

R 100 Reading Practice

[V24]

Reading 1

An Ancient Empire

Ethiopia has historically been an empire, expanding in an area and incorporating new groups into the population. A major expansion of the empire in the second half of the nineteenth century incorporated new peoples in the west, south, and east. The result is a population of great diversity.

Various religions are represented, with numerous people following Christianity, Islam, and traditional sects. Christianity was introduced into Ethiopia in the fourth century. It was the official state religion until 1974. Although there is often a great mix of religions in any given place, Christians tend to be the most numerous in highland areas. Muslims inhabit the lowlands. Traditional religious groups are found in the south and west.

According to estimates, the national population is about 54 million. It is most densely concentrated in the highland areas. Almost 90 percent of the people live outside cities. More than 45 percent of the people are 15 years of age or younger. Both birth and death rates are high. The average life expectancy at birth is about 45 years for males and 49 years for females, which is among the world's lowest.

The Ethiopian economy is one of poverty. Average annual incomes are estimated at between 100 and 150 dollars per person in United States dollars. Little is produced that is not needed within the country. Most people work as farmers or herders. Traditionally, farmers have worked small, scattered plots and have low harvests. Until 1974, most Ethiopians worked the land as tenants, as members of a community, or as private owners. The government officially took ownership of all land in 1975. All farming families were allotted a parcel of land, but they did not own it nor could they sell it. Throughout most of Ethiopia, there is mixed farming, the raising of both plants and animals. In most areas, the major crops include grains. In the southern half of the country, an additional main crop is *ensete*, a banana-like plant whose starchy stem is eaten rather than the fruit. Animals raised include cattle, sheep, goats, donkeys, mules, horses, camels, and chickens.

There are some areas with large commercial farms. Their products go largely to Ethiopian urban markets or international trade. When the government took the land, these farms were converted to collective, or state, farms. Their significant crops include sugar cane, cotton, and fruits from the north. Sesame, sorghum, and grains are grown in the south.

Q1: Until 1974, the official state religion in Ethiopia was
(a) Christianity.
(b) Judaism.
(c) Islam.

Q2: Most of the people in Ethiopia live
(a) in lowland areas.
(b) in cities.
(c) outside cities.

Q3: The average life expectancy in Ethiopia is
(a) among the world's highest.
(b) the world's lowest.
(c) among the world's lowest.

Q4: All land in Ethiopia is owned by
(a) large corporations.
(b) the government.
(c) private owners.

Q5: Average annual income per person in Ethiopia is
(a) under 150 dollars.
(b) between 150 and 200 dollars.
(c) about 250 dollars.

Q6: Life expectancy in Ethiopia is under 60 years of age, which suggests that
(a) most Ethiopians die of old age.
(b) living conditions are poor.
(c) there is a shortage of food.

Q7: The government in Ethiopia could be described as
(a) powerful.
(b) democratic.
(c) weak.

Q8: Ethiopia needs most of what it produces, which suggests that
(a) Ethiopia is a center of international trade.
(b) imports exceed exports.
(c) exports exceed imports.

Q9: It is likely that the education level of the typical Ethiopian is
(a) high.
(b) low.
(c) average.

Q10: You can conclude from the article that industry in Ethiopia is
(a) highly developed.
(b) a low priority.
(c) probably minimal.

When the Earth Trembles

The sudden shaking of the ground that occurs when masses of rock change position below the Earth's surface is called an earthquake. The shifting masses send out shock waves that may be powerful enough to alter the surface of the Earth. They may thrust up cliffs and open great cracks in the ground.

Earthquakes occur almost continuously. Fortunately, most of them can be detected only by sensitive instruments called seismographs. Others are felt as small tremors. Some, however, cause major catastrophes. They produce such tragic and dramatic effects as destroyed cities, broken dams, earth slides, giant sea waves, and volcanic eruptions. A very great earthquake usually occurs at least once a year somewhere in the world.

