

## ECAT Pre General Science English Chapter 8 Comprehension

Sr	Questions	Answers Choice
1	<p>Q.6 A great deal of discussion continues as to the real extent of global environmental degradation and its implications. What few people challenge however is that the renewable natural resources of developing countries are today subject to stresses of unprecedented magnitude. These pressures are brought about in part by increased population and the quest for an ever expanding food supply. Because the health, nutrition and general well-being of the poor majority are directly dependent on the integrity and productivity of their natural resources, the capability of governments to manage them effectively over the long term becomes of paramount importance. Developing countries are becoming more aware of the ways in which present and future economic development must build upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to US assistance which recognizes the uniqueness of the social and ecological systems in these tropical countries. Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management in February 1981, for example AID funded a national Academy of Sciences panel to advise Nepal on their severe natural resource degradation problems. Some countries such as Senegal, India, Indonesia and Thailand are now including conservation concerns in their economic development planning process. Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development.</p> <p>d. The poor people of the developing world can lead a happy and contented life if</p>	<p>A. There is a North-South dialogue and aid flows freely to the developing world            B. Industries based on agriculture are widely developed            C. Economic development takes place within the ambit of conservation of natural resources            D. There is an assured supply of food and medical care</p>
2	<p>This is the age of machine. Machines are everywhere, in the fields, in the factory, in the home, in the street, in the city, in the country, everywhere. To fly, it is not necessary to have wings; there are machines. To swim under the sea, it is not necessary to have gills; there are machines. To kill our fellowmen in overwhelming numbers, there are machines. Petrol machines alone provide ten times more power than all human beings in the world. In the busiest countries, each individual has six hundred human slaves in his machines.</p> <p>What are the consequences of this abnormal power? Before the war, it looked as though it might be possible, for the first time in history to provide food and clothing and shelter for the teeming population of the world—every man, woman and child. This would have been the greatest triumphs of science. And yet, if you remember, we saw the world crammed, full of food and people hungry. Today, the leaders are bare and millions, starving. That's more begin to hum, are we going to see again more and more food, and people still hungry? For the goods, it makes the goods, but avoids the consequences.</p> <p>What would be one of the greatest triumphs of science?</p>	<p>A. To provide food, clothing and shelter to everyone            B. None would get food, clothing and shelter            C. Only rich people would get food, clothing and shelter            D. People would get only clothing</p>
3	<p>Q.4 Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important. Under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor, the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future should consist of modules with different kinds of functions serving a diversity of constituent. And performance not the period of study should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of the idea becoming an integral part of educational thinking seems to be a far cry. For to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing open university programs for older learners of different categories and introducing extension services in the conventional colleges and schools also these institutions should learn to cooperate with the numerous community, municipal, recreational programs, health services etc.</p> <p>k. In the context of the passage what is the meaning of the sentence the writing is already on the wall</p>	<p>A. Everything is uncertain now-a-days            B. Changes have already taken place            C. The signs of change are already visible            D. You cannot change the future</p>

Educational planning should aim at meeting the educational needs of the entire population of all age group. While the traditional structure of education as a three

population of an age group. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the age have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled 'learning to Be' prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self – learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means such more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries. Museums, municipal recreational programs, health services etc.

Integrating the concept of lifelong learning with the educational structure would imply

- A. Closing down conventional schools and colleges
- B. Longer durations for all formal courses
- C. Simple rearrangement of present educational organizations
- D. More weight for actual performance than real understanding

Arrowheads, which are ancient hunting tools, are often themselves 'hunted' for their interesting value both as artifacts and as art. Some of the oldest arrowheads in the United States date back 12,000 years. They are not very difficult to find. You need only to walk with downcast eyes in a field that has been recently tilled for the spring planting season, and you might find one.

Arrowheads are tiny stones or pieces of wood, bone, or metal which have been sharpened in order to create a tipped weapon used in hunting. The material is honed to an edge, usually in a triangular fashion, and is brought to a deadly tip. On the edge opposite the tip is a flared tail. Though designs vary depending on the region, purpose, and era of the arrowhead's origin, the tails serve the same purpose. The tail of the arrowhead is meant to be strapped onto a shaft, which is a straight wooden piece such as a spear or an arrow. When combined, the arrowhead point and the shaft become a lethal projectile weapon to be thrown by arm or shot with a bow at prey.

