

IBA

Name :

Batch:

ENGLISH LECTURE - 07

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REVIEW TEST

TIME: 10 Minutes

SCORE:.....

Define whether the following sentences are CORRECT (C) or INCORRECT (I). Correct mistakes.

1. My neighbor is very proud of her new grandson who born last week.
2. I'm very fond of this old brooch because it was belonged to my grandmother.
3. My family live in Scotland but I was educated in France.
4. I'm afraid I can't lend you my camera. It's repairing this week.
5. The bridge was collapsed during the floods but fortunately no one was using it at the time.
6. The word "stupid" was in my report but it wasn't referred to you.
7. I'm sorry I'm late. I got held up in the traffic.
8. When did you discover that the money had been disappeared?
9. Children under the age of seven do not allow in this pool.

Fill in the following blanks with the right word from the options below.

1. Distinguished humanists might sneer at him as "a _____ sophist" since he was always very expressive but from this time his ambition was not only to be the greatest scientific authority in Germany but also the champion of the papacy and of the traditional church order.
(A) gregarious (B) gargantuan (C) garrulous (D) gripping (E) gigantic
2. Remember, too, that, although Death is _____, yet he is just; for he brings retribution to the rich for their wickedness, and gives the poor eternal rest from their toil and sorrow.
(A) inexorable (B) indefatigable (C) impossible (D) intolerable (E) imperturbable
3. His temper and life seem to have been remarkably free from all that was jarring, jealous and fretful; unless, indeed, we are to accept as true the account of his wife's character which represents her as having been no fit mate for him, but an _____ shrew and skinflint.
(A) inevitable (B) incorrigible (C) impeccable (D) imaginable (E) impending
4. Cromwell was essentially a conservative reformer; in his attempts to purge the court of chancery of its most _____ abuses, and to settle the ecclesiastical affairs of the nation, he showed himself anxious to retain as much of the existing system as could be left untouched without doing positive evil.
(A) furtive (B) gratuitous (C) fervent (D) fallacious (E) flagrant
5. The _____ were locked up and deprived of all hope of earning means to obtain enlargement; while their families and persons dependent on them shared their imprisonment and added to the overcrowding.
(A) impecunious (B) incorrigible (C) indomitable (D) impatient (E) impervious

PART I: STRUCTURE AND WRITTEN EXPRESSION

DEGREE OF ADJECTIVE

Most descriptive adjectives have three forms: the positive (happy), the comparative (happier), and the superlative (happiest).

POSITIVE	COMPARATIVE	SUPERLATIVE
hot	hotter	hottest
interesting	more interesting	most interesting
sick	sicker	sickest
colorful	more colorful	most colorful

- The *positive* shows no comparison. It describes only the simple quality of a person, thing, or group.
The house is big.
The flowers are fragrant.
- The *comparative* involves two entities and shows a greater or lesser degree of differences between them.
My dog is smarter than yours.
Abir is more athletic than Samin.
Spinach is less appealing than carrots.

It is also possible to compare two entities without using *than*. In this case, the expression *of the two* will usually appear someplace in the sentence.

subject + verb + *the* + comparative + *of the two* + (noun)

OR

of the two + (noun) + subject + verb + *the* + comparative

Siam is the smarter of the two boys.
Of the two shirts, this one is the prettier.
 Please give me the smaller of the two pieces of cake.
Of the two books, this one is the more interesting.

Remember:

2 entities – comparative
 3 or more - superlative

- In the superlative degree, three or more entities are compared, one of which is superior or inferior to the others. The following rule applies.

Subject + verb + <i>the</i> +	adjective + <i>est</i> <i>most</i> + adjective + <i>least</i> + adjective	<i>in</i> + singular count noun <i>of</i> + plural count noun
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Ryan is the tallest boy in the family.
 Disha is the shortest of the three sisters.

Those shoes are the least expensive of all.
 Of the three shirts, this one is the prettiest.

NOTE: After the expression *one of the* + superlative, be sure that the noun is plural and the verb is singular.

One of the greatest cricket players in the world is Brian Lara.

Kuwait is one of the biggest oil producers in the world.

Adverbs usually are not followed by *-er* or *-est*. Instead, they are compared by adding *more* or *less* for the comparative degree, and by adding *most* or *least* to form the superlative.

POSITIVE	COMPARATIVE	SUPERLATIVE
carefully	more carefully less carefully	most carefully least carefully
dangerously	more dangerously less dangerously	most dangerously least dangerously

Monzur drove more carefully than Abrar. (comparative)
 Arna dances more gracefully than her partner. (comparative)
 That child behaves the most carelessly of all. (superlative)
 Natasha plays the most recklessly of all. (superlative)

EQUAL COMPARISON

An equal comparison indicates that the two entities are (or are not, if negative) exactly the same. The following rule generally applies to this type of comparison.

subject + verb + as +	adjective	noun
	adverb	pronoun

NOTE: Sometimes you may see *so* instead of *as* before the adjective or adverb in negative comparisons.
 He is not as tall as his father.

OR

He is not so tall as his father.

NOTE: Remember that the subject form of the pronoun will always be used after *as* in correct English.

Rafa is as tall as I.

You are as old as she.

Examples of equal comparisons:

My book is as interesting as yours. (adjective)
 His car runs as fast as a race car. (adverb)
 Amit sings as well as his sister. (adverb)
 His job is not as difficult as mine. (adjective)

OR

His job is not so difficult as mine.

The same idea can also be conveyed in another way.

subject + verb + the same + (noun) + as +	noun
	pronoun

NOTE: As *high as* means the same as *the same height as*.

My house is as high as his.

My house is the same height as his.

Be sure that you know the following adjectives and their corresponding nouns.

ADJECTIVES	NOUNS
heavy, light	Weight
wide, narrow	Width
deep, shallow	Depth
long, short	Length
big, small	size

NOTE: Remember that the opposite of *the same as* is *different from*. NEVER use *different than*.

My nationality is different from hers.

Our climate is different from Canada's.

Examples of *the same as* and *different from*:

He speaks the same language as she.

Their teacher is different from ours.

My typewriter types the same as yours.

She takes the same courses as her husband.

UNEQUAL COMPARISONS

This type of comparative implies that the entities are comparable in a greater or lesser degree. The following rules generally apply to this type of comparative.

