7) _____ of new office technology, the job (8) _____ upgraded itself and the role has changed to one closer to the original meaning. The skills required are more demanding and more technical. Companies are (9) _____ that secretarial staff should already be (10) _____ trained in, and accustomed to working with, a (11) _____ of word processing packages. Professionals in the (12) _____ sector point out that nowadays secretarial staff may even need some management skills to take on administration, personnel work and research.

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|-------------------|----------------|-----------------|
| (1) | (5) | (9) |
| a) explanation | a) kept | a) insisting |
| b) detail | b) covered | b) ordering |
| c) definition | c) packed | c) appealing |
| d) characteristic | d) held | d) pressing |
| (2) | (6) | (10) |
| a) elderly | a) satisfying | a) considerably |
| b) unfashionable | b) obeying | b) highly |
| c) outdated | c) completing | c) vastly |
| d) aged | d) minding | d) supremely |
| (3) | (7) | (11) |
| a) characteristic | a) advent | a) group |
| b) related | b) approach | b) collection |
| c) likely | c) entrance | c) cluster |
| d) appropriate | d) opening | d) range |
| (4) | (8) | (12) |
| a) operating | a) strictly | a) appointment |
| b) pushing | b) validly | b) hiring |
| c) functioning | c) correctly | c) recruitment |
| d) effecting | d) effectively | d) engagement |

Reading Passage II

Directions: For each blank space, choose the best answer from the choices given below. Be sure to mark your answers on the answer sheet.

Sport as a spectacle and photography as a way of recording action have developed together. At the turn of the 20th century, Edward Muybridge was experimenting with photographs of movement. His pictures of a runner (13) _____ in every history of photography. Another milestone was when the scientist and photographer Harold Edgerton (14) _____ the limits of photographic technology with his study of a drop of milk hitting the surface of a dish. Another advance was the development of miniature cameras in the late 1920s, which made it possible for sports photographers to (15) _____ their cumbersome cameras behind.

The arrival of television was a significant development in the transmission of sport. Paradoxically, it was of benefit to still photographers. People who watched a sports event on TV, with all its movement and action, valued the still image as a reminder of the game. Looking back, we can see how (16) _____ sports photography has changed. (17) _____ sports photographers were as interested in the stories behind the sport as in the sport itself. Contemporary sports photography (18) _____ the glamour of sport, the colour and the action. But the best sports photographers today do more than (19) _____ tell the story of the event, or make a (20) _____ of it. They (21) _____ in a single dramatic moment the real emotions of the participants, emotions with which people looking at the photographs can (22) _____.

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|--|--|---|
| <p>(13)</p> <ul style="list-style-type: none"> a) exhibit b) show c) feature d) demonstrate | <p>(17)</p> <ul style="list-style-type: none"> a) Initial b) First c) Early d) Primary | <p>(21)</p> <ul style="list-style-type: none"> a) seize b) grasp c) capture d) secure |
| <p>(14)</p> <ul style="list-style-type: none"> a) grew b) extended c) prolonged d) spread | <p>(18)</p> <ul style="list-style-type: none"> a) outlines b) signals c) emphasises d) forms | <p>(22)</p> <ul style="list-style-type: none"> a) identify b) share c) unite d) join |
| <p>(15)</p> <ul style="list-style-type: none"> a) put b) keep c) lay d) leave | <p>(19)</p> <ul style="list-style-type: none"> a) simply b) alone c) singly d) always | |
| <p>(16)</p> <ul style="list-style-type: none"> a) highly b) radically c) extremely d) severely | <p>(20)</p> <ul style="list-style-type: none"> a) preservation b) store c) mark d) record | |

Reading Passage III

Directions: Read the text 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.

In 1862, in the midst of the Civil War, President Lincoln signed the Morrill Act. The measure was named after its initiator, Congressman (later Senator) Justin S. Morrill of Vermont. Popularly called the Land Grant Act, it provided each state with thousands of acres of federally owned land. Each state received 30,000 acres (10,033 hectares) for each senator (all states have two senators) and 30,000 acres for each representative in Congress (the number of representatives depends on the population of the state). The bill required that the land be sold, the proceeds invested, and the income used to create and maintain colleges around the nation to teach agriculture and engineering.

The Morrill Act introduced two radical ideas to education: that higher education should be practical, and that it should be available to the working classes, not just to the wealthy. Before land-grant universities, college was basically for a select few, and the curriculum stressed "classical" subjects such as Latin, rhetoric, and mathematics. The Morrill Act promoted the idea that working-class students could attend a quality college to learn to grow corn or build bridges. Although not all states used the money as the Morrill Act specified, some thirty states did establish new universities. Universities that trace their roots to the Morrill Act include Purdue, Rutgers, the University of Illinois, Texas A&M, the University of California, Ohio State, and Cornell. Eighteen states gave their money to existing state universities. A few states gave their money to private colleges. For example, Massachusetts used much of its funds to endow the Massachusetts Institute of Technology. One state changed its mind. Yale University, a private school, was chosen to be funded in Connecticut, but farmers protested, and the legislature moved the assets to the University of Connecticut.