Indian arrowheads are important artifacts that give archeologists (scientists who study past human societies) clues about the lives of Native Americans. By analyzing an arrowhead's shape, they can determine the advancement of tool technologies among certain Native American groups. By determining the origin of the arrowhead material (bone, rock, wood, or metal), they can trace the patterns of travel and trade of the hunters. By examine the location of the arrowheads, archeologists can map out hunting grounds and other social patterns.

Arrowheads are commonly found along riverbanks or near creek beds because animals drawn to natural water sources to sustain life were regularly found drinking along the banks. For this reason, riverbeds were a prime hunting ground for the Native Americans. Now, dry and active riverbeds are prime hunting grounds for arrowhead collectors.

Indian arrowheads are tiny pieces of history that fit in the palm of your hand. They are diary entries in the life of a hunter. They are museum pieces that hide in the dirt. They are symbolic of the eternal struggle between life and death.

As used in paragraph 2, which is the best definition for projectile?

- A. Shaped like a triangle
- B. No longer in use
- C. Unsophisticated in form
- D. Designed to be thrown

On January 3, 1961, nine days after Christmas, Richard Legg, John Byrnes, and Richard McKinley were killed in a remote desert in eastern Idaho. Their deaths occurred when a nuclear reactor exploded at a top-secret base in the National Reactor Testing Station (NRTS). Official reports state that the explosion and subsequent reactor meltdown resulted from the improper retraction of the control rod. When questioned about the events that occurred there, officials were very reticent. The whole affair, in fact, was discussed much, and seemed to disappear with time.

In order to grasp the mysterious nature of the NRTS catastrophe, it help to know a bit about how nuclear reactors work. After all, the generation of nuclear energy may strike many as an esoteric process. However, given its relative simplicity, the way in which the NRTS reactor functions is widely comprehensible. In this particular kind of reactor, a cluster of nine-ton uranium fuel rods are positioned lengthwise around a central control rod. The reaction begins with the slow removal of the control ro, which starts a controlled nuclear reaction and begins to heat the water in the reactor. This heat generates steam, which builds pressure inside the tank. As pressure builds, the steam looks for a place to escape. The only place this steam is able to escape is through the turbine. As it passes through the turbine on its way out of the tank, it turns the giant fan blades and produces energy.

6 On the morning of January 3, after the machine had been shut down for the holidays, the three men arrived at the station to restart the reactor. The control rod needed to be pulled out only four inches to be reconnected to the automated driver. However, records indicate that Byrnes yanked it out 23 inches, over five times the distance necessary. In milliseconds the reactor exploded. Legg was impaled on the ceiling; he would be discovered last. It took one week and a lead-shielded crane to remove his body. Even in full protective gear, workers were only able to work a minute at a time. The three men are buried in lead-lined coffins under concrete in New York, Michigan, and Arlington Cemetery, Virginia.

- A. Nosy
- B. Talkative
- C. Reserved
- D. Concerned

The investigation took nearly two years to complete. Did Byrnes have a dark motive? Or was it simply an accident? Did he know how precarious the procedure was? Other operators were questioned as to whether they knew the consequences of pulling the control rod out so far. They responded "Of course! We often talked about what we would do if we were at a radar station and the Russians came.

"We'd yank it out."

Official reports are oddly ambiguous, but what they do not explain, gossip does. Rumors had it that there was tension between the men because Byrnes suspected the other two of being involved with his young wife. There is little doubt than he, like the other operators, knew exactly what would happen when he yanked the control rod.

As used In paragraph 1, which is the best antonym for reticent?