1. Add -er to the adjective base of most one -and two- syllable adjectives. (Thick-thicker; cold-colder; quiet - quieter)
2. Use the form **more + adjective** for most three-syllable adjectives. (more important, more believable)
3. Use the form **more + adjective** for adjectives ending in the following suffixes -ed, -ful, -ing, -ish, and -ous. (more hated, more useful, more boring, more stylish, more cautious)
4. Double the final consonant of one-syllable adjectives which end in a single consonant (except w, x, and z) and are preceded by a single vowel. (Big-bigger, red-redder, hot - hotter)
5. When an adjective ends in a consonant + y, change them to i and add -er. (happy-happier, dry - drier)

NOTE: The -er suffix means exactly the same as more. Therefore, they can NEVER be used together. It is NOT CORRECT to say:

"more prettier, more faster more better"

$$\text{Subject + verb + } \left\{ \begin{array}{l} \text{adjective + er} \\ \text{adverb + er *} \\ \text{more + adjective / adverb} \\ \text{less + adjective / adverb} \end{array} \right\} + \text{than} + \left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$$

*One can add -er to only a few adverbs: faster, quicker, sooner, and later.

NOTE: **Remember** always to use the subject form of the pronoun after **than**.

John's grades are higher than his sister's (adjective)

Today is hotter than yesterday. (adjective)

This chair is more comfortable than the other. (adjective)

Unequal comparisons can be further intensified by adding much or far before the comparative

Subject + verb + $\left\{ \begin{array}{l} \textit{far} \\ \textit{much} \end{array} \right\} + \left\{ \begin{array}{l} \textit{adjective} \\ \textit{adverb} \end{array} \right\} + \textit{er} + \textit{than} + \left\{ \begin{array}{l} \textit{noun} \\ \textit{pronoun} \end{array} \right\}$

Subject + verb + $\left\{ \begin{array}{l} \textit{far} \\ \textit{much} \end{array} \right\} + \left\{ \begin{array}{l} \textit{more} \\ \textit{less} \end{array} \right\} + \left\{ \begin{array}{l} \textit{adjective} \\ \textit{adverb} \end{array} \right\} + \textit{than} + \left\{ \begin{array}{l} \textit{noun} \\ \textit{pronoun} \end{array} \right\}$

Leo's watch is far more expensive than mine.

That movie we saw last night was much less interesting than the one on television.

A watermelon is much sweeter than a lemon.

She dances much more artistically than her predecessor.

Nouns can also be used in comparisons. Be sure to use the determiners correctly depending on whether the adjectives are countable or non-countable.

Subject + verb + as + $\left\{ \begin{array}{l} \textit{many} \\ \textit{much} \\ \textit{little} \\ \textit{few} \end{array} \right\} + \textit{noun} + \textit{as} + \left\{ \begin{array}{l} \textit{noun} \\ \textit{pronoun} \end{array} \right\}$

He earns as much money as his brother.

I have more books than she.

February has fewer days than March.

They have as few classes as we.

Their job allows them less freedom than ours does.

Before payday, I have as little money as my brother.

Exercise 1: Choose the correct comparison word in the following sentences.

1. Of the twenty applicants, Lamiya is the (better/best) qualified.
2. Of the two dogs, Rover is the (better/best).
3. I am the (elder/eldest) of my five sisters.
4. I am (elder/eldest) than my brother.
5. (Among/Between) the two countries, they should be able to raise the money for aid.
6. Of all the speeches I heard, his was the (more/most) compelling.
7. After returning from our vacation, I was (happier/happiest) to be home.
8. (Among/Between) the three independent candidates, only he seemed qualified.
9. It was certainly the (less/least) of the two evils.
10. She was the (shorter/shortest) member of the graduating class.

Exercise 2: Put than, as, or from in each of the following sentences.

1. The Empire State Building is taller _____ the Statue of Liberty
2. California is farther from New York _____ Pennsylvania.
3. His assignment is different _____ mine.
4. Louie reads more quickly _____ his sisters.
5. No animal is _____ big _____ King Kong.

ILLOGICAL COMPARISON

One of the sneakiest question types on the English section of IBA BBA admission test is when two things or people are being illogically compared. Students should always remember that they can only compare apples to apples and oranges to oranges.

Let's see if you can spot the illogical comparisons below:

- She enjoyed Haydn's symphonies more than Mozart, though she preferred Mozart's piano music to Haydn.
- The number of exports in Arlandia this year was less than the exports in 2007, prompting austerity measures from the government.
- I prefer the novels of George Orwell to Aldous Huxley, because the latter is more concerned with affecting an air of erudition than telling a good story.

For the first sentence, we are illogically comparing Haydn's symphonies to Mozart himself. You can't compare a musical piece to a man. Instead, we want to compare the symphonies of Haydn to the symphonies of Mozart.

- She enjoyed Hayden's symphonies more than those of Mozart, though she preferred Mozart's piano music to that of Haydn.

Notice that we did not just say "~~Mozart's symphonies~~", but *those of Mozart*. The those is a pronoun that refers to symphonies. Had we only been comparing one thing, say a "~~symphony~~", then we would have used *that of Mozart*, where *that* refers to a singular noun. Also, notice the second part of the sentence: "~~Mozart's piano music to THAT of Haydn~~". Without the "~~that of~~", you'd be making an illogical comparison of Mozart's music and Haydn.

Now, let's take a look at both sentences 2 and 3 corrected:

- The number of exports in Arlandia this year was less than *that of* 2007, prompting austerity measures from the government.
- I prefer the novels of George Orwell to *those of* Aldous Huxley, because the latter is more concerned with affecting an air of erudition than telling a good story.

Always make sure you are comparing the same two nouns. In order to avoid wordiness you can replace a singular noun with *that* and a plural noun with *those*.

Examples of logical comparisons:

Akib's car runs better than Islam's.

(Islam's = Islam's car)

The climate in Florida is as mild as that of California.

(that of = the climate of)

Classes in the university are more difficult than those in the college.

(those in = the classes in)

IRREGULAR COMPARATIVES AND SUPERLATIVES

A few adjectives and adverbs have irregular forms for the comparative and superlative.

