#### LISTENING

You will hear a short lecture entitled 'An Encounter with Einstein.'

For each of the questions below (1 - 5), choose the answer (a, b, or c) which fits best according to what you hear. You will hear the recording twice. **CIRCLE** your answer (a, b, or c).

(1)	How	does	the	speal	ker :	travel	l to	Princeton?	
-----	-----	------	-----	-------	-------	--------	------	------------	--

a) He walks

b) He takes the bus

c) He hitch-hikes

# (2) Which of these does the speaker compare his trip to?

- a) A journey a person takes for religious reasons
- b) A journey full of many unexpected adventures
- c) A journey a person takes to better understand themselves

# (3) What can you assume about Einstein in 1954 based on the physical description of him?

- a) He was suffering from the effects of old age.
- b) He did not take much care over his appearance generally.
- c) He was unfriendly and aloof.

# (4) Why didn't the speaker ask Einstein to sign his textbook?

- a) He was intimidated by Einstein's personality.
- b) He didn't want to seem rude.
- c) He was afraid of embarrassing himself.

# (5) What best describes the speaker's attitude toward his encounter with Einstein?

- a) He regrets not speaking to Einstein and asking for his autograph.
- b) He remembers how simple the great man seemed in this ordinary setting.
- c) He is disappointed that Einstein wasn't more impressive.

b) by

c) at

# P

(10)

a) on

Prepos	sition PR	ACTICE:			
The sp	eaker so		the was an arr b) <mark>at</mark>		Fort Monmouth, New Jersey d) by
He go	es on to		ne of his free do b) with		(2) the highway and put out his thumb. d) on
		at stopped for any.	the speaker w	as going to Prir	nceton, and for him that seemed (3) good a
	(3)	a) so	b) just b) <mark>as</mark>		
Eventu studyir		e speaker got o	out of the car (	<b>5)</b> the Uni	versity, where he sat (6) an hour doing some
·	(5)		b) on b) in		
		ack to town, the		ed (7) his	shoulder and saw Einstein stop walking and lay his
	(7)	a) behind	b) at b) to		
The the			hich does not h b) <mark>on</mark>		autograph in it, now sits (9) the speaker's shelf d) by
While	watchir	ng him, the spe	aker reflects or	all the things t	that Einstein had (10) his head.

d) in

### **Pronunciation Practice:**

Correctly pronounce the following words.

From the text: Similar and/or other troublesome words:

FIGURE → FIGURATIVE FIGURATIVELY (also – hard "g" vs soft "g" sounds)

great = hard g general = soft g

suggest = 'sug' 'gest'

→ hard g →soft g
gigantic = 'gi' 'gantic'

 $\rightarrow$  soft g  $\rightarrow$  hard g

PHYSICAL → PSYCHOLOGICAL PHYSICALLY

QUIET → QUITE QUIT

STRENGTH 

trouble with combination of "g" and "th" sounds – some students also struggle with MONTHS)

THUMB → BOMB COMB (also – hard "th" vs soft "th" sounds)

this / that / these = hard th thing / think / mouth = soft th

brea**th** = soft th brea**th**e = hard the

VIGOROUSLY → VIGOROUS (also – hard "g" vs soft "g" sounds)

\* see above

YOUTH → YOUNG

# **Vocabulary Practice:**

<u>Form used in text</u>: <u>Use the correct form that belongs in the sentence</u>:

(1) ENERGY He's very ENERGETIC , isn't he, for a man of his age?

(2) FIGURE 'He exploded with rage' shows a FIGURATIVE use of the verb 'to explode'.

(3) MUSCULARITY Massage helps relieve the tension in one's MUSCLES

(4) QUIET I slipped QUIETLY out of the back door.

(5) REMOVING They rejected a demand for the REMOVAL of all nuclear weapons from UK soil.

(6) SPECIFIC He said we should meet but didn't SPECIFY a time.

(7) STALLED She says she'll give me the money next week but I think she's just <u>STALLING</u> for time.