On the average, about 10,000 people die each year as a result of earthquakes. According to a study carried out by the United Nations and covering the years 1926 to 1950, earthquakes caused 350,000 deaths, and property damage losses exceeded 10 billion dollars. As cities expand for a rapidly increasing world population, it is likely that there will be even greater losses of life and property, in spite of improved methods of detection and better warning systems. People have long been concerned about earthquake hazards. The oldest chronicle comes from the Chinese more than 3,000 years ago.

Although it is certain that violent Earth tremors in themselves are destructive, there are often other kinds of Earth movements that are triggered by earthquake shock waves. The violent shaking that accompanies many earthquakes often causes rock slides, snow avalanches, and landslides. In some areas, these events are frequently more devastating than the Earth tremor itself.

Floods and fires are also caused by earthquakes. Floods can arise from the giant sea waves earthquakes cause along coastlines. They can also arise from large-scale disturbances in enclosed bodies of water, such as lakes and canals, and from the failure of dams. Fire produced the greatest property loss following the 1906 San Francisco earthquake, when 521 blocks of the city burned uncontrollably for three days. Fire also followed the 1923 Tokyo earthquake, causing much damage and hardship for the citizens of that city.

Some earthquakes are associated with human activity. Dynamite or atomic explosions, for example, can sometimes cause mild quakes. The injection of liquid waste deep into the Earth and the pressures resulting from holding vast amounts of water in reservoirs behind large dams can also trigger minor earthquakes.

Q11: Earthquakes occur when
(a) volcanoes erupt and shake the Earth.
(b) masses of rock change position below the Earth's surface.
(c) giant sea waves hit the shore.

Q16: The damage caused by an earthquake occurs
(a) both before and during the earthquake.
(b) both during and after the earthquake.
(c) both before and after the earthquake.

Q12: Earthquakes happen
(a) almost continuously.
(b) fairly occasionally.
(c) quite rarely.

Q17: Earthquake detection and warning systems are being improved
(a) because they can help prevent earthquakes.
(b) so that they will replace old detection systems.
(c) because they can help save lives and property.

Q13: The average number of people killed by earthquakes each year is about
(a) 1,000.
(b) 10,000.
(c) 100,000.

Q18: People have written about earthquakes
(a) for over 5,000 years.
(b) for more than 2,000 years.
(c) only in recent memory.

Q14: A very great earthquake occurs at least once
(a) a month.
(b) a year.
(c) a decade.

Q19: Earthquake deaths and damages will likely increase
(a) as cities grow larger.
(b) as detection and warning systems are improved.
(c) as volcanic activity increases.

Q15: Instruments that detect earthquakes are called
(a) seismonographs.
(b) seismographs.
(c) seisquagraphs.

Q20: Most earthquakes can be detected only by sensitive instruments, which suggests that
(a) the instruments require adjustment.
(b) the earthquakes are too slight to be felt.
(c) only scientists can use the instruments.

Alpine Life

From prehistoric times, the Alps have been the site of human habitation. German cultures generally developed in the eastern Alps. Roman culture influenced the West. The main language groups that survive today are German, French, and Italian. Romansh, an ancient Latin language, is spoken in a region of eastern Switzerland.

Some Alpine folk traditions are still preserved and often displayed as part of the tourist and entertainment industry. Alpine music, poetry, dance, woodcarving, and embroidery are quite distinctive. Yodeling, a kind of singing, is marked by rapid switching of the voice to and from falsetto. The alpenhorn, used for signaling between valleys, is a trumpet-like wooden instrument 5 to 14 feet (1.5 to 4 meters) long.

During the first five centuries of the Christian era, Rome dominated the Alps. The Romans built roads through the passes north and west to promote trade and link their Mediterranean and northern provinces. Economic activity of the period included wine grape culture, iron-ore mining, and pottery manufacturing.