ADJECTIVE OR ADVERB	COMPARATIVE	SUPERLATIVE
Far	Farther Further	Farthest Furthest
Little	Less	Least
Much Many	More	Most
Good Well	Better	Best
Bad Badly	Worse	Worst

I feel much better today than I did last week.

The university is farther than the mall.

He has less time now than he had before

MULTIPLE NUMBER COMPARATIVES

Number multiples can include: half, twice, three times, four times, etc. Study the following rule.

subject + verb + number multiple + as +	much	+ (noun) + as +	noun
	many		pronoun

NOTE: It is incorrect to say: "twice more than," etc.

This encyclopedia costs twice as much as the other one.

At the clambake last week, Jame ate three times as many oysters as Wahee.

Rafid has half as many records now as I had last year.

DOUBLE COMPARATIVES

These sentences begin with a comparative construction. Thus the sentence following these, must also begin with similar comparative.

the + comparative + subject + verb + the + comparative + subject + verb

The hotter it is, the more miserable I feel.

The higher we flew, the worse Rana felt.

The bigger they are, the harder they fall.

the more + subject + verb + the + comparative + subject + verb

The more you study, the smarter you will become.

The more he rowed the boat, the farther away he got.

The more he slept, the more irritable he became.

NO SOONER

If the expression *no sooner* appears at the beginning of a sentence, the word *than* must introduce the second clause. Note also that the auxiliary precedes the subject.

no sooner + auxiliary + subject + verb + than + subject + verb

No sooner had we started out for Bichanakandi than it started to rain.

No sooner will he arrive than he will want to leave.

No sooner had she entered the building than she felt the presence of somebody else.

NOTE: *No longer* means not *anymore*. NEVER use *not longer* in a sentence that has this meaning.

Rayaan no longer studies at the university.

(Rayaan *does not* study at the university *anymore*.)

Shabnam may no longer use the library because her card has expired.

(Shabnam *may not* use the library *anymore*.)

Exercise 3: Define whether the following sentences are CORRECT (C) or INCORRECT (I). Correct mistakes.

1. They were the most poorest people I had ever seen.
2. West Germany is one of the most highly industrialized nations in the world.
3. When he won the contest, he was the most surprised person than the other contestants.
4. I went to Belgium, Holland, and England last year, and I liked Belgium better.
5. Is the Sahara the largest desert in the world?
6. August is the hottest and most humid month of the year.
7. It was the most biggest building I had ever seen.
8. That company sold the most sophisticated computer equipment that we had ever found.
9. Dr. Henderson was the most thorough doctor than Jane ever known.
10. John, Phyllis, and Mary were all saving money to go to Egypt, and John saved the most.
11. Paula, Susie, and Jill bought new homes, but Paula's was more elegant.
12. Peking is most densely populated city in the world.
13. The damage caused by the hurricane was the worst than had ever occurred in that state.
14. She bought a new color television, a stereo unit, and an AM/FM radio and the television was the most expensive.
15. Macy is the fastest runner than the other team members.

ITEMS INVOLVING PARALLEL STRUCTURES

In certain structure items, the correct use of parallel structures is tested. Parallel structures have the same grammatical form and function. Look at the following sentences:

She spends her leisure time *reading*, *camping*, and *fishing*.

Here, *reading*, *camping*, and *fishing* are all gerunds. The sentence could also be phrased as:

She loves to *camp*, to *fish* and to *read*.

Here, *to camp*, *to fish* and *to read* are in infinitive forms.

He changed the oil, *checked* the tire pressure, and *filled* the tank with gas.

The three main verbs are parallel.

Nancy plans to either *study* medicine or *major* in biology.

The two forms are parallel.

Nancy plans to study either *medicine* or *biology*.

The two nouns are parallel.

7. The dictionary can be used to find: word meanings, pronunciations, correct spellings, and looking up irregular verbs.
A B C D
8. The production manager was asked to write his report quickly, accurately, and in a detailed manner.
A B C D
9. Everybody wants to meet him, to talk to him, and get some money from him.
A B C D
10. He described skiing in the Alps, swimming in the Adriatic, and the drive across the Sahara Desert.
A B C D

PART II: READING COMPREHENSION

The reading comprehension questions can be challenging. The difficulty level and types of questions can vary widely. The best way to prepare for these questions is to get into them and start practicing right away. You can save a lot of your time by taking a swift look through the questions before reading the comprehension. You'll know what to look out for. Why don't you get right into the following passages and attempt the questions that follow them.

Stefan Zweig's Return

Note- The numbers in the third brackets – [] tell you the line number. The numbers that are shaded/ second brackets – { } refer to the question number.

Stefan Zweig's name has been showing up a lot lately. In addition to a {1} large amount of recently republished works, Wes Anderson cites Zweig as the major influence on Anderson's recent film *The Grand Budapest Hotel* (2014). It seems that Zweig has suddenly become {2} revelant again after nearly 75 years of obscurity. Why this sudden interest? What can he offer that our culture seems to need?

Stefan Zweig was born in 1881. {3} His parents were part of the Jewish cultural elite in Vienna at the time. Stefan was afforded every possible luxury and privilege. By 1904, Zweig had earned a doctoral degree from the University of Vienna, and he formed the connections that would allow his entry into the {4} city's cultural elite. Zweig went on to publish a near infinitude of works of fiction, drama, journalism, and biography, and enjoyed a period of major celebrity in the 1920s and 1930s.{5}

Still, Zweig's relationship with his homeland was always tenuous. While he did support the German side in World War I, Zweig remained a committed pacifist and participated only in the Archives of the Ministry of War. By the second war, {6} however, Zweig's pacifism was no longer looked on with such understanding. Zweig and his wife fled Nazi Germany in 1939 and spent their remaining years in the Americas. Only a few short years after their escape, Zweig and his wife took their own lives out of despair over what had become of Europe. Zweig's ancestral home, {7} which, you'll recall, was in Vienna, insisted on tearing itself apart, and Jewish men like himself were being slaughtered by the millions.

For many years, cultural critics saw Zweig's work as a historical curiosity. His decision to flee Europe was seen as an act of quaint pacifism, and his ultimate decision to end his own life was seen as the act of a privileged man for {8} which everyday realities were simply too much to bear. Much more popular in the post-WWII era were more traditionally "masculine" figures, who not only went to war but treated writing, painting, and filmmaking {9} like competitive sports.