(8) STRENGTH Whisky is <u>STRONGER</u> than beer.

(9) SUBSTANCE Soil consists of various chemical <u>SUBSTANCES</u>

(10) UNCERTAIN I'm unable to answer that question with any UNCERTAINTY

(11) UNFORMED This information FORMS the basis of the report.

(12) VIGOROUSLY He takes plenty of VIGOROUS exercise.

#### **Countable Nouns**

A **countable noun** means it can be counted. Often you can use an article ('a' or 'an') in front of the noun. Some countable nouns are **irregular** and follow different rules; one child or two children / one fish or two fish. Countable nouns can use quantifiers such as some, any, many, a few, a lot of, lots of, plenty of, etc...

#### **Uncountable Nouns**

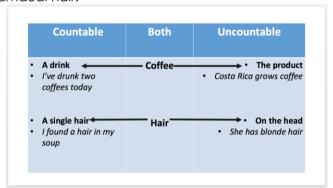
An **uncountable noun** means it cannot be counted. It doesn't use an article ('a' or 'an') and is never made plural so <u>information</u> **NOT** informations. Countable nouns usually use a singular verb 'is' – Information is on our website. Uncountable nouns can use quantifiers like some, any, (not) much, little, and phrasal quantifiers of 'a piece of', 'a member of', 'an amount of', 'a type of', etc...

Uncountable nouns generally belong to one of the following categories:

#### LIQUIDS & GASES **SOLID & GRANULAR SUBSTANCES ENERGY WORDS & FORCES** • water wood electricity coffee metal • sunshine • milk • cheese radiation heat • air sand • rice magnetism oxygen **GROUPED CONCEPTS INFORMATION & ABSTRACT CONCEPTS SUBJECTS** • French • fruit information chemistry money advice education • economics • food • science vocabulary democracy • math intelligence news

#### **BOTH Countable & Uncountable Nouns**

Some nouns can be **both** depending on the context. For example, coffee is uncountable as a product or a crop, but it is countable when it is a drink in cafe. Hair is uncountable on the head and explaining the colour, but it is countable as an individual hair.



# Problematic Words - The Following Nouns are UNCOUNTABLE:

- ADVICE (...and adviSe [pronounced 'adviZe'] is a verb)
- CONSTRUCTION
- EQUIPMENT
- EVIDENCE (...evidence\$ is outdated / no longer used or highly specialized)
- FURNITURE (...but chair\$ & table\$ = countable)
- HEALTH
- · HOMEWORK (...homework assignments)
- HOUSEWORK
- INFORMATION
- LUGGAGE (...but suitcase\$ & bag\$ = countable)
- RESEARCH (...researche**\$** is outdated / no longer used or highly specialized)
- STRENGTH (...exception = strength\$ & weaknesses)
- STUFF (...but thing**s** = countable)
- TRAFFIC (...traffic jams)
- VOCABULARY
- WEATHER

To answer the questions How much? and How many? certain quantifiers can be used with countable nouns (friends, cups, people), others with uncountable nouns (sugar, tea, money) and still others will all types of nouns.

Only with Uncountable Nouns With all Types of Nouns Only with Countable Nouns a little no, none, not any a few a bit of a number of some anv several a great deal of a lot of, lots of a great number of a large amount of a large number of plenty of

**EXAMPLES:** 

Would you like **some tea** and **a few cookies?**He has **several apples**. I don't have **any fruit** at all.
I received **a large amount of feedback** from my survey.

I always put a little milk and some carrots in my soup. She has plenty of clothes for the winter.

USING "MUCH" and "MANY"

**Much** and **many** are mainly used in interrogative and negative sentences. They are also used in affirmative and negative sentences in combination with **too** and **so**. Notice: the word **many** can be used alone in affirmative sentences while the word **much** cannot. **Much** is replaced in affirmative sentences with **a lot of** or **lots of** (these expressions can also replace **many**).

There are a lot of people who want to come.

<u>Uncountable Nouns</u> <u>Countable Nouns</u>

How much sugar do you have?

