

English ECAT Pre Engineering Chapter 8 Comprehension Online Test

Sr	Questions	Answers Choice
1	Have you ever wondered what keeps a hot air balloon flying? The same principal that keeps food frozen in the open chest freezers at the grocery store allows hot air balloons to fly. It's very basic principle: Hot air rises and cold air falls. So while the super-cooled air in the grocery store freezer settles down around the food, the hot air in a hot air balloon pushes up, keeping the balloon floating above the ground. In order to understand more about how this principal works in hot air balloons, it helps to know more about hot air balloons themselves. A hot air balloon has three major parts: the basket, the burner, and the envelope. The basket is where passengers ride. The basket is usually made of wicker. This ensures that it will be comfortable and add little extra weight. The burner is positioned above the passenger's heads and produced a huge flame to heat the air inside the envelope. The envelope is the colorful fabric balloon that holds the hot air. When the air inside the envelope is heated, the balloon rises. The pilot can control the up-and-down movements of the hot air balloon by regulating the heat in the envelope. To ascend, the pilot heats the air in the envelope. When the pilot is ready to land, the air in the balloon is allowed to cool and the balloon becomes heavier than air. This make the balloon descend. Before the balloon is launched, the pilot knows which way the wind is blowing. This means that she has a general idea about which way the balloon will go. But, sometimes the pilot can actually control the direction that the balloon flies while in flight. This is because the air above the ground is sectioned into layers in which the direction of the wind may be different. So even though the pilot can't steer the balloon, she can fly higher or lower into a different layer of air. Some days the difference between the directions of the wind between layers is negligible. But other days the difference is so strong that it can actually push the balloon in a completely different direction. As used in paragraph, which is the best antonym for 'descend'?	A. fall B. float C. rise D. drop
2	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 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. According to the author, educational plan should attempt to	A. Train the people at the core B. Encourage conventional schools and colleges C. Decide a terminal point to education D. Fulfill the educational needs of everyone
3	Each nation has its own peculiar character which distinguishes it from others. But the people of the world have more points in which they are all like each other than points in which they are different. One type of person that is common in every country is the one who always tried to do as little as he possibly can and to get as much in return as he can. His opposite, the man who is in the habit of doing more than is strictly necessary and is ready to accept what is offered in return, is rare everywhere. Both these types are usually unconscious of their character. The man who avoids effort is always talking about his 'rights'; he appears to think that society owes him a pleasant easy life. The man who is always doing more than his sheer talks of 'duties' feels that the	A. A person who wants to do little and get more B. A person who wants to do more and get little C. Each person is different D. There is no such type of person that is common in every country

individual is in debt to society, and not society to the individual. As a result of their view, neither of these men thinks that he behaves at all strangely.

What type of person is common in every nation?

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 the 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.

- A. Balanced and respectful
- B. Doubtful and critical
- C. Hostile but forgiving
- D. Overwhelmingly praising

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.

Which of the following best describes the author's attitude towards The Hardy Boys and Nancy Drew book series?

I am writing in response to response to the article "Protecting our public spaces" in issue 14, published this spring in it, the author claims that "all graffiti is public spaces." I would like to point out that many people believe that graffiti is an art from

that can benefit our public spaces just as much as sculpture, fountains, or other, more accepted art forms.

People who object to graffiti usually do so more because of where it is, not what it is. They argue, as your author does, that posting graffiti in public places constitutes an illegal act of property damage. But the location of such graffiti should not prevent the images themselves from being considered genuine art.

I would argue that graffiti is the ultimate public art form. Spray paint is a medium unlike any other. Though graffiti, the entire world has become a canvas. No one has to pay admission or travel to a museum to see this kind of art. The artists usually do not receive payment for their efforts. These works of art dotting the urban landscape are available, free of charge, to everyone who passes by.

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To be clear, I do not consider random words or names sprayed on stop signs to be art. Plenty of graffiti is just vandalism, pure and simple. However, there is also graffiti that is breathtaking in its intricate detail, its realism, or its creativity. It takes great talent to create such involved designs with spray paint.

Are these creators not artists just because they use a can of spray paint instead of a paintbrush, or because they cover the side of a building rather than a canvas?