Alpine valleys and many mountainsides were cleared of forests during the Middle Ages. Farmers settled the land, planted crops, and developed transhumance. In this Alpine practice, cattle are stall-fed in the villages during the winter and led to high mountain meadows for summer grazing. While the animals are gone, the farm family tends hay, grain, and other forage crops for use in the winter. Milk produced in the summer usually is made into cheese. In the winter, it is sold to dairies. Forestry is practiced in the Alps, and forest conservation programs have been developed.

During the nineteenth century, railroads were constructed, opening up the area. Hydroelectricity was developed. The electric power made by damming Alpine rivers encouraged manufacturing. The region has no coal or oil. Industrial growth caused many people to leave agriculture and take factory jobs. Types of light manufacturing, from watches to precision machinery, have thrived in the Alps.

Tourism has become a major Alpine industry. Europe has prospered as air, auto, and rail transportation to the Alps improved. One of the world's longest auto tunnels, passing through Mont Blanc, was opened in 1965. Railroads follow paths along traditional routes and passes. Winter sports gained mass popularity as a result of the accessibility of the Alpine region. Today, entire villages lodge, feed, and entertain tourists. Resorts such as Innsbruck, Grenoble, and St. Moritz are world famous. All of them have hosted Olympic winter games.

Q21: Romansh is
(a) a type of German food.
(b) an ancient Latin language.
(c) an Alpine folk tradition.

Q26: The Alpine region can be characterized as
(a) a commercial center.
(b) prosperous.
(c) economically deprived.

Q22: A trumpet-like wood instrument used for signaling in the Alps is called the
(a) yodel.
(b) glockenspiel.
(c) alpenhorn.

Q27: Farming in the Alps is primarily
(a) run by big business.
(b) a family business.
(c) a seasonal job.

Q23: One of the world's longest auto tunnels passes through
(a) Innsbruck.
(b) St. Moritz.
(c) Mont Blanc.

Q28: You can conclude from the article that transhumance was developed as a result of
(a) limited winter grazing for cattle.
(b) an increase in the cattle population.
(c) laws regarding the humane treatment of animals.

Q24: In the Alps, tourism is
(a) a major industry.
(b) practically nonexistent.
(c) the result of increased manufacturing.

Q29: It is likely that the Alpine region would not have prospered without
(a) the many improvements in transportation.
(b) forest conservation.
(c) the skiing industry.

Q25: Innsbruck, Grenoble, and St. Moritz are
(a) farming centers.
(b) former hosts of the Olympic winter games.
(c) the world's tallest mountains.

Q30: You can conclude from the article that resorts in the Alpine region were chosen to host the Olympic winter games because
(a) they are well-known to tourists.
(b) Alpine folk traditions are preserved there.
(c) of their ideal conditions for winter sports.

Defining the Arts

Painting and power shovels, sonatas and submarines, dramas and dynamos – they all have one thing in common. They are all fashioned by people. They are artificial, in contrast to everything that is natural: plants, animals, and minerals. The average modern-day person would classify paintings, sonatas, and dramas as forms of art, while viewing power shovels, submarines, and dynamos as products of technology. This distinction, however, is a modern one that dates from an eighteenth-century point of view.

In earlier times, the word *art* referred to any useful skill. Shoemaking, metalworking, medicine, agriculture, and even warfare were all once classified as arts. They were equated with what are today called the fine arts: painting, sculpture, music, architecture, literature, and related fields. In that broader sense, art has been defined as a skill in making or doing, based on true adequate reasoning.

The earlier and more comprehensive understanding of art can be seen in the Latin and Greek words that were used to describe it. The Latin word *ars* was applied to any skill or knowledge that was needed to produce something. From it, the English word *art* is derived, as is the word *artificial*, which describes something produced by a human being. The Greek word is even more revealing. It is *techne*, the source for the term *technology*, which most people would never confuse with art.

The liberal arts originated in ancient Greek and Roman attitudes toward different types of skills. The Greek philosophers, primarily Plato and Aristotle, did not separate the fine arts from the so-called useful arts, as is done today. They distinguished between the liberal arts and the servile arts. Fine arts were classified among the labors of the lower classes in ancient Greece or Rome. The word *liberal* comes from Latin and means “suitable for a freeman.” Studies that were taken up by free citizens were thus regarded as the liberal arts. They were arts that required superior mental ability: logic or astronomy, for example. Such arts were in contrast to skills that were basically labor.