There's not much sugar at the store.

Not many people came to the concert.
Very few people came to the concert.
Very few people came to the concert.
There were too many people at the concert.
I don't know what to do with so much sugar.
I wish there was not so much sugar here.
There is a lot of sugar in candy.

There are many people who want to come.

# **PRACTICE Countable / Uncountable:**

Choose the best answer (a, b, c or d) for each of the following questions (1 - 12). There is <u>ONLY ONE</u> correct answer for each question. <u>CIRCLE</u> your answer (a, b, c or d).

<del></del> -	•		
(1) Sailors have to help th a) special equipment b) s	_	c) some special equipments	d) a special equipment
(2) I've got to do. a) so much work	b) a lot work	c) many works	d) the work
<ul><li>(3) She sent us her review of</li><li>a) research</li></ul>	b) the research	c) a researching	d) the reseaches
<ul><li>(4) Nobody wants to carry arou</li><li>a) huge suitcases</li></ul>	und full of clothes. b) huge suitcase	c) huges suitcases	d) the huge suitcase
<ul><li>(5) The war has left thousands _</li><li>a) children</li></ul>	as orphans. b) of children	c) of childs	d) the children
(6) There's usually at this to a) a lot of traffics		c) much of the traffic	d) a lot of traffic
(7) given under oath and a) Evidences are	witnesses are subject to comb) Some of evidence is		d) An evidence
(8) Steven gave me a) a good advice	b) good advise	c) some good advice	d) the good advise
(9) He'd already started ca) construction		c) the constructions	d) some constructions
(10) got very bad later in a) Weather	the day. b) A weather	c) The weather	d) Some weathers
(11) You're supposed to buy a ta) many persons		c) any of people	d) lot of people
(12) We are always grateful to a	receive from our lister b) feedbacks	ners. c) a feedback	d) some feedbacks

1) Countable nouns refer to things that can be counted such as objects, people, animals and processes.

Here are some examples: participant, experiment, rat, questionnaire If a noun is countable, it means:

- we can count it (e.g. one participant, two participants);
- we can use numbers and the article a/an in front of it (e.g. 15 participants, a participant);
- it has a plural form (e.g. participants).
- **2) Uncountable nouns** refer to things that cannot be counted such as materials, liquids and abstract concepts.

Here are some examples: information, alcohol, funding, evidence, advice If a noun is uncountable, it means:

- we cannot count it (e.g. one information, two informations);
- it is not possible to use numbers or the article a/an in front of it (e.g. 15 informations, an information);
- it generally does not have a plural form (e.g. informations);
- it takes a singular verb (e.g. more information is needed).
- 3) It is often possible to guess whether a noun is countable or uncountable, but it is not always clear or logical. For example, fruit and vegetables are similar foods, but the noun *fruit* is usually uncountable, whereas the noun vegetable is countable.

To really be sure whether a noun is countable or uncountable, you need to consult a good dictionary.

4) Many nouns have a countable form as well as an uncountable form.

There is often a significant difference in meaning between the forms. In the example below, the uncountable form of *time* refers to time that can be measured in minutes, hours, etc. The countable form, on the other hand, refers to an occasion or event.

- This is a complete waste of time [U].
- How many times [C] have you been to Spain?
- 5) In other cases, the difference is more subtle.

In the example below, the uncountable form of use refers to the act of using something, whereas the countable form refers to the purpose for which something can be used.

- The use [U] of antibiotics has increased significantly.
- This machine has many uses [C].

Again, to really understand subtle differences in meaning, you need to consult a good dictionary.

6) If singularity is important when referring to an uncountable noun, you may need to use a phrase such as a piece of or an item of.

Here's an example: This is an interesting piece of evidence.

7) It is important that you know whether a noun you are using in your writing is countable or uncountable because it has an impact on the words you use with it.

Some words can only be used with countable nouns: many, few, fewer, number, etc.

### Incorrect

 Participants in the second group answered less questions.