Today, however, Zweig's sensibility makes a good deal more sense. Like Zweig, many of us were alive and aware before the great catastrophes of {10} his own age, and our longing for a "simpler time" is not pure nostalgia. We know that things cannot be as they once were, but we {11} have sensed the injustice in the world being so complicated, and in the power just a few people have to take it all away from us.

1. Which of the following alternatives to the underlined portion would be LEAST acceptable?
A. bevy B. mass C. multitude D. volume
2. What change you recommend to underlined portion?
A. No change B. Relevant C. Irrelevant D. Irrelevant

3. The author would like to combine the two sentences reproduced below:
"His parents were part of the Jewish cultural elite in Vienna at the time. Stefan was afforded every possible luxury and privilege."
Which of the following gives the best combination of the two sentences?
- A. His parents were part of the Jewish cultural elite in Vienna at the time; Stefan was afforded every possible luxury and privilege.
 - B. Zweig was afforded every possible luxury and privilege because his parents were part of the Jewish cultural elite in Vienna at the time.
 - C. Born to parents who were part of Vienna's Jewish cultural elite, Stefan was afforded every possible luxury and privilege.
 - D. His parents were part of the Jewish cultural elite in Vienna at the time, and so Stefan benefited from their eliteness with luxury.
4. What change you recommend to underlined portion?
- A. No Change
 - B. cities
 - C. citie's
 - D. cities'
5. The writer is considering deleting the phrase "of fiction, drama, journalism, and biography" and placing a comma after the word works. Should the phrase be kept or deleted?
- A. Kept, because it shows that Zweig had no problem finding work after he left Vienna.
 - B. Kept, because it demonstrates the range of Zweig's talents.
 - C. Deleted, because it is implausible that a single writer could work well in so many forms.
 - D. Deleted, because it presents information given in numerous places throughout the essay.
6. What change you recommend to underlined portion?
- A. No Change
 - B. indeed,
 - C. on the one hand
 - D. although,
7. Which of the following choices would best emphasize the personal stake that Zweig had in the conflict in Europe?
- A. No Change
 - B. not the Americas to which he had moved,
 - C. in which he had such pride,
 - D. the land of Goethe and Beethoven,
8. What change you recommend to underlined portion?
- A. No change
 - B. who
 - C. whose
 - D. whom
9. Which of the following conclusions to this sentence would best support the idea presented at the beginning in the sentence?
- A. No change
 - B. with a pacifist bent.
 - C. like proper gentlemen.
 - D. as the province of veterans.
10. What change you recommend to underlined portion?
- A. No change
 - B their
 - C. her
 - D. our
11. What change you recommend to underlined portion?
- A. are sensing
 - B. sense
 - C. sensed

Japanese Swords

Historians have long recognized the Japanese sword as one of the finest cutting weapons ever created. But to regard the sword that is synonymous with the samurai as merely a weapon is to ignore what makes it so special. The Japanese sword has always been considered a splendid weapon and even a spiritual entity. The traditional Japanese saying "The sword is the soul of the samurai" not only reflects the sword's importance to its wielder but also is indicative of its importance to its creator, the master smith.

Master smiths may not have been considered artists in the classical sense, but every one of them took great care in how he created a sword, and no sword was created in exactly the same way. The forging process of the blade itself took hundreds of hours as two types of steel were heated, hammered and folded together many times. This created a blade consisting of thousands of very thin layers that had an extremely sharp and durable cutting edge; at the same time, the blade was flexible and therefore less likely to break. It was common, though optional, for a master smith to place a physical signature on a blade; in addition, every master smith had a "structural signature" associated with his own secret forging process. Each master smith brought a high level of devotion, skill, and attention to detail to the sword-making process, and the sword itself was a reflection of his personal honor and ability. This effort made each blade as unique as the samurai who wielded it; today the Japanese sword is recognized as much for its artistic merit as for its historical significance.

1. The primary purpose of the passage is to
 - A. challenge the observation that the Japanese sword is highly admired by historians
 - B. introduce new information about the forging of Japanese swords
 - C. identify how the Japanese sword is now perceived as much for its artistic qualities as its military ones
 - D. argue that Japanese sword makers were as much artists as they were smiths
 - E. explain the value attributed to the Japanese sword
2. Each of the following is mentioned in the passage EXCEPT
 - A. Every Japanese sword has a unique structure that can be traced back to a special forging process.
 - B. Master smiths kept their forging techniques secret.
 - C. The Japanese sword was considered by some to have a spiritual quality.
 - D. Master smiths are now considered artists by most major historians.
 - E. The Japanese sword is considered both a work of art and a historical artifact.
3. The author is most likely to agree with which of the following observations?
 - A. The Japanese sword is the most important handheld weapon in history.
 - B. The skill of the samurai is what made the Japanese sword so special.
 - C. If a sword had a physical signature, other swords could be attributed to that sword's creator.
 - D. Master smiths were more concerned about the artistic merit of their blades than about the blades' practical qualities.
 - E. The Japanese sword has more historical importance than artistic importance.
4. Which of the following can be inferred about the term "structural signature" in this passage?
 - A. It indicates the inscription that the smith places on the blade during the forging process.
 - B. It implies the particular characteristics of a blade created by a smith's unique forging process.
 - C. It suggests that each blade can be traced back to a known master smith.
 - D. It reflects the soul of the samurai who wielded it.
 - E. It refers to the actual curved shape of the blade.

5. One function of the second paragraph of the passage is to
 - A. present an explanation for a change in perception
 - B. determine the historical significance of Japanese swords
 - C. explain why each Japanese sword is unique
 - D. compare Japanese master smiths to classical artists
 - E. review the complete process of making a Japanese sword

Television's Invention

In the early years of television, Vladimir Zworykin was, at least in the public sphere, recognized as its inventor. His loudest champion was his boss, David Sarnoff, then president of RCA and a man that we regard even today as "the father of television." Current historians agree, however, that Philo Farnsworth, a self-educated prodigy who was the first to transmit live images, was television's true inventor.