The Latin word for *servile* was used to describe the handiwork that was often done by slaves, or at least by members of the lower classes. The servile arts involved such skills as metalworking, painting, sculpture, or shoemaking. The products of these arts provided material comforts and conveniences. However, such arts were not themselves considered to be beautiful or noble.

Q31: In earlier times, *art* referred to
(a) any useful skill.
(b) only to sculpture and painting.
(c) only to agriculture and warfare.

Q36: The article suggests that art
(a) has had many different interpretations.
(b) is to be enjoyed for itself.
(c) was ignored by the Greeks and Romans.

Q32: Today, people view power shovels, submarines, and dynamos as
(a) forms of art.
(b) products of technology.
(c) trappings of civilization.

Q37: One thing products of art and technology have in common is
(a) a human origin.
(b) an origin in nature.
(c) a classification as fine arts.

Q33: In earlier times, shoemaking was considered
(a) a profession.
(b) a trade.
(c) an art.

Q38: Greek and Roman attitudes toward the arts
(a) were never fully recorded.
(b) parallel people's attitudes today.
(c) are different from people's attitudes today.

Q34: According to the Romans, logic and astronomy required
(a) a liberal education.
(b) thoughtful insight.
(c) superior mental ability.

Q39: References in the article to the Greeks and Romans suggest that art
(a) had its foundations in Greece.
(b) is an ancient concept.
(c) was relatively unknown to them.

Q35: To the Romans, *liberal* meant
(a) produced by a human being.
(b) suitable for a freeman.
(c) work done by the lower classes.

Q40: To the Romans, products of the servile arts were seen as
(a) decorative.
(b) functional.
(c) noble.

Hunger and Famine: A Closer Look

In its simplest sense, hunger is merely a desire. You arrive home in the afternoon and head for the refrigerator, looking for something to eat. You have already had breakfast and lunch, and dinner will soon be ready, so you are not in great need of food. For millions of people on Earth, however, hunger represents a genuine need: a large-scale lack of food. This lack may be partial; there is some food, but never enough. The lack of food may also be total. A total lack of food for a whole population is called a famine. The term is obviously related to the word *famished*. The result of famine is mass starvation, something that has often happened in world history.

A famine is defined as an extreme and long-term shortage of food. A famine can affect a whole country, or it may be regional. Warfare has been the most common historical cause of famine. It destroys not only food supplies but distribution systems as well.

There are two main causes of famine: natural and human. Natural causes include disasters such as drought, insect plagues, excessive rainfall and flooding, and unseasonably cold weather. In a large nation, such as the United States, these factors may operate to cause shortages and high prices, but they have never caused a famine. This is because food can be imported or carried from one part of the country to another. In a smaller, less diverse society, a natural disaster can cause extreme hardship. In Ireland during the 1840s, the failure of the potato crop led to the deaths of at least one million people and the emigration of thousands. In ancient societies, a flood or drought could easily cause famine because there were no outside sources of food relief. Overpopulation, a kind of natural cause, has led to severe famines. Significant twentieth-century improvements in agriculture – the Green Revolution – have eased this problem considerably.

In the twentieth century, human causes of famine have been at least as prevalent as natural causes. Apart from warfare, misguided economic reform programs carried out in the name of communism and socialism have led to the deaths of millions in the Soviet Union, China, Ethiopia, and Mozambique. Farm families were driven from villages by force and herded onto collective farms. Individual initiative was abolished, and agricultural production suffered badly. Agriculture was run by government bureaucracies, with little freedom of choice for producers or consumers.

Q41: Famine is

- (a) a temporary lack of food.
- (b) the experience of hunger.
- (c) an extreme and long-term shortage of food.