To declare that all graffiti is vandalism, and nothing more, is an overly simplistic statement that I find out of place in such a thoughtful publication as your magazine. Furthermore, graffiti is not going anywhere, so might as well find a way to live with it and enjoy its benefits. One option could be to make a percentage of public space, such as walls or benches in parks, open to graffiti artists. By doing this, the public might feel like part owners of these works of art, rather than just the victims of a crime.

The writer concludes this passage by

- A. Criticizing the magazine
- B. Offering a solution
- C. Restating his position
- D. Identifying the benefits of graffiti

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.

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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 know 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. Forget
- B. Buy
- C. Ask
- D. Cook

As used in paragraph 3, which is the best synonym for "purchase"?

Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self – denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.

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However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, whichever political party may be in office. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government in our nation must take on more powers to meet its problems, there is

- A. Make the rich and the poor happy
- B. Curb the accumulation of wealth in a few hands
- C. Monitor science and technology
- D. Deploy the police force wisely

government in our nation, must take on more powers to meet its problems, there is no way to preserve freedom except by making democracy more powerful.

The growth of government is necessitated to

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A great deal of discussion countries as to the real extent of global environmental degradation and its implicational. 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 bought about, in part, by increased population and the quest for an ever expanding food supply. Because the healthy, nutrition and general well-being of the poor majority are directly depends 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 resources 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. The poor people of the developing world can lead a happy and contented life if?

- 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

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The history of the modern world is a record of highly varied activity, of incessant change, and of astonishing achievement. The lives of men have, during the last few centuries, increasingly diversified, their powers have greatly multiplied, their powers have greatly multiplied, their horizon been enormously enlarged. New interests have arisen in rich profusion to absorb attention and to provoke exertion. New aspirations and new emotions have come to move the soul of men. Amid all the bewildering phenomena, interest, in particular, has stood out in clear and growing pre-eminence, has expressed itself in a multitude of ways and with an emphasis more and more pronounced, namely, the determination of the race to gain a larger measure of freedom than it has ever known before, freedom in the life of the intellect and spirit, freedom in the realm of government and law, freedom in the sphere of economic and social relationship. A passion that has prevailed so widely, that has transformed the world so greatly, and is still transforming it, is one that surely merits study and abundantly rewards it, its operations constitute the very pith and marrow of modern history.

- A. Emancipation from economic exploitation
- B. Discovery of fresh fields and new pastures in the field of intellect
- C. Philosophical development
- D. Gaining freedom is different spheres of life

Not that this passion was unknown to the long ages that proceeded the modern periods. The ancient Hebrews, the ancient Greeks and Roman blazed the way leaving behind them a precious heritage of accomplishments and suggestions and the men who were responsible for the Renaissance of the fifteenth century and the Reformation of the sixteen century contributed their imperishable part to this slow and difficult emancipation of the human race. But it is in modern times the pace and vigour, the scope and sweep of this liberal movement have so increased unquestionably as to dominate the age, particularly the last three centuries that have registered great triumphs of spirit.

What has been the most dominant passion of the human race during the last three centuries?

At the time Jane Austen's novels were published – between 1811 and 1818 – English literature was not part of any academic curriculum. In addition, fiction was under strenuous attack. Certain religious and political groups felt novels had the power to make so-called immoral characters so interesting that young readers would identify with them; these groups also considered novels to be of little practical use. Even Coleridge, certainly no literary reactionary, spoke for many when he asserted that “novel-reading occasions the destruction of the mind's powers.”

These attitudes towards novels help explain why Austen received little attention from early nineteenth-century literary critics. (In any case a novelist published anonymously, as Austen was, would not be likely to receive much critical attention.) The literary response that was accorded to her, however, was often as incisive as twentieth-century criticism. In his attack in 1816 on novelistic portrayals “outside of ordinary experience,” for example. Scott made an insightful remark about the merits of Austen's fiction.

Her novels, wrote Scott, “present to the reader an accurate and exact picture of ordinary everyday people and places, reminiscent of seventeenth-century Flemish painting.” Scott did not use the word ‘realism’, but he undoubtedly used a standard of realistic probability in judging novels. The critic Whately did not use the word

- A. Demonstrate the nineteenth-century preference for realistic novels rather than romantic ones
- B. Explain why Jane Austen's novel were not included in any academic curriculum in the early nineteenth

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'realism', either, but he expressed agreement with Scott's evaluation, and went on to suggest the possibilities for moral instruction in what we have called Austen's 'realistic method' her characters, wrote Whately, are persuasive agents for moral truth since they are ordinary persons "so clearly evoked that we feel an interest in their fate as if it were our own." Moral instruction, explained Whately, is more likely to be effective when conveyed through recognizably human and interesting characters than when imparted by a sermonizing narrator. Whitely especially praised Austen's ability to create character who "mingle goodness and villainy, weakness and virtue, as in life they are always mingled." Whitely concluded his remarks by comparing Austen's art of characterization to Dickens', starting his preference for Austen's.