# Correct

 Participants in the second group answered fewer questions.

Others can only be used with uncountable nouns: much, little, less, amount, etc.

# Incorrect

– <del>Few</del> attention was given to the results.

#### Correct

Little attention was given to the results.

Read the following text, and for each of the bold & underlined words choose the correct option.

Many <u>persons / people</u> believe that renting a home is a waste of <u>money / monies</u>, but it actually has several advantages. Firstly, unlike home owners, renters have predictable <u>expenditure / expenditures</u>. Their weekly rent is fixed for the duration of the lease, and they are not responsible for the <u>maintenance / maintenances</u> of their home. If interest rates rise, home owners may see a significant increase in their mortgage payments. Secondly, renters are often able to live in more desirable locations than they would be able to if they purchased a home. For example, they can live close to <u>transportation / transportations</u> and places of <u>employment / employments</u>. Finally, renters are more easily able to relocate to other <u>part / parts</u> of the country to pursue work <u>opportunity / opportunities</u>. This is considerably more complicated for home owners, especially if they need to sell their home before moving. In <u>conclusion / conclusions</u>, people should seek <u>advice / advices</u> before deciding to purchase a home to make sure it is the right decision for them.

#### Person or People?

As a general rule – person is used to refer to an individual, and the plural form is people. Peoples can be used to talk about different groups within a nation or the world. For example:

- •The peoples of the world must unite to tackle climate change.
- •The peoples of India include Hindus, Muslims and Sikhs.

However, in both these cases, it would also be correct to use the regular plural people instead of peoples, as in:

- The people of the world must unite to tackle climate change.
- The people of India include Hindus, Muslims and Sikhs.

In fact, peoples is considered slightly old-fashioned and is not used as much these days except in formal documents or speeches. Similarly, persons is considered to be quite formal and is not used often in day to day language. Here are a couple of examples of when it might be used:

• We will be happy to accommodate up to four persons in each room.

This is an example of formal language that may be included in the terms and conditions of a contract or agreement, in this case to do with a hotel.

• I was approached by a group of persons unknown to myself.

This is quite an old style of English and it is rarely heard spoken these days.

To complicate matters even further, people can also be used as a singular noun! Look at this example:

• The Canadians are a people who enjoy nature and spending time outside.

This is really the only time that it would be used as a singular form though - when are referring to the citizens of a particular state or country. So basically, both person and people can be used as singular nouns, people can be used as a plural noun and persons and peoples are also acceptable plural forms. However, these days, using people as a singular noun and both peoples and persons are fairly uncommon and can sound quite formal and/or strange.

NOTE: For the purposes of the B2-1 course ... and the B2-2 course ... and the B2 Exam ... and academic use, in general, use PERSON for SINGULAR and PEOPLE for PLURAL

One of the most challenging sections for students when taking an English examination is the 'Key Word Transformation' section. This section of the exam requires a student to understand a number of different relationships simultaneously occurring within the English language. Examinees are provided with an example sentence and a 'key word'. Using this 'key word', the student is expected to re-write the original sentence while keeping the context and meaning the same.

### The RULES for Key Word Sentence Transformations:

You will need to complete the second sentence so that it has a similar meaning to the first sentence <u>using the word given</u>. **DO NOT CHANGE** the word given. <u>You must use between</u> **two (2)** and **five words (5)** including the word given.

# **COMMON MISTAKES on Key Word Sentence Transformations:**

- · Changing the key word you MUST use the exact word given
- Using too many words use a maximum of 5 words
- Spending too much time if you do not know the answer, take a guess and continue with the next question
- **Pronoun gender and agreement** if the first sentence uses a name, try to use the name in your second sentence. Sometimes you will need to use "her / his / she / he" etc. in your answer make sure it matches the gender in the first sentence
- Subject-verb agreement make sure your subject and verb match. For example, "she is singing" not "she are singing"
- Writing sentences that are too different try to use the same words where you can when possible (words like very, really, etc. that appear in the first sentence). Make sure these are expressed in the second sentence as well.
- · Forgetting to include important information from 1st sentence in 2nd sentence.
- **USING PUNCTUATION** this applies only to the FEL B2 Exam (and the Erasmus exam)

NOTE: On the B2 ENGLISH WRITTEN EXAM there will be NO PUNCTUATION required on any Key Word Sentence Transformation exercise.