Q46: The relationship between hunger and famine can be described as

- (a) desire versus necessity.
- (b) itch versus scratch.
- (c) presence versus absence.

Q42: The most common historical cause of famine is

- (a) warfare.
- (b) flooding.
- (c) freezing temperatures.

Q47: For famine to occur, there must be a lack of food as well as

- (a) high prices.
- (b) no outside sources of food relief.
- (c) severe changes in climate.

Q43: The two main causes of famine are

- (a) natural and unnatural.
- (b) natural and human.
- (c) animal and human.

Q48: The United States has avoided famine because of

- (a) a good distribution system.
- (b) good luck.
- (c) government regulations.

Q44: The United States has never experienced famine because

- (a) food can be carried from one part of the country to another.
- (b) there has never been a food shortage.
- (c) the country is underpopulated.

Q49: Large, diverse societies are more likely to

- (a) experience famine from natural causes.
- (b) experience famine from human causes.
- (c) avoid famine.

Q45: A cause of famine in the Soviet Union has been

- (a) the lack of individual initiative.
- (b) misguided economic reform programs.
- (c) poor farming methods.

Q50: You can conclude from the article that one way to ease the problem of famine is to

- (a) encourage improvements in agriculture.
- (b) avoid economic reform programs.
- (c) demand government intervention.

A Spot on the Mediterranean

Sicily is the largest and most populous island in the Mediterranean Sea. It forms an autonomous region of Italy with several other islands. At the northeastern corner of the island, the Strait of Messina separates it from mainland Italy. Its strategic location gives Sicily command of sea and air routes between southern Europe and Africa. Palermo, the capital and largest city, is a center for trade, commerce, and industry.

Mountains cover most of the northern part of the island. Flat landscape is found only along the coast. With intense volcanic activity, Sicily is subject to severe earthquakes. Mount Etna, the island's highest peak, is also Europe's largest active volcano. Winter rainfall in Sicily ranges from about 20 inches (50 centimeters) on the plains to 50 inches (130 centimeters) in the mountains. Summers are dry and hot. Once covered with trees, the island is now less than 4 percent forested. Cutting down forests for agriculture and other uses has caused severe soil-erosion problems. Attempts are being made to reforest the land.

Farming and livestock raising are the chief occupations in Sicily. More than three-fourths of the island is cultivated, but yields are low. Vineyards and orchards of lemon, orange, tangerine, and olive trees flourish on the lower mountain slopes. Wheat, barley, corn, almonds, grapes, and some cotton are produced. Cattle, mules, donkeys, and sheep are raised. Many peasants do not own their farms. The majority of agricultural land is privately owned.

Sicily's isolation and distance from mainland Italy accounts, in part, for its economic underdevelopment. In the last few decades, however, there has been a marked expansion of heavy industries based on petroleum refining, natural gas, and chemicals. Other industries include salt extraction, wine making, textiles, shipbuilding and repair, fertilizers, and pharmaceuticals. Food-processing industries include vegetable and fish canning and the extraction of citric acid and essential oils. Sulfur mining, once Sicily's principle mining activity, has declined. Almonds, fruits, tomatoes, artichokes, and fish are major exports.

Sicily was colonized by the Greeks during the eighth century B.C. In the third century B.C., it became the first Roman province. Large quantities of grain were produced and sent to Italy. Normans conquered Sicily in the eleventh century. It was ruled by the House of Bourbon during the 1700s and 1800s. It also became a major center of revolutionary movements in the nineteenth century. In 1861, it was incorporated into the United Kingdom of Italy.

Q51: Sicily is located in
(a) the Mediterranean Sea.
(b) the northern corner of Italy.
(c) the Atlantic Ocean.

Q52: Europe's largest active volcano is
(a) Mount Enta.
(b) Mount Etna.
(c) Mount Ettan.

Q53: Sicily's severe soil-erosion problems are mainly the result of
(a) dry, hot weather.
(b) volcanic activity.
(c) felling forests.