In his own time, Farnsworth's contributions went largely unnoticed, in large part because he was excluded from the process of introducing the invention to a national audience. Sarnoff put televisions into living rooms, and Sarnoff was responsible for a dominant paradigm of the television industry that continues to be relevant today: advertisers pay for the programming so that they can have a receptive audience for their products. Sarnoff had already utilized this construct to develop the radio industry, and it had, within ten years, become ubiquitous. Farnsworth thought the television should be used as an educational tool, but he had little understanding of the business world, and was never able to implement his ideas.

Perhaps one can argue that Sarnoff simply adapted the business model for radio and television from the newspaper industry, replacing the revenue from subscriptions and purchases of individual newspapers with that of selling the television sets themselves, but Sarnoff promoted himself as nothing less than a visionary. Some television critics argue that the construct Sarnoff implemented has played a negative role in determining the content of the programs themselves, while others contend that it merely created a democratic platform from which the audience can determine the types of programming it wants.

1. The primary purpose of the passage is to
 - A. correct public misconception about Farnsworth's role in developing early television programs
 - B. debate the influence of television on popular culture
 - C. challenge the current public perception of Vladimir Zworykin
 - D. chronicle the events that led up to the invention of the television
 - E. describe Sarnoff's influence on the public perception of television's inception, and debate the impact of Sarnoff's paradigm
2. It can be inferred from the third paragraph of the passage that
 - A. television shows produced by David Sarnoff and Vladimir Zworykin tended to earn negative reviews
 - B. educational programs cannot draw as large an audience as sports programs
 - C. a number of critics feel that Sarnoff's initial decision to earn television revenue through advertising has had a positive or neutral impact on content
 - D. educational programs that are aired in prime time, the hours during which the greatest number of viewers are watching television, are less likely to earn a profit than those that are aired during the daytime hours
 - E. in matters of programming, the audiences preferences should be more influential than those of the advertisers

3. Which of the following best illustrates the relationship between the second and third paragraphs?
 - A. The second paragraph dissects the evolution of a contemporary controversy; the third paragraph presents differing viewpoints on that controversy.
 - B. The second paragraph explores the antithetical intentions of two men involved in the infancy of an industry; the third paragraph details the eventual deterioration of that industry.
 - C. The second paragraph presents differing views of a historical event; the third paragraph represents the authors personal opinion about that event.
 - D. The second paragraph provides details that are necessary to support the author s opinion, which is presented in the third paragraph.
 - E. The second paragraph presents divergent visions about the possible uses of a technological device; the third paragraph initiates a debate about the ramifications of one of those perspectives.

4. According to the passage, the television industry, at its inception, earned revenue from
 - A. advertising only
 - B. advertising and the sale of television sets
 - C. advertising and subscriptions
 - D. subscriptions and the sale of television sets
 - E. advertising, subscriptions, and the sale of television sets

5. The passage suggests that Farnsworth might have earned greater public notoriety for his invention if
 - A. Vladimir Zworykin had been less vocal about his own contributions to the television
 - B. Farnsworth had been able to develop and air his own educational programs
 - C. Farnsworth had involved Sarnoff in his plans to develop, manufacture, or distribute the television
 - D. Sarnoff had involved Farnsworth in his plans to develop, manufacture, or distribute the television
 - E. Farnsworth had a better understanding of the type of programming the audience wanted to watch most

For Figs? The Chimps Aren't Chumps

Note- The numbers in the third brackets – [] tell you the line number. The numbers that are shaded/ second brackets – { } refer to the question number.

Sometimes as you fall asleep, you're thinking about what to eat for breakfast the next morning. "When I get up, I'll go to the fridge. I'll have an egg, {1} a piece of toast, and a few strips of bacon while I'm making coffee." Even though you may know where your food is coming from, you plan breakfast as a way to plan the day.

Our species may have been doing this kind of breakfast planning long before refrigerators, long before our species was even our species. A team of researchers recently followed groups of chimpanzees through three periods of fruit scarcity in West Africa. {2} For a chimpanzee, every day during a fruit-poor season can be like Black Friday, where all the "shoppers" want the same hot item.

{3} Why does everyone freak out during Black Friday when the deals aren't even that good? If you want to be sure to get the new, say, plasma TV, what do you have to do? Camp out in front of the store! Well, that's exactly what the researchers found the chimpanzees to do with the coveted fruits. In fruit-poor seasons, {4} the nomadic chimpanzees set up their campsites within striking distance of the ripe fruits. When the fruits were {5} "_____," or quick to disappear, the female chimpanzees set up their sleeping nests more pointedly in the direction of the fruit {6} than the fruit was plentiful. Moreover, in order to ensure that the fruit supply would not be {7} gobbled by the time the chimps got there, they woke up early, often before sunrise, when the forests were still dark.

The findings about the chimp {8} has led scientists to reopen a number of heated questions. The first has to do with animals' existence outside the present moment: how much do they remember, and how much do they plan? In other words, is "consciousness" really only {9} the province of humans? The other set of questions has to do with the lines of evolution. It has been firmly established that chimpanzees are our evolutionary ancestors, but now we have to wonder if we've inherited even more {10} than we thought from them initially. Have the lives of chimpanzees conditioned the small, day-to-day patterns of our own lives?

While such questions may seem purely academic and conceptual, they actually have a good deal to do with our lived experience. We learn more and more about what we share with other animals—and with each discovery, we learn a new way to relate to the world around us.

1. What change you recommend to underlined portion?
 - A. No Change
 - B. a piece of toast, and a few strips of bacon,
 - C. a piece, of toast, and a few strips, of bacon,
 - D. a piece of toast and a few strips of bacon
2. At this point, the author wants to add a sentence that accurately summarizes the scientists' research in a way that is consistent with other information in the passage. Which sentence would most effectively achieve that goal?
 - A. They wanted to see whether the chimps would prefer new, high-yield fruits like figs to their traditional diet of bananas.
 - B. They wanted to discover where chimps spent the time between waking and sleep.
 - C. They wanted to know how the chimps acquired highly sought-after fruits, like figs, when the trees that bear these fruits are depleted so quickly.
 - D. They wanted to uncover the secrets of human evolution and how chimps would operate in a retail environment.
3. Which of the following would provide the best transition from the previous paragraph and introduction to this paragraph?
 - A. No Change
 - B. The similarity to Black Friday shoppers goes even a bit further than this.
 - C. For a monkey, every day of the year is like Black Friday, but without Thanksgiving.
 - D. Black Friday is the day after the American Thanksgiving, and it is often characterized by heavy retail traffic.
4. What change you recommend to underlined portion?
 - A. No Change
 - B. the nomadic chimpanzee sets up their
 - C. the nomadic chimpanzee sets up its
 - D. the nomadic chimpanzees set up its
5. Which of the following provides the most precise word given the definition that immediately follows?
 - A. lively
 - B. desiccated
 - C. ephemeral
 - D. eternal
6. What change you recommend to underlined portion?
 - A. No Change
 - B. then the
 - C. than if the
 - D. than when the
7. What change you recommend to underlined portion?
 - A. No Change
 - B. depleted
 - C. chomped
 - D. ate

