

ISET International School of Economics at TSU

Entrance Exam, May 8, 2011

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)

"I really studied _____1_____ this test, but when I got in the room, I couldn't remember a thing."

"When I looked at _____2_____ section and couldn't answer any of the questions, I knew I was going to make all kinds of errors."

"I am always afraid _____3_____ exams because I never do well."

"I'm so tense, my hands sweat. I can't think, and when I look around, everybody is working _____4_____ but me. I just can't relax!"

"When I read a text in a test situation, I can't remember what I _____5_____."

These statements reflect how some students respond _____6_____ test anxiety. Test anxiety is stress related to testing. Stress _____7_____ as the body's response to _____8_____ occurrence or event. The event in this context is the combination of the test preparation and _____9_____ itself. On the one hand, a little anxiety is conducive to performance. _____10_____, when the stress level is too high, it _____11_____ impact memory, creating in the students a loss of function in testing environments with parallel negative effects on his or her welfare.

About fifty percent of students experience test anxiety _____12_____ in their college years. However, test anxiety is only _____13_____ of a range of stresses experienced by college students on a daily basis. In the college sector, some of the classic sources of stress derive _____14_____ the academic environment and relationships with friends and roommates. Major life changes, _____15_____ changes in income level or legal and financial issues, _____16_____ also create mental and physical feelings of stress and anxiety, which can overload the ability to function well.

Stress can also result from students' _____17_____ unrealistic expectations. When students require too much of themselves by overestimating their abilities, they may fail to achieve their goals or to make consistent progress _____18_____ them. Failure also creates tensions that have the potential _____19_____ a state of depression for which students may need to seek appropriate assistance _____20_____ consulting a psychologist or other licensed professional.

However, many students prefer to _____21_____ their problems as opposed to seeking help from professionals. For example, the results of one field research contribute to the _____22_____ body of studies on college students' attitudes toward professional psychological help-seeking by providing new evidence of the relationship _____23_____ attitudes toward professional psychological help-seeking and the variables of gender and _____24_____ counseling experience. Practitioners, educators and researchers in the field of psychology continue _____25_____ factors that lead to more favorable attitudes toward professional help-seeking to help encourage college students in emotional distress to seek psychological services.

For students _____26_____ less severe instances of stress, a number of activities are usually available on the college campus. From yoga classes to events organized by student clubs and organizations, _____27_____ activities promote healthy lifestyle and help students _____28_____ the stressful pitfalls of college life. Statistics indicate that those students _____29_____ actively participate in extracurricular activities experience _____30_____ stress during their educational careers in college.

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|-----|--|-----|---|-----|---|
| 1. | a. because b. on c. in d. for | 11. | a. should b. would c. did d. may | 21. | a. internalize b. vocalize c. inchoate d. delineate |
| 2. | a. a first b. an first c. first d. the first | 12. | a. at a one point b. at some point c. at another point d. at other point | 22. | a. grew b. having grown c. growing d. had grown |
| 3. | a. of b. off c. for d. at | 13. | a. less b. one c. second d. at least | 23. | a. toward b. between c. for d. of |
| 4. | a. away b. close c. near d. towards | 14. | a. from b. of c. on d. about | 24. | a. previous b. following c. next d. extra |
| 5. | a. would read b. read c. have read d. will read | 15. | a. thus b. so c. too d. such as | 25. | a. to impede b. to placate c. to recant d. to inculcate |
| 6. | a. in b. to c. for d. by | 16. | a. have to b. must c. can d. should | 26. | a. experiencing b. experienced c. will experience d. had experienced |
| 7. | a. defines b. will be defined c. is defined d. has defined | 17. | a. private b. own c. personal d. herself | 27. | a. much b. such c. this d. the |
| 8. | a. important b. a important c. an important d. the important | 18. | a. backwards b. downwards c. towards d. forwards | 28. | a. deal with b. abrogate c. fight for d. accompany |
| 9. | a. test b. a test c. an test d. the test | 19. | a. to foster b. to attribute c. to undermine d. to attenuate | 29. | a. clearly b. themselves c. whoever d. who |
| 10. | a. On the other hand b. On other hand c. By the other hand d. By other hand | 20. | a. for b. of c. on d. by | 30. | a. few b. a few c. fewer d. less |

Reading Passage II

Directions: Read the text below. 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)