Q54: Chief occupations in Sicily are
(a) mining and shipbuilding.
(b) wine making and fishing.
(c) farming and livestock raising.

Q55: Sicily's first colonists were
(a) Greek.
(b) Roman.
(c) Norman.

Q56: The article wants you to understand that
(a) Sicily will soon solve its problems.
(b) Sicily suffers from many problems.
(c) Sicily's problems result from its location.

Q57: The expansion of industries in Sicily will most likely
(a) drain Sicily's resources.
(b) interfere with development.
(c) improve the island's economy.

Q58: You can conclude from the article that earthquake and volcano activity on Sicily
(a) accounts for Sicily's isolation from the mainland.
(b) is likely a hindrance to Sicily's development.
(c) attracts tourists.

Q59: Palermo's reputation as a center of trade, commerce, and industry is no doubt due to
(a) its government.
(b) its location.
(c) its population.

Q60: Three-fourths of Sicily is cultivated, but yields are low, which suggests that
(a) better farming methods are needed.
(b) farmers are required to work even harder than they already do.
(c) more land should be cultivated.

Part 2: Extended Reading Read the passage and answer the questions (1 point each).

Humor and the Human Condition

- 1 What makes people laugh? Is a pie in the face funny? Is a person slipping on a banana peel funny? Lord Chesterton said, “Every man is funny if he loses his hat and has to run after it.” If the hat chaser is a portly dignified type, wearing a tuxedo and carrying a walking stick, he probably *is* a funny sight. But suppose the person is fragile, elderly, and carrying a cane. Still funny? As funny? Probably not, because we like to see the pompous taken down a step or two.
- 2 Most people enjoy jokes, brief narratives that build with anticipation to a climactic twist. The twist is the “punch line.” To understand it is to “get it.” Should be easy, but is it? Students of humor agree that to “get it” the audience and the person who tells, writes, or draws the funny story must be on the same page. That is, they must share social or linguistic references. For example, students everywhere would appreciate the story of the professor who had a strict rule about final exams. Anyone writing after the bell would automatically receive a zero. On this occasion, when the bell rang, one student carried on for another five minutes before calmly submitting his paper.

“That’s a zero for you,” said the professor.

“Don’t you know who I am?” asked the student.

“I don’t care who you are,” snapped the professor. “You could be the son of the college’s president. You get a zero.”

“So you don’t know who I am?” persisted the student.

“No.”

“Good.”

With that, the student slipped his examination into the middle of the stack of student papers and walked out. Get it?
- 3 A key characteristic of a joke is that it is often irreverent, laughing silently at social distinctions. This is apparent in the popular “fly in the soup” stories. The setting is a restaurant. The customer summons the waiter.

“Waiter, there’s a fly in my soup.”

“Ok. I’ll bring you a fork.”

“Waiter, there’s a fly in my soup.”

“Don’t worry; it’s not hot enough to burn him.”

“Waiter, what is this fly doing in my soup?”

“Looks like the backstroke, sir.”

“Waiter, there’s a fly in my soup.”

“Keep your voice down, sir, or everyone will want one.”

The humor derives from the reversal of the status between the waiter and the customer. The waiter, generally of lower status, says things to the customer that are disrespectful, and moreover, that actually dismiss or belittle the customer’s anxiety.

- 4 Many aspects of the human condition are sources of humor. For example, “light bulb” jokes use stereotypes to poke fun at categories of people.

“How many lawyers does it take to change a light bulb?”

“How many can you afford?”

“How many automobile mechanics does it take to change a light bulb?”

“Six. One to scratch his head, one to say, ‘Not till Thursday,’ and four to total the bill.”

“How many *real* men does it take to change a light bulb?”

“None. *Real* men aren’t afraid of the dark.”

“How many conservatives does it take to change a light bulb?”

“Three. One to change it and two to reminisce nostalgically about the old light bulb.”

- 5 People often turn to animals to make fun of human behavior. Cartoons and jokes with animal characters make us laugh at our own foibles (but at a comfortable distance). For example, Garfield, the overweight cartoon cat who is addicted to lasagna, is particularly popular in the United States, where obesity is a national problem.