It is not surprising that the Morrill Act emphasized agriculture. At the time it went into effect, over 80% of U.S. citizens lived in rural areas. In 1887, the Hatch Act established agricultural research centers at land-grant schools. This led to improvements in fertilizers, seeds, pesticides, livestock breeding, and disease control. Another bill, the Smith-Lever Act of 1914, provided for agricultural extension agents. These agents, who are based at land-grant schools, work directly with farmers to advise them about the latest farming techniques.

Gradually, most land-grant universities moved away from the narrow functions that were first assigned to them. Eventually they came to offer a full range of academic offerings, from anthropology to zoology. There are today 105 landgrant institutions in all fifty states and in the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. About one in five college students in the United States attends land-grant schools.

Questions for Reading Passage III

- (23) According to the passage, when the Morrill Act was signed, its sponsor was
- a) a general
 - b) a senator
 - c) a congressman
 - d) an engineer
- (24) What did the Morrill Act say about the land that was given to the states?
- a) It had to be used by farmers.
 - b) Universities had to be built on it.
 - c) It had to be sold.
 - d) Each state could decide what to do with it.
- (25) According to the passage, the amount of land that each state received depended on
- a) the physical size of the state
 - b) the number of senators and representatives
 - c) the number of college students who lived there
 - d) the condition of existing colleges
- (26) One of the "radical ideas about education" introduced by the Morrill Act was that
- a) Latin and other classical subjects should be taught in college
 - b) students should learn subjects such as farming by actually working on farms
 - c) colleges should be more selective in their choice of students
 - d) useful subjects such as agriculture and engineering should be taught in colleges
- (27) According to the passage, the greatest number of states spent the money that they received from the Morrill Act on
- a) giving money to private universities
 - b) establishing new departments at existing universities
 - c) creating new universities
 - d) rebuilding schools that had been damaged in the Civil War
- (28) Which of these states funded a private college?
- a) Connecticut
 - b) Massachusetts
 - c) Illinois
 - d) California
- (29) According to the passage, one effect of the Hatch Act was to
- a) create more land-grant schools
 - b) provide advisors for farmers
 - c) strengthen engineering programs
 - d) establish agricultural research stations

Reading Passage IV

Directions: Read the text 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.

The Hopi are a recognised tribe of Native American people who principally live in the state of Arizona. Traditionally the Hopi are highly skilled micro or subsistence farmers and have maintained a vow to live as peaceful and humble farmers respectful of the land and its resources. To the Hopi people, the institutions of family and religion are of paramount importance. The Hopi believe in a harmonious existence that makes the self-sacrificing individual the ideal. The Hopi individual is trained from birth to feel that his or her highest responsibility is to and for the Peaceful People-the Hopi's own term for themselves. Fighting, bullying, and attempting to surpass others bring an automatic rebuke from the community.

Implicit in the Hopi view is an original and integrated theory of the universe. With this they organize their society in such a way as to obtain a measure of security from a hazardous environment made up of foes, famines, and plagues. They conceive of the universe-humans, animals, plants, and supernatural spirits- as an orderly system functioning under rules known only to them. These rules govern their behavior, emotions, and thoughts in a prescribed way.

Questions for Reading Passage IV

- (30) The word “principally” in the passage is closest in meaning to
- predominantly
 - happily
 - willingly
 - occasionally
- (31) Which of the following is closest in meaning to the word “vow” in the passage?
- idea
 - belief
 - promise
 - concept
- (32) The word “paramount” in the passage is closest in meaning to
- greatest
 - differing
 - equal
 - decreasing
- (33) Which of the following is closest in meaning to the word “harmonious” in the passage?
- cooperative
 - hostile
 - philosophical
 - exclusive

- (34) The word “bullying” in the passage is closest in meaning to
- a) lying
 - b) organizing
 - c) entertaining
 - d) harassing
- (35) In the passage, the word “rebuke” is closest in meaning to
- a) prestige
 - b) reaction
 - c) criticism
 - d) compliment
- (36) Which of the following could best be substituted for the word “hazardous” in the passage?
- a) dangerous
 - b) random
 - c) familiar
 - d) changing
- (37) The word “foes” in the passage is closest in meaning to
- a) fears
 - b) needs
 - c) failures
 - d) enemies
- (38) The word “prescribed” in the passage is closest in meaning to
- a) illogical
 - b) set
 - c) unbearable
 - d) harsh

Reading Passage V

Directions: Read the text below. Then answer the questions for Reading Passage V. Choose the best answer for each question. Be sure to mark your answers on the answer sheet.