8. What change you recommend to underlined portion?
 A. No change B. have lead C. have led D. has lead
9. What change you recommend to underlined portion?
 A. No Change B. the providence of humans?
 C. the provenance of humans? D. providential for humans
10. What change you recommend to underlined portion?
 A. No change
 B. from them than we initially thought.
 C. then initially thought.
 D. than we had been thinking from them initially.
11. Suppose the author's goal had been to present an argument that suggests Black Friday shopping is an animalistic behavior. Would the information in this essay support that argument?
 A. Yes, this essay establishes a parallel between humans and chimpanzees and explores it in detail.
 B. Yes, this essay suggests that chimps have adapted Black Friday behavior easily.
 C. No, this essay suggests that chimpanzees are more advanced than most Black Friday shoppers.
 D. No, this essay is more concerned with describing a behavior of chimpanzees than in passing judgment on humans.

An Official, Certified...Criminal?

Note- The numbers in the third brackets – [] tell you the line number. The numbers that are shaded/ second brackets – { } refer to the question number.

[1] The image is as old as computers themselves. [2] These are the hackers, immortalized in the 1995 cult classic film Hackers. [3] Of late, these "cybercriminals" have become the scourge of the American public {1} in recent years because of huge security breaches at major businesses. [4] "Hackers" are the reason we password-protect our WiFi networks and feel a twinge of skepticism every time we pay for something with a credit card. [5] A ponytailed group of geeks, their computer monitors reflecting brightly off of their glasses, breaks into some "mainframe" from an evil corporation.{2}

{3} While the popular image of the hacker might not have changed, it has, in some cases, been given a bit of a makeover. Schools like Hack Reactor in San Francisco teach aspiring software engineers and wear the name "Hack" proudly, as if it's a sign of {4} authenticity. In this line, a "hacker" is now seen as one whose powers can be used for good as well as ill. There is a new crop of hackers, called Certified Ethical Hackers (CEH), who can help to protect against {5} our evil counterparts and make computers safer for us all.

Certified Ethical Hackers follow a course of study either at an Accredited Training Center or by self-study. The final exam is a 125 multiple-choice exam: it takes four hours and requires 70% correct to receive a passing score. There is another {6} certification Certified Network Defense Architect which has the same basic course and test but is available only for certain U.S. Government agents.{7}

CEHs combine many facets of computer study into {8} one typically. A company will hire a CEH to ensure maximum security of that company's network, whether that's company secrets or customer payment information or anything in between. Essentially, an ethical hacker does everything that an unethical one does, but he or she does so at the request of a particular organization. "We want you to hack us," says that organization, "so we {9} will have known how to avoid being hacked." It's kind of like the old saying, "It takes a crook to catch a thief," except in this case the "crook" is not a crook at all.{10}

Some in the computing community disparage the term. They say that "hacker" is a criminal designation, so saying "ethical hacker" is like saying "ethical thief," that is, a {11} contradiction of terms. This objection is of course overstated, and overwhelmingly, companies are happy to have "hackers" on staff. That designation can help to overcome the stodgy, impersonal image that corporations tend to have, and it can tap in to a kind of underground energy that many find irresistible.

1. What change you recommend to underlined portion?
A. No Change B. in the present day C. presently
B. DELETE the underlined portion
2. The best placement for sentence 5 would be
A. where it is now. B. after sentence 1. C. after sentence 2. D. after sentence 3.
3. Which of the following would best introduce this paragraph by linking it to ideas from the previous paragraph?
A. No Change
B. Because hacking is a federal crime with a range of punishments,
C. As identity theft becomes a more public problem,
D. Although hackers' style is now more conventionally attractive,
4. Which of the following alternatives to the underlined portion would be LEAST acceptable?
A. Realness B. Legitimacy C. Legality D. Genuineness
5. What change you recommend to underlined portion?
A. No Change B. one's C. the D. their
6. What change you recommend to underlined portion?
A. No Change
B. certification, Certified Network Defense Architect,
C. certification Certified Network Defense Architect,
D. certification, Certified Network Defense Architect
7. The writer is considering deleting the phrase *but is available only for certain U.S. Government agents* from the preceding sentence, ending the sentence with a period after the word *test*. Should this phrase be kept or deleted?
A. Kept, because it helps to differentiate the two certifications mentioned in this paragraph.
B. Kept, because it shows that CEHs also have an important role to play in maintaining national security.
C. Deleted, because it contains information already stated in an earlier part of the paragraph.
D. Deleted, because it suggests that hacking is only a problem in the United States.
8. What change you recommend to underlined portion?
A. No Change
B. one, typically, a company
C. one. Typically, a company
D. one typically; a company
9. What change you recommend to underlined portion?
A. No Change B. knew C. know D. would of known

10. At this point, the writer is considering adding the following true sentence:
“*To Catch a Thief* was directed by Alfred Hitchcock and released in 1955.”
Should the writer make this addition here?
- A. Yes, because it helps to clarify the origin of the saying cited in the previous sentence.
 - B. Yes, because it is as relevant to the passage as the movie *Hackers* cited in the first paragraph.
 - C. No, because it does not maintain this paragraph's focus on ethical hacking.
 - D. No, because it mentions a movie that existed before computer hacking became widespread.
11. What change you recommend to underlined portion?
- A. No Change
 - B. contradictory under terms.
 - C. contradiction by terms.
 - D. contradiction in terms.

PART III: TAKE-HOME ASSIGNMENT

Define whether the following sentences are **CORRECT (C)** or **INCORRECT (I)**. Correct mistakes.