- 6 Jokes often reveal hostility between the sexes. For example, in a certain country, a foreign journalist researching gender roles noted that it was customary for women to walk several steps behind their husband. A war broke out. The journalist observed that men were now walking several yards behind their wives. “This is wonderful,” he enthused to several women. “What’s the explanation?” “Land mines.”

- 7 In America, stressful family relationships are tickled in “mother-in-law” jokes.

“I just returned from a pleasure trip. I took my mother-in-law to the airport.”

“What’s the punishment for bigamy?”
“Two mothers-in-law.”

A definition of mixed emotions: “My mother-in-law drove off a cliff in my new car.”

Are these jokes funny in your culture?

- 8 A pun amuses with words or expressions that have more than one meaning. Puns don’t translate easily because idioms are essential to understanding. Try this one:

The zebra said to the lion, “Let’s change roles.”
The lion responded, “I’m game.”

Here’s one that requires some background information. A driver on a country road observed a farmer standing in the middle of a large field doing nothing. The driver called out to the farmer.

“What’s going on?”
“I’m trying to win a Nobel Prize,” answered the farmer.
“How is that?”
“I hear they give the Nobel Prize to people who are out standing in their fields.”

- 9 While the immigrant experience is full of privations, it too is a source of humor as well as pathos. The following is a story enjoyed by my family for generations. My Yiddish-speaking grandparents knew little English when they immigrated to America. Grandpa had to find work while Grandma had to find housing. Landlords, primarily the descendants of earlier German settlers, were not eager to rent to large families. When grandmother answered an advertisement for an apartment, she and the landlord communicated in a mix of German, Yiddish, and English. “Do you have any children?” asked the landlord in German. “*Nein*,” answered my grandmother. “Sign the lease on the dotted line,” said the happy landlord. The next day, Grandpa, Grandma, and their very happy nine children moved in. We never knew if Grandma intentionally misled the landlord or if there really was language confusion.
- 10 Chesterton’s person chasing a hat is called “low” humor or slapstick because it is physical and not intellectually demanding. In contrast, the most sophisticated humor is satire, which holds up human vices and follies to ridicule and scorn. Nowhere today is satire as biting as in political humor. Political cartoons enliven newspapers, and political demonstrations overflow with laughs. During George W. Bush’s two presidential campaigns, his personality, character, and programs were boldly satirized by the group

“Billionaires for Bush.” These university students were costumed in formal dress: the men in tuxedos and top hats; the women in evening gowns, dripping jewelry, and crowned with tiaras. They danced raucously. They carried posters boasting such messages as, “My opponent wants to eliminate dependence on foreign oil. There is no foreign oil; it all belongs to us.” Not every Bush supporter wanted to “get it.”

- 11 Thus does humor illuminate the causes and possible solutions to serious and pressing problems. James Thurber, America’s beloved humorist, wrote: “Humor is a serious thing. This great natural resource must be preserved at all costs.”

The words in parentheses are antonyms. Circle the one that logically completes the sentence.

61. The angelic child’s (**virtues** / **vices**) won her an award for good citizenship.
62. The proverb says, if at first you don’t succeed, try, try again. In other words (**persist** / **desist**) and you will be successful.
63. Garfield’s addiction to lasagna has made the (**portly** / **slender**) cat very famous.
64. “I love New York” (**enthused** / **complained**) the energetic tourist.
65. Under cover of darkness, the troops (**boldly** / **furtively**) crossed the river.
66. Politicians owe it to the voters to address their (**pressing** / **superficial**) concerns.
67. Angered by the paparazzi, the celebrity (**snapped** / **cooed**) his answers to questions.
68. The intoxicated couple danced (**raucously** / **gracefully**) to the music.
69. On her death bed, the loving grandmother (**summoned** / **dismissed**) her children and grandchildren.

Use context to match the sentence beginning to its sentence completer.