In the early 1920's, settlers came to Alaska looking for gold. They traveled by boat to the coastal towns of Seward and Knik, and from there by land into the gold fields. The trail they used to travel inland is known today as the Iditarod Trail, one of the National Historic Trails designated by the congress of the United States. The Iditarod Trail quickly became a major thoroughfare in Alaska, as the mail and supplies were carried across this trail. People also used it to get from place to place, including the priests, ministers, and judges who had to travel between villages down this trail was via god sled.

Once the gold rush ended, many gold-seekers went back to where they had come from, and suddenly there was much less travel on the Iditarod Trail. The introduction of the airplane in the late 1920's meant dog teams were mode of transportation, of course airplane carrying the mail and supplies, there was less need for land travel in general. The final blow to the use of the dog teams was the appearance of snowmoniles.

7 By the mid 1960's most Alasknas didn't even know the Iditarod Trail existed, or that dos teens had played a crucial role in Alaska's early settlements. Dorothy G.Page, a self-made historian, recognized how few people knew about the former use of sled dogs as working animals and about the Iditarod Trail's role in Alaska's colorful history. To she came up with the idea to have a god sled race over the Iditarod Trail. She presented her idea to an enthusiastic musher, as dog sled drivers are known, named Joe Redington, Sr. Soon the pages and the Redintons were working together to promote the idea of the Iditarod race.

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 5

Many people worked to make the first Iditarod Trail Sled Dog Race a reality in 1967. The Aurora Dog Musers Club, along with men from the Adult Camp in Sutton, helped clear years of overgrowth from the first nine miles of the Iditarod Trail. To raise interest in the race, a \$25,000 purse was offered, with Joe Redington donating one acre of his land to help raise the funds. The short race, approximately 27 miles long, was put on a second time in 1969.

After these first two successful races, the goal was to lengthen the race a little further to the ghost town of Iditarod by 1973. However in 1972, the U.S. Army reopened the trail as a winter exercise, and so in 1973, the decision was made to take the race all the way to the city of Nome-over 1,000 miles. There were who believed it could bot be done and that it wad crazy to send a bunch out into vast, uninhabited Alaskan wilderness. But the race went! 22 mushers finished that year, and to date over 400 people have completed it.

In 1925, when a diphtheria outbreak threatened the lives of people in the remote town of Nome, the government used the Iditarod Trail to transport medicine nearly 700 miles to the town. If the author chose the include this fact is the passage, it would best fit in

When we are young, we learn that tigers and sharks are dangerous animals. We might be scared of them because they are big and powerful. As we get older, however, we learn that sometimes the most dangerous animals are also the smallest animals. In fact, the animal that kills the most people every year is one that you have probably killed yourself many times: the mosquito.

While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. On the other hand, female mosquitoes feed on animal blood. They need this blood to live and produce eggs. When a female mosquito bites a human being, it transmits a small amount of saliva into the blood. The saliva may or may not contain a deadly disease. The result of the bite can be as minor as an itchy bump or as serious as death.

Because a mosquito can bite many people in the course of its life, it can carry diseases from one person to another very easily. Two of the most deadly diseases carried by mosquitoes are malaria and yellow fever. More than 700 million people become sick from these diseases every year. At least 2 million of these people will die from these diseases.

- A. Work together with mosquitoes
- B. Kill mosquitoes
- C. Cannot be killed by poisons or sprays
- D. Attract bats

8

Many scientists are working on safer and better ways to kill mosquitoes, but so far, there is no sure way to protect everyone in the world from their deadly bites. Mosquito nests can be placed over beds to protect people against being bitten. These nets help people stay safe at night, but they do not kill any mosquitoes. Mosquitoes have many natural enemies like bats, birds, dragonflies, and certain kinds of fish. Bringing more of these animals into places where mosquitoes live might help to cut down the amount of mosquitoes in that area. This is a natural solution, but it does not always work very well. Mosquitoes can also be killed with poisons or sprays. Even though these sprays kill mosquitoes, they may also harm other plants or animals.

Although mosquitoes may not seem as scary as larger, more powerful animals, they are far more dangerous to human beings. But things are changing. It is highly likely that one day scientists will find a way to keep everyone safe from mosquitoes and the diseases they carry.