1. This book is more better than that one.
2. This year's prices will certainly be much higher as last year's prices.
3. Since there were two possible ways to get to New York, we had to decide which one was better.
4. The customs in this country are more traditional than those in the United States.
5. Her letter was more friendlier than this.
6. She was happier than anybody in her family.
7. Nancy was luckier than Fred in Las Vegas.
8. Betty's homework is usually more organized than that of any other students in the class.
9. The weather was much hotter this year than in 1970.
10. The final exam was more difficult than the mid-semester exam.
11. The first performance was more crowded as the second one.
12. The new student reads faster than anyone else in the class.
13. Fred's project proposal was much more economical than Brad's.
14. Robert's new home is more expensive than any house in the neighborhood.
15. Henry had a rather bad accident, and it was a miracle that he was not hurt more worse than he was.
16. You can use any of those three pens, but the red one is the best for marking on heavy material.
17. That place serves the gooddest ice cream in town.
18. Dr. Jones was certainly among the smartest men I had ever known.
19. He got the baddest grade he had ever received on an exam.
20. The crimes committed by that murderer were the most heinous in the history of that town.

Find and correct mistakes in parallel structures in the following sentences.

1. Steel is alloyed with manganese to increase its strength, hardness and resistant to wear.
2. Sacramento is the commercial, industry, and financial center of California's Central Valley, as well as being the state capital.
3. Folklore consists of the beliefs, customs, traditions, and telling stories that people pass from generation to generation.
4. Because of their hardness, industrial diamonds can be used for cutting, to grind, and drilling.
5. Scholar John Fiske wrote on history, religious, and sociology.
6. T.S. Eliot was equally distinguished as a poet, he wrote criticism and dramatist.
7. The book contained stories, poetic and plays.
8. She needed some shoes that were inexpensively, hard-wearing and attractive.
9. The paper contained mistakes in grammar, spelling and stylistic.
10. In the mornings, he usually has some coffee, reads the newspaper and will jog.
11. They do not eat pork nor are they eating shellfish.
12. Most visitors to London or Paris spend their time visiting the museums and to shop.
13. The course was very interesting and practical but costs.
14. Check your verbs for tense and agree.
15. By obeying the speed limit, we can save energy, lives and it costs us less.
16. My home offers me a feeling of security, warm, and love.
17. The pioneers labored to clear away the forest and planting crops.
18. When I refused to help her, she became very angry and shout at me.
19. In my spare time, I enjoy taking care of my aquarium and to work on my stamp collection.
20. Computers are often used to control, adjustment, and correct complex industrial operations.
21. Mathematics can be considered a language, an art, a science, a tool or playing a game.
22. Many people who live near the ocean depend on it as a source of food, recreation, and to have economic opportunities.
23. This summer the Recreation Department will sponsor classes in swimming and to lift weights.
24. A bulldozer is used for pushing earth and to grade it.
25. Pauline read the book, wrote a report, and returning it to the library.

READING COMPREHENSION

Read the sentences below and then choose the best answer to the question from the list of lettered choices that follows.

When we write a check that we know is going to ~~bounce~~,” we are in fact performing a criminal act.

It is a crime to knowingly write a ~~“ot”~~ check, one we know we don’t have sufficient funds to cover.

What does the second statement do?

- A) It provides supporting evidence for the first statement.
- B) It restates the central idea of the first sentence.
- C) It draws a conclusion from the first sentence.
- D) It provides a contradictory point of view.

Read the passage below and then choose the best answer to the question from the list of lettered choices that follows.

Before the invention of automobiles and airplanes travel was a slow process. When traveling long distances families would be out of communication until the travelers reached their destination. Sometimes people lost touch with each other permanently.

The author would most likely continue the passage with which of the following sentences?

- A) Airplanes make travel more fun.
- B) Driving a car helps families stay in touch.
- C) Cars can be used to travel comfortably.
- D) Advances in communication have helped travelers stay in communication.

Read the following paragraph to answer the next two questions (Questions 1 & 2).

A hare was very popular with the other beasts who all claimed to be her friend, but one day she heard the hounds approaching and hoped to escape them with the help of her many friends. ~~“What are friends for,”~~ she asked herself, ~~“if not to help out in time of need?”~~ Furthermore, most of her friends were big and brave, so at least one should be able to help. First she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master.” I feel sure,” he said, ~~“that all your other friends will come to your assistance.”~~ She then applied to the bull, and hoped that he would repel the hounds with his horns. The bull replied: ~~“I am very sorry, but I have an appointment with a lady. However, I feel sure that our friend the goat will do what you want.”~~ The goat, however, feared that his back might be harmed if he took her upon it. The ram, he felt sure, was the proper friend to apply to. So she went to the ram and told him the case. The ram replied: ~~“Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares.”~~ The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her. He did not like to take the responsibility upon himself, as so many older persons had declined the task. By this time the hounds were quite near, so the hare had to take to her heels. Luckily, she escaped.

Question 1

The hare was confident she would find a friend to help for all the following reasons except: A: she knew she was popular.

- B: she assumed friends were there to help.
- C: most of her friends were big and strong.
- D: her friends had promised help whenever she needed it.
- E: she had a wide range of friends.

Question 2

A suitable moral for this story would be:

- A: a friend in need is a friend indeed.
- B: never rely on your friends in a time of crisis.
- C: popularity does not mean friendship.
- D: friendship does not exist among animals.
- E: in a time of crisis you discover who your true friends are.