The story of rabbits in Australia is another fascinating case study in evolutionary biology. Rabbits are not native to Australia. Before their introduction, the ecological niche was filled by a great variety of small kangaroos called wallabies. In 1859, 12 wild rabbits, *Oryctolagus Cuniculus*, were imported from England. By 1886 their descendents were colonizing new areas of southeastern Australia at the rate of 66 miles a year in all directions. By 1907 the rabbits had reached both the west and the east coasts of Australia, roughly the distance between California and New York. It seemed that nothing could stop the ever-expanding population of rabbits from taking over Australia. Thousands of miles of "rabbit-proof fences" failed to stem the tide. Certainly the wallabies offered no competitive resistance, and the few native predators made scarcely a dent in the rabbit populations. Hunting, trapping, and poisoning were to no avail. The rabbits were eating much of the sparse vegetation that supported Australia's huge sheep and cattle industry, and the graziers were suffering **enormous** financial losses.

The only solution was biological control. After extensive testing, government biologists introduced a mosquito-borne virus called myxomatosis. This virus caused a nonlethal disease in its natural host, but the disease was deadly for the European rabbit and completely harmless to all other Australian wildlife, domestic animals, and humans. To all indications, the solution had been found.

The disease did indeed **take hold** in 1950, and by 1952 it had produced a nationwide epidemic in the rabbit population. The mortality rate reached 99.9 percent. However, seemingly positive results were hardly the end of the story. A parasite that invariably kills its hosts before ensuring its own survival would be naturally selected against (that is, all of its individuals would die). This is exactly what inevitably happened to the myxomatosis disease. The viruses had been randomly mutating, and, because the more virulent strains died with their hosts, the mutations that produced less virulence were favored by natural selection. The rabbits were also mutating, and they were being naturally selected for greater resistance to the disease. The result was a milder disease and stronger rabbits and both of these factors led to further expansion of the rabbit population. Today, the mortality rate is down to 40 percent. There are still annual outbreaks of myxomatosis in Australia, but the disease is less effective in controlling the number of rabbits. The case of rabbits in Australia is a perfect example of evolution in action, instigated by humans but occurring through natural evolutionary forces.

Questions for Reading Passage II

31. The text mainly focuses on which of the following?
- Myxomatosis and its impact on the population of rabbits in Australia
 - Australia's ecological niche being occupied by wallabies and rabbits
 - The expansion of rabbits beyond the "rabbit-proof fences"
 - The introduction of rabbits to Australia and its consequences
32. The author's main purpose in writing this text is to
- examine the difference between rabbits and wallabies
 - argue that rabbits are dangerous for the population of Australia
 - discuss the introduction of rabbits to Australia as an example of evolution in action
 - explain the impact of myxomatosis
33. Which of the following can be inferred from the text?
- Hunting, trapping, and poisoning helped significantly decrease the population of rabbits in Australia
 - Rabbits are not native to Australia
 - Myxomatosis is deadly for humans
 - Wallabies became extinct after the introduction of rabbits to Australia
34. According to the text, which of the following is true about the expanding population of rabbits in Australia?
- The rabbit population in Australia caused the extinction of the indigenous wallabies
 - The first wild rabbits were imported to Australia from Germany
 - The number of rabbits had quadrupled between 1859 and 1907
 - In 1907 the rabbits had reached the west and the east coasts of Australia
35. According to the text, what inevitably happened to the myxomatosis disease?
- The myxomatosis disease was designed to naturally mutate
 - The myxomatosis virus evolved into a less severe disease
 - The myxomatosis disease started to target stronger rabbits
 - The more virulent strains of the disease spread quicker than the less virulent ones
36. **Enormous** as used in the text means the same as which of the following words?
- prodigal
 - precursory
 - gargantuan
 - evident
37. **Take hold** as used in the text means the same as which of the following words?
- spread
 - snatch
 - disappear
 - seize

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. (3 points each)

The Business Cycle

One phase of the business cycle is the expansion phase. This phase is a two-fold one, including recovery and prosperity. During the recovery period there is ever-growing expansion of existing facilities, and new facilities for production are created. More businesses are created and older ones expanded. Improvements of **various** kinds are made. There is an ever-increasing *optimism* about the future of economic growth. Much capital is invested in machinery or "heavy" industry. More labor is employed. More raw materials are required. As one part of the economy develops, other parts are affected. For example, a great expansion in automobiles results in an expansion of the steel, glass and rubber industries. Roads are required; thus the cement and machinery industries are stimulated. Demand for labor and materials results in greater prosperity for workers and suppliers of raw materials, including farmers. This increases purchasing power and the volume of goods bought and sold. Thus prosperity is diffused among the various segments of the population. This prosperity period may continue to rise and rise without an **apparent** end. However, a time comes when this phase reaches a peak and stops spiraling upwards. This is the end of the expansion phase.