It can be understood that the introduction of dragonflies might reduce the number of flies in a given area because dragonflies

When Greg went to the giant aquarium near his house, he had one type of animal that he loved to watch. He liked dolphins and manatees, but he loved whales. Baluga whales from the arctic were really neat, but it was the Killer Whales especially that had his heart. For hours, from the park opening until closing, he could watch them. Their black-and-white patterned skin reminded him of a tuxedo, a penguin, or even a zebra, but on the whales it seemed even more special. It made them stand out in the water. Their playfulness and intelligence amazed him, too. He liked to watch the trainers coax them through jumps, leaps, and other tricks. They talked and squawked at the trainers. One time the trainer even got launched into the air off the whale's nose. It was an impressive feat. It always surprised him now fast and agile such a massive creature could be. He always expected them to be slow and lumbering, but they were fast like a bullet, darting through their huge tanks and exploding from the water. In the park, they were fast like a bullet, darting through their huge tanks and exploding from the water. In the park, they ate fish and other snacks, and lots of them. In the wild, he understood why they had their fierce name. They could eat seals, sea lions, small whales, and just about anything they could catch. Their teeth were sharp and predatory. They were the top of the food chain - even more dangerous than sharks. The Killer Whales were amazing animals. They inspired him to learn more about the sea. He thought that some day he might want to be a marine biologist. Then, he could learn about his favourite animals as a job. For now, he'd have to settle for watching them through the tank's glass and reading about them. However, there was always the future.

Question:

What does Greg want to do some day?

- A. swim with the killer whales
- B. be a marine biologist
- C. feed the whales
- D. take pictures of the whales

9

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three-layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the young have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled 'learning to Be' prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And

- A. Approaching
- B. Contacting

10 performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

- B. Concerning
- C. Introducing
- D. Satisfying

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means such more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries. Museums, municipal recreational programs, health services etc.

Which of the following is most nearly the same in meaning as the word 'meeting' as used in the passage?

In the early 1920's, settlers came to Alaska looking for gold. They traveled by boat to the coastal towns of Seward and Knik, and from there by land into the gold fields. The trail they used to travel inland is known today as the Iditarod Trail, one of the National Historic Trails designated by the congress of the United States. The Iditarod Trail quickly became a major thoroughfare in Alaska, as the mail and supplies were carried across this trail. People also used it to get from place to place, including the priests, ministers, and judges who had to travel between villages down this trail was via dog sled.

Once the gold rush ended, many gold-seekers went back to where they had come from, and suddenly there was much less travel on the Iditarod Trail. The introduction of the airplane in the late 1920's meant dog teams were mode of transportation, of course airplane carrying the mail and supplies, there was less need for land travel in general. The final blow to the use of the dog teams was the appearance of snowmoniles.

11 By the mid 1960's most Alasknas didn't even know the Iditarod Trail existed, or that dos teens had played a crucial role in Alaska's early settlements. Dorothy G. Page, a self-made historian, recognized how few people knew about the former use of sled dogs as working animals and about the Iditarod Trail's role in Alaska's colorful history. To she came up with the idea to have a god sled race over the Iditarod Trail. She presented her idea to an enthusiastic musher, as dog sled drivers are known, named Joe Redington, Sr. Soon the pages and the Redintons were working together to promote the idea of the Iditarod race.

- A. Was employed by the state to keep its dog sled history alive
- B. Was determined to honor the glories of the gold rush in spite of her questionable credentials
- C. Had pursued the study of Alaska's history out of her own interest
- D. Had personally educated others about Alaska's history

Many people worked to make the first Iditarod Trail Sled Dog Race a reality in 1967. The Aurora Dog Musers Club, along with men from the Adult Camp in Sutton, helped clear years of overgrowth from the first nine miles of the Iditarod Trail. To raise interest in the race, a \$25,000 purse was offered, with Joe Redington donating one acre of his land to help raise the funds. The short race, approximately 27 miles long, was put on a second time in 1969.