If punctuation is added, it will VERY LIKELY change the meaning and therefore be marked INCORRECT.

→ NEVER USE PUNCTUATION of any kind...

### TYPICAL STRUCTURES used in Key Word Sentence Transformations:

Below is a list of some of the fundamental language mechanisms that examinees should be familiar with:

# Comparative / Superlative

Structures like so / such ..., er / as ... as or too / enough.

a) "There are too many bad students in this class."

**ENOUGH** 

b) "There are **NOT ENOUGH GOOD** students in this class."

# **Comparative Structures Using Adverbs**

a) The rate of unemployment hasn't increased quite as much this year **compared to** previous years.

SLIGHTLY

b) This year the rate of unemployment has increased

SLIGHTLY LESS THAN IT did in previous years.

# Passive / Active

Changes from active to passive or passive to active are often required.

a) "The student wrote a terrible essay." (active)

BY

b) "A terrible essay <u>WAS WRITTEN BY THE STUDENT.</u>" (passive)

# **Direct and Indirect Speech**

You may be asked to transform a sentence from direct to indirect speech or vice versa.

(DS) The teacher said, "I don't want you to cheat on this test."

DID

(IS) The teacher <u>SAID (THAT) HE DID NOT</u> want us to cheat on this test.

NOTICE...there is NO COMMA here

# **Auxiliary / Modal Verbs**

You will often find questions that test your knowledge of auxiliary verbs like 'will', 'have', 'must' etc.

a) "You were expected to answer all the questions on the exam."

SHOULD

b) "You SHOULD HAVE ANSWERED all the questions on the exam."

#### **Conditionals**

Any type of conditional sentence is possible.

TYPE 1: "If you get 70%, you will pass the test."

TYPE 2: "If you actually studied, you would improve."

TYPE 3: "If you had studied, you would have passed the test."

#### 'Unreal' Pasts

You will sometimes find sentences using 'If only', 'I wish', 'I'd rather' etc. that require the use of past tenses

a) "I wish I had studied harder..."

ONLY

b) "IF ONLY I HAD studied harder..."

#### **Verb Patterns**

Your knowledge of verb patterns such as gerund and infinitive is frequently tested.

a) "You **need to study** harder."

**START** 

b) "You need TO START STUDYING harder."

### Phrasal Verbs / Collocations

Sentences requiring phrasal verbs often appear.

a) "We need to discuss your grades."

**ABOUT** 

b) "We need <u>TO TALK ABOUT</u> your grades."

#### **Word Forms**

You may be expected to know the different forms of a word, as well as how to use them.

- a) "The students assumed the teacher didn't know they were cheating." MADE
- b) "The students MADE THE ASSUMPTION that the teacher didn't know they were cheating."

#### **Personal Pronoun Inversion**

a) You should not eat pizza with pineapples.

**EATING** 

b) **EATING PIZZA WITH PINEAPPLES** is not good for your health

**Fixed Expressions** (synonymous with words in the original sentence)

a) I hate it when dogs bark.

STAND

b) I *CANNOT STAND IT WHEN* dogs bark.

NOTICE... CANNOT IS ONE WORD

# **Formal Structures**

a) Sandra would only go to the supermarket on a Saturday.

ON

b) Sandra <u>INSISTED ON GOING</u> to the supermarket on a Saturday.

#### Mix

You may have to make TWO changes to the sentence, for example changing passive to active AND using a phrasal verb.

a) Loans must be repaid in full.

**BACK** 

b) You MUST PAY BACK ALL the money.

NOTE: There is a 15-point Key Word Sentence Transformation section

on the B2 English Written Examination and the FOLLOWING PAGE is EXACTLY

what it will look like . . .