Questions for Reading Passage III

38. It can be inferred from the text that the author believes that ...
- cyclical ends to business expansion are normal
 - luxury goods such as jewelry are unaffected by industrial expansion
 - the creation of new products is essential for prosperity
 - when consumers lose their confidence in the market, a recession follows
39. Which of the following is most likely to be the topic of the next paragraph?
- Inflation
 - Union demands
 - Another phase of the business cycle
 - Industrial expansion
40. According to the text, what are the two stages of the expansion phase?
- Investment and diffusion
 - Recovery and investment
 - Employment and prosperity
 - Recovery and prosperity
41. As discussed in the text (line 4), which of the following statements is the best example of the *optimism* as part of the expansion phase?
- Industrial firms allocate money for the purchase of machine tools
 - The prices of agricultural commodities are increased at the producer level
 - Public funds are designated for the construction of new highways designed to stimulate tourism
 - Full employment is achieved at all levels of the economy
42. **Various** as used in the text means the same as which of the following words?
- unprecedented
 - strange
 - perennial
 - copious
43. **Apparent** as used in the text means the same as which of the following words?
- gregarious
 - fledgling
 - perceptible
 - agreeable

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. (3 points each)

The search for an explanation of the frequency, as well as the weakness, of U.S. third party movements is illuminated by examining the conditions that have favored the growth of a strong two-party system. Different interests and voting blocks predominate in different regions, so that the electorate is geographically fragmented. This heterogeneity is complemented by a federal political structure that forces the major parties to find voter support at state and local levels in separate regions. Historically, for example, the Democratic Party drew support simultaneously from northern Black urban voters and segregationists. Such pressures encouraged the major parties to avoid political programs that are too narrowly or sharply defined. Instead, they seek broad appeal, supported by sometimes competing promises made to sectional interests. The non-doctrinal character of U.S. politics means that important new issues and voting blocks tend to be initially ignored by the major parties. Such issues – opposition to immigration and the abolition of slavery are two historic examples – tend to gain political prominence through third parties.

Ironically, the same factors that lead to the emergence of third parties contribute to the explanation of their failure to gain national political power. Parties based on narrow or **ephemeral** issues remain isolated or fade rapidly. At the same time, those that raise increasingly urgent social issues also face inherent limits to growth. Long before a third party can begin to substantially broaden its base of voter support, the major parties are able to move to attract the minority of voters that it represents. The Democratic Party, for example, **appropriated** the agrarian platform of the Populist Party in 1896, and enacted Socialist welfare proposals in the 1930s, in both cases winning much of the popular bases of these parties. Except for the Republican Party, which gained national prominence as the Whigs were declining in the 1850s, no third party has ever achieved national major party status. Only at state and local levels have a handful of third parties been sustained by a stable voting block that remains unrepresented by a major party.

Questions for Reading Passage IV

44. The author's primary purpose in the text is to ...
- trace the historical rise and decline of third party movements in the U.S.
 - explain why most U.S. third party movements have failed to gain major party status
 - argue for the necessity to change the U.S. political system
 - demonstrate the non-ideological character of U.S. politics
45. According to the text, the major factor responsible for the rise of third parties in the U.S. has been the ...
- slow response of major parties to new issues and voting groups
 - exclusion of immigrants and minorities from the mainstream politics
 - religious differences between various fragments of the population
 - the need for economic interests to establish themselves in politics
46. Why does the author mention the Republican Party in the text?
- To contrast its political platform with that of the Democratic Party
 - To argue against its political platform
 - To give an example of a national major party that originated from a third party
 - To explain the reasons for its decline
47. According to the text, all of the following are true about the Democratic Party, EXCEPT
- It was previously known as the Whigs Party
 - It appropriated the agrarian reform of the Populist Party
 - It drew support from northern Black urban voters
 - It enacted welfare proposals in the 1930s
48. Which of the following can be inferred from the text?
- Historically, third parties found it difficult to establish themselves in the U.S. political system
 - The U.S. political system heavily relies on the presence of third parties on the national level
 - The American people automatically dislike third parties
 - Third parties appeared in the U.S. politics only in the 20th century
49. **Appropriated** as used in the text means the same as which of the following words?
- hijacked
 - acknowledged
 - matched
 - suited
50. **Ephemeral** as used in the text means the same as which of the following words?
- imperative
 - mendacious
 - essential
 - temporary