After these first two successful races, the goal was to lengthen the race a little further to the ghost town of Iditarod by 1973. However in 1972, the U.S. Army reopened the trail as a winter exercise, and so in 1973, the decision was made to take the race all the way to the city of Nome-over 1,000 miles. There were who believed it could bot be done and that it wad crazy to send a bunch out into vast, uninhabited Alaskan wilderness. But the race went! 22 mushers finished that year, and to date over 400 people have completed it.

As used in paragraph-3, the phrase "self-made historian" implies that Dorothy G. Page

12 What are good parts of our civilization? First and fore-most there are order and safety. If today I have a quarrel with another man, I do not get beaten merely because I am physically weaker and he can knock me down. I go to law and the law will decide as fairly as it can between the two of us. Thus in disputes between man and man. Right has taken the place might. More-over, the law protects me from robbery and violence. Nobody may came and break into my house, steal my books or run off with my children. Of course, there are burglars, but they are very rare and the law punishes them whenever it catches them.

- A. Order and insecurity
- B. Only insecurity
- C. Order and safety
- D. Insecurity and lawlessness

It is difficult for us to realize how much this safety means. Without safety those higher activates of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence, order and safety, although they are not themselves civilization, are things without which civilization could be impossible. They are as necessary to our civilization as the air we breathe is to us; and we have grown so used to them that we do not notice them any more than we notice the air.

The first and foremost good parts of civilization are:

What are good parts of our civilization? First and fore-most there are order and safety. If today I have a quarrel with another man, I do not get beaten merely because I am physically

today I have a quarrel with another man, I do not get beaten merely because I am physically weaker and he can knock me down. I go to law and the law will decide as fairly as it can between the two of us. Thus in disputes between man and man. Right has taken the place might. More-over, the law protects me from robbery and violence. Nobody may come and break into my house, steal my books or run off with my children. Of course, there are burglars, but they are very rare and the law punishes them whenever it catches them.

13

It is difficult for us to realize how much this safety means. Without safety those higher activates of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence, order and safety, although they are not themselves civilization, are things without which civilization could be impossible. They are as necessary to our civilization as the air we breathe is to us; and we have grown so used to them that we do not notice them any more than we notice the air.

In disputes between man and man:

- A. Right has taken the place of might
- B. Might has taken the place of right
- C. Might is right
- D. None of the above

The Baxter house is located at the end of the street. This house sits farther back from the curb than the other houses. It is almost difficult to see from the road without peering behind the deformed oak tree that has obscured it for years. Even so, the Baxter house stands out from the other houses on the street. It is tall and white. However, this white is no longer pristinely white, but a dingy grayish cram color. Long vines hang from the tattered roof. The Baxter house is two stories tall and has a large yard in the back that has never been mowed. The other houses on the street are a mere one story and have been painted a variety of colors. The newer, single story properties all appear to have been built around the same time; the yards mostly being of the same size, and the houses appearing to be clones of one another. Aside from the Baxter house at the end, this street is a perfect slice of middle America. The inhabitants of the other houses wonder who lives in the ancient, dilapidated house at the end of the street.

14

Which characteristic makes it clear that the "newer, built around the same time"?

- A. They have all been painted the same color
- B. They are all situated next to each other on the street
- C. There are no other oak trees on this street
- D. The yards are mostly the same size

Many people like to eat pizza, but not everyone knows how to make it. Making the perfect pizza can be complicated, but there are lots of ways for you to make basic version at home.

When you make pizza, you must begin with the crust. The crust can be hard to make. If you want to make the crust yourself, you will have to make dough using flour, water, and yeast. You will have to knead the dough with your hands. If you do not have enough time to do this, you can use a prepared crust that you buy from the store.

After you have chosen your crust, you must then add the sauce. Making your own sauce from scratch can take a long time. You have to buy tomatoes, peel them, and then cook them with spices. If this sounds like too much work, you can also purchase jarred sauce from the store. Many jarred sauces taste almost as good as the kind you make at home.