For each of the sentences below (1 - 15), complete the second sentence so that it has a similar meaning to the first sentence(s), using the word given for that sentence. **DO NOT CHANGE** the word given. You must use between two (2) and five (5) words, including the word given.

(1) Pernaps we missed the correct turning.	MIGHI
We MIGHT HAVE MISSED the correct turning.	
(2) This exercise is easier than the last one.	HARD
This exercise IS NOT AS HARD AS the last one.	
(3) His parents raised him very strictly.	UP
His parents BROUGHT HIM UP very strictly.	
(A) I think it would be a good idea to speak to the manager first	IF
(4) I think it would be a good idea to speak to the manager first.  IF I WERE YOU  , I would speak to the manager first.	IF \
(5) 'You look really tired,' he told her.  He SAID THAT SHE LOOKED really tired.	SAID
He SAID THAT SHE LOOKED really tired.	1
(6) I'd love to know how John is getting on.	WISH
how John was getting on.	
(7) It's really important that you pay the bill today.	REMEMBER
You must REMEMBER TO PAY the bill today.	
(8) There is no way you can justify cheating.	JUSTIFICATION
There IS NO JUSTIFICATION for cheating.	
TI	1140
(9) The police have cancelled the demonstration.  The demonstration HAS BEEN CANCELLED by the police.	HAS
The demonstration by the police.	
(10) Thieves burgled our house.	INTO
Our house WAS BROKEN INTO	
(11) She doesn't let him smoke in the house.	ALLOWED
He IS NOT ALLOWED TO SMOKE in the house.	
(12) They say the little girl has inherited a great fortune from her grandfather.	то
The little girl IS SAID TO HAVE INHERITED a great fortune from her grandf	· ·
	\
(13) The comedian was much less funny than the audience expected.  The comedian was NOT NEARLY AS FUNNY as the audience expected.	NEARLY
The comedian was as the audience expect	rea.
(14) Did we send that letter to Mr. Thomas?	WAS
Do you know if THAT LETTER WAS SENT to Mr. Thomas?	
(15) Does he ever give you the impression that he would rather be talking to someone else?	FEELING
Do you ever HAVE THE FEELING HE would rather be talking to som	eone else?

This part looks EXACTLY like it will on the B2 Exam . . . EXCEPT there will be 12 instead of 20

# Academic Vocabulary / Word Formation

Complete the following sentences (1 - 20) by filling in the blank spaces with <u>the proper form</u> of the word given for that sentence. Use <u>ONLY ONE</u> word per blank space: <u>DO NOT</u> add any words [e.g. prepositions].