70. On their 50th anniversary, the couple...

71. Too pompous to be careful, the...

72. Powerful people who are frauds and hypocrites better...

73. Charlie Chaplin mimicked dictators...

74. Speakers were very dignified...

75. The politician's reputation was ruined...

a. arrogant fool tripped and fell.

d. at the Nobel Prize ceremony.

b. irreverently in his films.

e. hide their follies from the satirist.

c. reminisced about their wedding.

f. by biting television commercials.

Circle the best choice for each underlined idiom.

76. Comedians often poke fun at their own inadequacies. They _____ themselves.

a. tell jokes about b. threaten to stab c. tell falsehoods about

77. People who fall in love usually decide to...

a. spend time together. b. wear protective padding. c. consult an eye doctor.

78. The lovesick boy didn't sleep very well because he had a...

a. fever and sore throat. b. very noisy neighbor.
c. breakfast date with his girlfriend.

79. The applicant said, "I was happy to sign on the dotted line." He had completed a _____ with his signature.

a. research survey b. contractual agreement c. textile design

Circle the best choice for each underlined figurative word or phrase.

80. Political demonstrations may overflow with laughs because...
- a. the posters are clever.
 - b. the opposition opens the sewers.
 - c. there is mass hysteria.
81. Political cartoons enliven newspapers.
- a. add interest
 - b. announce births
 - c. rate relevant movies
82. People from the same background are expected to be on the same page. They...
- a. belong to the local library.
 - b. have similar frames of reference.
 - c. read from the same newspaper.
83. We like to see someone pompous taken down a step or two.
- a. pushed down the stairs
 - b. on a short ladder
 - c. made humble
84. The joke struck a responsive chord and called forth a strong feeling based on a memory. The comparison is to the realm of...
- a. history.
 - b. education.
 - c. music.

Circle the best choice for each question.

85. Paragraph 1 opens with a question. The answer is found in...
- a. Sentence 3.
 - b. Sentence 4.
 - c. the last sentence.
86. In Paragraph 2, the joke illustrates the idea expressed in Sentence...
- a. 1.
 - b. 3.
 - c. 7.
87. "Fly in the soup" jokes illustrate the point that jokes frequently...
- a. dismiss anxiety.
 - b. mock social distinction.
 - c. respect status differences.
88. Animal characters in jokes often...
- a. have human weaknesses.
 - b. are national symbols.
 - c. are household pets.

89. The punch line in the Grandma-landlord story is based on...
a. a proverb. b. a pun. c. a number.
90. Language mastery is less necessary to understanding...
a. satire. b. slapstick. c. human vice.
91. The main ideas in this Reading Passage are developed through...
a. examples. b. reasons. c. chronologies of events.
92. The Reading Passage uses questions to...
a. conduct research. b. engage the audience. c. test knowledge.
93. The main idea in Paragraph 5 is illustrated by...
a. feminine icons. b. a cartoon figure. c. funny anecdotes.
94. In Paragraph 6, following the pattern of _____ is essential to getting it.
a. list of details b. emphasis c. time order
95. In jokes, the pattern of development is from...
a. main idea to details. b. contrast to contrast. c. details to the main idea.
96. In the “fly in the soup” jokes, the waiter _____ the customer’s feelings.
a. applauds b. ignores c. misunderstands
97. Based on the “light bulb” jokes, we can make which assumption?
a. Lawyers are greedy. b. Automobile mechanics work efficiently.
c. Lawyers have technical skills. d. Real men work well together.
98. The foibles that the cartoons in Paragraph 5 examine are...
a. laziness and temper. b. gluttony and foolishness.
c. jealousy and sloppiness.
99. In the third “mother-in-law” joke, the joker has mixed emotions because his mother-in-law is dead and his car is...
a. demolished. b. insured. c. airborne.
100. The group “Billionaires for Bush” makes the very serious point that...
a. liberal reforms spoil poor people.
b. profit is the highest value.
c. university students are frivolous partygoers.