15

Now that you have your crust and your sauce, you need to add the cheese. Cheese comes from milk, which comes from cows. Do you have a cow in your backyard? Do you how to milk the cow? Do you know how to turn that milk into cheese? If not, you might want to buy cheese from the grocery store instead of making it yourself. When you have the crust, sauce, and cheese ready, you can add other toppings. Some people like to put meat on their pizza, while other people like to add vegetables. Some people even like to add pineapple! The best part of making a pizza at home is that you can customize it by adding your own favorite ingredients

- A. Support the idea that most people cannot make homemade cheese
- B. Reinforce the idea that most people probably live on farms
- C. Prove that store-bought cheese tastes better than homemade cheese
- D. Emphasize the superiority of homemade cheese over store bought cheese

In paragraph 4, the author asks a series of question in order to

First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that he author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and

their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as The Hardy Boys and the Nancy Drew series.

The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's book.

Stratemeyer noticed the increasing popularity of mysteries among adult, and surmised that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwrites for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy arose directly from McFarlane's and wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave Nancy similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small C fictional hometown.

Although The Hardy Boys and Nancy Drew books were very popular with children, not everyone approved of them. Critics thought their plots were unrealistic and even far-fetched, since most teenagers did not experience the adventures Frank and Joe Hardy or Nancy Drew did. The way the books were written also attracted criticism. Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries – including the New York Public Library – even refused to include the books in their children's collections. Ironically, this decision actually helped sales of his books, because children simply purchased them when they were unavailable in local libraries.

Regardless of the debates about their literary merit, each series of books has exerted an undeniable influence on American and even global culture. Most Americans have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred wirt, but people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy.

According to the passage, some teachers and librarians objected to ghostwritten books such as They Hardy Boys and Nancy Drew Mystery Stories because they

- A. Disapproved of mystery stories
- B. Thought the books were too expensive
- C. Believed the books were not quality literature
- D. Disliked Edward Stratemeyer's questionable business

16

Chocolate – there's nothing quite like it, is there? Chocolate is simply delicious. What is chocolate? Where does it come from?

Christopher Columbus was probably the first to take cacao beans from the New World to Europe in around 1502. But the history of chocolate goes back at least 4,000 years! The Aztecs, who lived in America, through that their bitter cacao drink was a **divine** gift from heaven. In fact, the scientist Carolus Linnaeus named the plant Theobroma, which means "food of the gods"

The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor Montezuma. He saw that Montezuma drank cacao mixed with vanilla and spices. Cortez took some cacao home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez's chocolate in drink with chili peppers. However, the natural taste of cacao was too bitter for most people. To sweeten the drink, Europeans added sugar to the cacao drink. As a sweet drink, it became more popular. By the 17<sup>th</sup> century, rich people in Europe were drinking it.

Later, people started using chocolate in **pastries**, like pies and cakes. In 1828, Dutch chocolate makers started using a new process for removing the fat from cacao beans, and getting to the center of the cacao bean. The Dutch chocolate maker Conrad J. Van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cacao did. Now, some call van Houten's chocolate "Dutch chocolate."

17

It was easy to mix Dutch chocolate powder with sugar. So other chocolate makers started trying new **recipes** that used powdered chocolate. People started mixing sweetened chocolate with cocoa butter to make solid chocolate bars. In 1849, an English chocolate maker made the first chocolate bar. In the 19<sup>th</sup> century, the Swiss started making milk chocolate by mixing powdered milk with sweetened chocolate. Milk chocolate has not changed much since this process was invented.

- A. Cortez
- B. Linnaeus
- C. Columbus
- D. Van Houten

Today, two countries – Brazil and Ivory Coast – account for almost half the world's chocolate. The United States imports most of the chocolate in the world, but the Swiss eat the most chocolate per person. The most chocolate eaten today is sweet milk chocolate, but people also eat white chocolate and dark chocolate.

Cocoa and dark chocolate are believed to help **prevent** heart attacks, or help keep from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain.

Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter.

Chocolate is **toxic** to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

Who made the first powdered chocolate?