The term filibuster has been in use since the mid-nineteenth century to describe the tactic of delaying legislative action in order to prevent the passage of a bill. The word comes from the Dutch freebooter, or pirate, and most likely developed from the idea that someone conducting a filibuster is trying to steal away the opportunity that proponents of a bill have to make it successful.

In the earlier history of the U.S. Congress, filibusters were used in both the House of Representatives and in the Senate, but they are now much more a part of the culture of the Senate than of the House. Because the House is a much larger body than is the Senate, the House now has rules which greatly limit the amount of time that each member may speak, which effectively serves to eliminate the filibuster as a mechanism for delaying legislation in the House.

In the Senate, the smaller of the two bodies, there are now rules that can constrain but not totally eliminate filibusters. The Senate adopted its first cloture rule in 1917, a rule which requires a vote of two-thirds of the Senate to limit debate to one hour on each side. The rule was changed in 1975 and now requires a vote of three-fifths of the members to invoke cloture in most situations.

The longest filibuster on record occurred in 1957, when Senator Strom Thurmond of South Carolina wanted to delay voting on civil rights legislation. The filibuster was conducted for twenty-four hours and 18 minutes on August 28 and 29, when Thurmond held the floor of the Senate by lecturing on the law and reading from court decisions and newspaper columns. It was his hope that this filibuster would rally opponents of civil rights legislation; however, two weeks after the filibuster, the Civil Rights Act of 1957 passed.

Questions for Reading Passage V

- (39) It can be inferred from the information in the first paragraph that around 1800
- the first filibuster took place
 - legislative action was never delayed
 - the term filibuster was not in use in the U.S. Congress
 - the Dutch introduced the term freebooter
- (40) It can be determined from the first paragraph that a freebooter was most likely someone who
- served in the Senate
 - robbed passing ships
 - enacted legislation
 - served in the Dutch government
- (41) It is implied in the second paragraph that, in its early years, the House
- had no rules against filibusters
 - had few filibusters
 - had fewer filibusters than the Senate
 - had the longest filibuster on record
- (42) Based on the information in the third paragraph, a vote of cloture would most likely be used to
- initiate filibusters
 - break filibusters
 - extend filibusters
 - encourage filibusters
- (43) It can be inferred from the information in the third paragraph that the 1975 rule change
- increased the number of people needed to vote for cloture
 - made it easier to limit a filibuster
 - covered all types of Senate votes
 - decreased the number of people in the Senate
- (44) It is implied in the last paragraph that Senator Thurmond was opposed to
- filibusters
 - lecturing on the law
 - speaking in the Senate
 - the Civil Rights Act of 1957

Reading Passage VI

Directions: Read the text below. Then answer the questions for Reading Passage VI. Choose the best answer for each question. Be sure to mark your answers on the answer sheet.

In addition to the various types of deep mining, several types of surface mining may be used when minerals lie relatively close to the surface of the earth. One type is open-pit mining. The first step is to remove the overburden, the layers of rock and dirt lying above the ore, with giant scrapers. The ore is broken up in a series of blasting operations. Power shovels pick up the pieces and load **them** into trucks or, in some cases, ore trains. **These** carry it up ramps to ground level. Soft ores are removed by drilling screws, called augers.

Another type is called placer mining. Sometimes heavy metals such as gold are found in soil deposited by streams and rivers. The soil is picked up by a power shovel and transferred to a long trough. Water is run through the soil in the trough. **This** carries soil particles away with it. The metal particles are heavier than the soil particles and sink to the bottom, where they can be recovered.

The finishing-off process of mining is called mineral concentration. In **this process**, the desired substances are removed from the waste in various ways. One technique is to bubble air through a liquid in which ore particles are suspended. Chemicals are added that make minerals cling to the air bubbles, **which** rise to the surface with mineral particles attached.

Questions for Reading Passage VI

- (45) The highlighted word “them” in the passage refers to
- a) power shovels
 - b) layers of rock and dirt
 - c) giant scrapers
 - d) pieces of ore
- (46) To which of the following does the highlighted word “these” in the passage refer?
- a) ramps
 - b) trucks or ore trains
 - c) augers
 - d) blasting operations
- (47) The highlighted phrase “another type” in the passage is a reference to another type of
- a) deep mining
 - b) ore
 - c) metal
 - d) surface mining
- (48) The highlighted word “this” in the passage refers to
- a) a power shovel
 - b) gold
 - c) running water
 - d) a long trough
- (49) In the passage, the highlighted phrase “this process” refers to
- a) surface mining
 - b) the depositing of soil particles
 - c) mineral concentration
 - d) placer mining
- (50) The highlighted word “which” in the passage refers to
- a) the minerals
 - b) the liquid
 - c) the chemicals
 - d) the bubbles