REMEMBER - Use the	
	ord $\psi$ $\psi$ HERE $\psi$ in THIS sentence
(1) CONCLUSION	The doctor CONCLUDED that further treatment would be useless.
(2) EMPLOYMENT	This factory EMPLOYS thousands of people.
(3) ENERGY	They learned relaxation and <b>ENERGETIC</b> techniques at the yoga retreat.
(4) FIGURE	I could see two tall FIGURES in the distance.  MAINTAINING The second second for the second s
(5) MAINTENANCE	Physical activity is an important factor in MAINTAINING fitness.
(6) MUSCULARITY	He flexed his MUSCLES so that everyone could admire them.
(7) OPPORTUNITIES	Everyone will have an OPPORTUNITY to comment.
(8) PART	The research project was only a PARTLY success.
(9) PEOPLE	If you can't be there in PERSON , the next best thing is watching it on TV.
(10) QUIET	I slipped QUIETLY out of the back door.
(11) REMOVING	There is no certainty that the president's <u>REMOVAL</u> would end the civil war.
(12) SPECIFIC	The peace treaty SPECIFIES terms for the withdrawal of troops.
(13) STALLED	She says she'll give me the money next week but I think she's just <u>STALLING</u> for time.
(14) STRENGTH	They have been STRENGTHEN their border defences in preparation for war.
(15) SUBSTANCE	Soil consists of various chemical <u>SUBSTANCES</u> .
(16) TRANSPORTATION	Such heavy items are expensive to <u>TRANSPORT</u> by plane.
(17) UNCERTAIN	She <u>CERTAINLY</u> had a friend called Mark, but I don't know whether he was her boyfriend.
(18) UNFORMED	She FORMED the clay into a small bowl.
(19) VIGOROUSLY	He takes plenty of VIGOROUS exercise.
<b>(20)</b> YOUTH	The 16-year-old tennis prodigy is the YOUNGEST player ever to reach the Olympic finals.
Complete the followi	ng sentences (1 - 15) by filling in the blank spaces with the proper preposition.  NE word for each blank space.
(2) My efforts to go be (3) I walked around the (4) Will you keep an ee (5) A number OF (6) Tara picked up the (7) Man's life is often of (8) She teaches Englis (9) I went and stood be (10) When drugs were (11) We're making a fee (12) this simple man (13) The fear was only (14) You do not need	this type of machine?  ack TO sleep proved unsuccessful.  the outside OF the building.  ye on my daughter FOR a while?  border crossings have now reopened.  the book and put it IN the shelf.  compared TO a candle.  the AT the University of Wales.  the seside him, looking OVER his shoulder.  the found IN her luggage, she claimed the bags were not really hers.  the cosmetic changes OF the house before we sell it.  a [] juggling stars and forces and fields ABOVEhis head  IN his head.  any prior knowledge OF the subject.  thair and walked over TO the window.

Read the following passage - then choose the best answer (a, b, c, d or e) for each of the questions (1-7).

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60 days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or voicemail, the number of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue.

Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts. Single sign-on (SSO) authentication and password management software can help **mitigate** this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as KeePass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically "remember" users' passwords for a variety of sites.

The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft.

Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.

Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement.

The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place.

(1) Which of the following best describes the organization of the passage?	[Page 12]
a) The passage organizes ideas in order of increasing importance.	
b) The author presents an argument and then uses evidence to dismiss opposing views.	7
c) The author explains a problem, explores solutions, and then dismisses these solutions as	(
inadequate.	<b>\</b>
d) The author explains a problem and then persuades readers to garee with his or her solut	rion

- d) The author explains a problem and then persuades readers to agree with his or her solution to the problem.
- e) The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.
- (2) The passage discusses all of the following solutions to password fatigue except...
  - a) ...writing the passwords down on a piece of paper

(3) As used in paragraph 3, which is the best synonym for 'mitigate'?

- b) ...voice-recognition software
- c) ...KeePass

software because:

- d) ...using very simple passwords
- e) ...intelligent encryption

a) predict	b) postpone	c) investigate	d) lessen	e) complicate
(4) According to the p	assage, SSO authe	entication software ma	y be safer than p	assword management

I. stolen personal computers contain passwords memorized by a user's web browser

- II. if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
- III. hackers who access password management software can gain access to all of the applications protected by that password
- a<mark>) I only</mark> b) Il only c) I and Il only d) Il and III only e) I, II, and I
- (5) Which of the following statements from the passage represents an opinion, as opposed to a fact?
  - a) "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
  - b) "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."
  - c) "Having to remember so many different passwords is irritating, but it can also be dangerous."
  - d) "Additionally, recovering a forgotten password is only a temporary solution; it does not address larger problem of password fatigue."

e) "The problems associated with SOS, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue."

(6) In paragraph 6, the author notes that "the use of biometrics raises ethical questions concerning privacy."

Which of the following situations could be used as an example to illustrate this point?

- a) A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.
- b) An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee <a href="mailto:snoops">snoops</a> (slídit / čmuchat) on his computer and reads personal email correspondence.
- c) A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.
- d) A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.
- e) Even when a person is on password-protected websites, an internet browser tracks the person's internet use and collects information in order to tailor advertisements to his or her interests.

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a) angry b) resigned c) confused d) hopeful e) depressed