18

Herschel was a Great Dane, which was a big dog. He was actually a puppy, but he was big enough that he looked like a full-size dog. He was bigger than Todd, his owner. The problem with Herschel was that he wasn't housebroken yet. He was six months old, but his original owner had kept him on a porch, where he could go to the bathroom whenever he wanted. That owner hadn't had a lot of time to take care of a dog, but he'd wanted one anyway. When he'd moved to another state for work, he'd given up his untrained puppy. It was sad story, but it looked like it might have a good end. Todd loved dogs, and he liked to spend time with them. He liked to train them, so he'd adopted Herschel. If it was going to work out, it would take lots of patience, love, and training. So, Todd woke up early every day. He walked Herschel immediately. They went for a long walk so Herschel could empty his bladder and use the bathroom. While Todd was at school, his mother let the dog out in the back yard every hour. When he returned home, Todd walked Herschel again. He'd put in another walk before they went to bed, too. With enough opportunities to go to the bathroom outside, Herschel didn't need to go inside. Still, he had accidents. He wasn't used to going only outside. It took a lot of patience to clean up his messes, but Todd did it anyway. Dedication was needed with an animal. They walked and walked every day, and Herschel started walking better on a leash. He respected his owner. They got along well together, and there were less and less messes inside. After several weeks, Herschel made it through a day without any trouble. Todd gave Herschel a hug and a special treat. Then, they went for another walk. It was great exercise for both of them, and it gave them time together. Todd hoped they would have many years together. His new friend meant a lot to him.

- A. with a new collar
- B. with a good brush and nail clipping
- C. with a trip to the vet
- D. with another walk

Question

How does Todd celebrate Herschel's first day without an accident?

19

The Baxter house is located at the end of the street. This house sits farther back from the curb than the other houses. It is almost difficult to see from the road without peering behind the deformed oak tree that has obscured it for years. Even so, the Baxter house stands out from the other houses on the street. It is tall and white. However, this white is no longer pristinely white, but a dingy grayish cream color. Long vines hang from the tattered roof. The Baxter house is two stories tall and has a large yard in the back that has never been mowed. The other houses on the street are a mere one story and have been painted a variety of colors. The newer, single story properties all appear to have been built around the same time; the yards mostly being of the same size, and the houses appearing to be clones of one another. Aside from the Baxter house at the end, this street is a perfect slice of middle America. The inhabitants of the other houses wonder who lives in the ancient, dilapidated house at the end of the street.

- A. Argumentative
- B. Descriptive
- C. Informative
- D. Persuasive

This passage is best described as

Where does chocolate come from? Believe it or not, it grows on trees. Not as a sweet chocolate candy bar wrapped in foil, but as a cocoa bean. These cocoa beans grow on a cacao tree, which is found in tropical areas such as Central and South America. The fruit of these are called pods, and they are long and hard. Inside the pods is a soft, white pulp that surrounds the thirty or so seeds. These seeds are what we call cocoa beans. They are very hard and bitter to the taste. To make chocolate, people start by carefully taking the beans out of the pods, still covered in the white pulp, and leaving them in a bucket. The bucket is often

covered with banana leaves and left for anywhere from a few days to a few weeks. This process is called fermenting. Then the beans are left to dry in the sun. Fermenting and drying the beans makes them less bitter. Then the beans are shipped to a factory to be turned into chocolate. At the factory, beans are roasted in ovens to bring out their flavor. After roasting, the outer covering of the bean is removed. The inner bean is then crushed to form a paste known as chocolate liquor. From this paste, people can either make cocoa powder or the chocolate we buy in stores. To make cocoa powder, the paste is crushed and pressed repeatedly to remove the fat, leaving behind only a dry, ground powder. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter. They then mix and heat the concoction several times to create a substance we would recognize as chocolate. It may even have fruit, nuts, or candy added to it before it is molded into a shape. Considering all that must happen to turn a bitter cocoa bean into a chocolate bar, a dollar seems like a small price to pay for such a delicious sweet treat.

Question:

To make chocolate, what is the first thing people must do to the cocoa beans?

- A. leave them in a bucket
- B. roast them in an oven
- C. dry them in the sun
- D. ship them to the factory