Vocabulary Section

LIST OF VOCABULARY - 7

implausible ADJ. unlikely; unbelievable. Though her alibi seemed implausible, it in fact turned out to be true.

implement V. put into effect; supply with tools. The mayor was unwilling to implement the plan until she was sure it had the governor's backing. also N.

impregnable ADJ. invulnerable. Until the development of the airplane as a military weapon, the fort was considered impregnable.

impudence N. impertinence; insolence. Kissed on the cheek by a perfect stranger, Lady Catherine exclaimed, "Of all the nerve! Young man, I should have you horse-whipped for your impudence."

inadvertently ADV. unintentionally; by oversight; carelessly. Judy's great fear was that she might inadvertently omit a question on the exam and mismark her whole answer sheet.

inane ADJ. silly; senseless. There's no point to what you're saying. Why are you bothering to make such inane remarks?

incidental ADJ. not essential; minor. The scholarship covered his major expenses at college and some of his incidental expenses as well.

incisive ADJ. cutting; sharp. His incisive remarks made us see the fallacy in our plans.

incite V. arouse to action; goad; motivate; induce to exist. In a fiery speech, Mario incited his fellow students to go out on strike to protest the university's anti-affirmative action stand.

incoherence N. unintelligibility; lack of logic or relevance. "This essay makes no sense at all," commented the teacher, giving it an F because of its incoherence.

incongruous ADJ. not fitting; absurd. Dave saw nothing incongruous about wearing sneakers with his tuxedo; he couldn't understand why his date took one look at him and started to laugh. *incongruity*, N.

inconsequential ADJ. insignificant; unimportant. Brushing off Ali's apologies for having broken the wineglass, Tamara said, "Don't worry about it; it's inconsequential."

inexorable ADJ. relentless; unyielding; implacable. After listening to the pleas for clemency, the judge was inexorable and gave the convicted man the maximum punishment allowed by law.

innate ADJ. inborn. Mozart's parents soon recognized young Wolfgang's innate talent for music.

innocuous ADJ. harmless. An occasional glass of wine with dinner is relatively innocuous and should have no ill effect on you.

inherent ADJ. firmly established by nature or habit. Katya's inherent love of justice caused her to champion anyone she considered treated unfairly by society.

ingenious ADJ. clever; resourceful. Kit admired the ingenious way that her computer keyboard opened up to reveal.

insipid ADJ. lacking in flavor; dull. Flat prose and flat ginger ale are equally insipid: both lack sparkle.

insolvent ADJ. bankrupt; unable to repay one's debts. Although young Lord Widgeon was insolvent, he had no fear of being thrown into debtors' prison, for he was sure that if his creditors pressed him for payment his wealthy parents would repay what he owed. *insolvency*, N.

instigate V. urge; start; provoke. Rumors of police corruption led the mayor to instigate an investigation into the department's activities.

insularity N. narrow-mindedness; isolation. The insularity of the islanders manifested itself in their suspicion of anything foreign. *insular*, ADJ.

insuperable ADJ. insurmountable; unbeatable. Though the odds against their survival seemed insuperable, the Apollo 13 astronauts reached earth safely.

integrity N. uprightness; wholeness. Lincoln, whose personal integrity has inspired millions, fought a civil war to maintain the integrity of the Republic, that these United States might remain undivided for all time.

intervene V. come between. When two close friends get into a fight, be careful if you try to

intervene; they may join forces to gang up on you.

intimidate V. frighten. I'll learn karate and then those big bullies won't be able to intimidate me anymore.

intractable ADJ. unruly; stubborn; unyielding. Charlie Brown's friend Pigpen was intractable: he absolutely refused to take a bath.

intrepid ADJ. fearless. For her intrepid conduct nursing the wounded during the war, Florence Nightingale was honored by Queen Victoria.

intrude V. trespass; enter as an uninvited person. She hesitated to intrude on their conversation.

intuition N. immediate insight; power of knowing without reasoning. Even though Tony denied that anything was wrong, Tina trusted her intuition that something was bothering him. *intuitive*, ADJ.

inundate V. overwhelm; flood; submerge. This semester I am inundated with work: You should see the piles of paperwork flooding my desk. Until the great dam was built, the waters of the Nile used to inundate the river valley like clockwork every year.

jollity N. gaiety; cheerfulness. The festive Christmas dinner was a merry one, and old and young alike joined in the general jollity.

irreproachable ADJ. blameless; impeccable. Homer's conduct at the office party was irreproachable; even Marge didn't have anything bad to say about how he behaved.

labyrinth N. maze. Hiding from Indian Joe, Tom and Becky soon lost themselves in the labyrinth of secret underground caves. *labyrinthine*, ADJ.

laconic ADJ. brief and to the point. Many of the characters portrayed by Clint Eastwood are laconic types: strong men of few words.

laggard ADJ. slow; sluggish. The sailor had been taught not to be laggard in carrying out orders. also N. lag, N., V.

lament V. grieve; express sorrow. Even advocates of the war lamented the loss of so many lives in combat. also N. *lamentation*, N.

lampoon V. ridicule. This article lampoons the pretensions of some movie moguls. also N.

lassitude N. languor; weariness. After a massage and a long soak in the hot tub, I gave

in to my growing lassitude and lay down for a nap.

laud V. praise. The NFL lauded Boomer Esiason's efforts to raise money to combat cystic fibrosis. *laudable*, *laudatory*, ADJ.

lavish ADJ. generous; openhanded; extravagant; wasteful. Her wealthy suitors wooed her with lavish gifts. also V.

lethargic ADJ. drowsy; dull. The stuffy room made her lethargic: she felt as if she was about to nod off.

levity N. lack of seriousness; lightness. Stop giggling and wriggling around in the pew: such levity is improper in church.

linger V. loiter or dawdle; continue or persist. Hoping to see Juliet pass by, Romeo lingered outside the Capulet house for hours. Though Mother made stuffed cabbage on Monday, the smell lingered around the house for days.

listless ADJ. lacking in spirit or energy. We had expected him to be full of enthusiasm and were surprised by his listless attitude.

lithe ADJ. flexible; supple. Her figure was lithe and willowy.

lofty ADJ. very high. Though Barbara Jordan's fellow students used to tease her about her lofty ambitions, she rose to hold one of the highest positions in the land.

lurid ADJ. wild; sensational; graphic; gruesome. Do the lurid cover stories in the Enquirer actually attract people to buy that trashy tabloid?

luxuriant ADJ. abundant; rich and splendid; fertile. Lady Godiva was completely covered by her luxuriant hair.

malicious ADJ. hateful; spiteful. Jealous of Cinderella's beauty, her malicious stepsisters expressed their spite by forcing her to do menial tasks. *malice*, N.

marred ADJ. damaged; disfigured. She had to refinish the marred surface of the table. *mar*, V.

meander V. wind or turn in its course. Needing to stay close to a source of water, he followed every twist and turn of the stream as it meandered through the countryside.

mercenary ADJ. interested in money or gain. Andy's every act was prompted by mercenary motives: his first question was always "What's in it for me?"