Yet, the response of nineteenth-century literary critics to Austen was not always so laudatory, and often anticipated the reservations of twentieth-century literary critics. An example of such a response was Lewes complaint in 1859 that Austen's range of subject and characters was too narrow. Praising her verisimilitude, Lewes added that, nonetheless her focus was too often only upon the unlofty and the commonplace. (Twentieth-century Marxists, on the other hand, were to complain about what they saw as her exclusive emphasis on a lofty upper middle class.) In any case having being rescued by literary critics from neglect and indeed gradually lionized by them, Austen steadily reached, by the mid-nineteenth century, the enviable pinnacle of being considered controversial.

The primary purpose of the passage is to

curriculum in the early nineteenth century?
C. Urge a reassessment of Jane Austen's novels by twentieth-century literary critics
D. Describe some of the responses of nineteenth-century critics to Jane Austen's novels as well as fiction in general

The public distribution system, which provides food at low prices, is a subject of vital concern. There is a growing realization that though Pakistan has enough food to feed its masses three square meals a day, the monster of starvation and food insecurity continues to haunt the poor in our country.

Increasing the purchasing power of the poor through providing productive employment leading to rising income, and thus good standard of living is the ultimate objective of public policy. However, till then, there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS).

Although the PDS is extensive – it is one of the largest such systems in the world – it has yet to reach the rural poor and the far off places. It remains an urban phenomenon, with the majority of the rural poor still out of its reach due to lack of economic and physical access. The poorest in the cities and the migrants are left out, for they generally do not possess ration cards. The allocation of PDS supplies in big cities is larger than in rural areas. In view of such deficiencies in the system, the PDS urgently needs to be streamlined. In addition, considering the large food grains production combined with food subsidy on one hand and the continuing slow starvation and dismal poverty of the rural population on the other, there is a strong case for making PDS target group oriented.

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The growing salaried class is provided job security, regular income, and percent insulation against inflation. These gains of development have not percolated down to the vast majority of our working population. If one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years, the rising food subsidy is insignificant to the point of inequity. The food subsidy is a kind of D.A. to the poor, the self-employed and those in the unorganized sector of the economy. However, what is most unfortunate is that out of the large budget of the so – called food subsidy, the major part of it is administrative cost and wastages. A small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need.

It is true that subsidies should not become a permanent feature except for the destitute, disabled widows and the old. It is also true that subsidies often create a psychology of dependence and hence is habit – forming, killing the general initiative of the people. By making PDS target group oriented, not only the poorest and neediest would be reached without additional cost, but it will actually cut overall costs incurred on large cities and for better off localities. When the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with programs of employment generation and nutrition improvement.

What should be an appropriate step to make the PDS effective?

A. To make it target group oriented
B. To increase the amount of food grains per ration card
C. To decrease the allotment of food grains to urban sector
D. To reduce administrative cost

When her grandmother's health began to deteriorate in the fall of 1994, Mary would make the drive from Washington, DC to Winchester every few days.

She hated highway driving, finding it ugly and monotonous. She preferred to take meandering back roads to her grandmother's hospital. When she drove through the

rocky town of Harpers Ferry, the beauty of the rough waters churning at the intersection of the Shenandoah and Potomac rivers always captivated her.

Toward the end of her journey, Mary had to get on highway 81. It was here that she discovered a surprising bit of beauty during one of her trips. Along the median of the highway, there was a long stretch of wildflowers. They were thin and delicate and purple, and swayed in the wind as if whispering poems to each other.

The first time she saw the flowers, Mary was seized by an uncontrollable urge to pull over on the highway and yank a bunch from the soil. She carried them into her grandmother's room when she arrived at the hospital and placed them in a water pitcher by her bed. For a moment her grandmother seemed more lucid than usual. She thanked Mary for the flowers, commented on their beauty and asked where she had gotten them. Mary was overjoyed by the ability of the flowers to wake something up inside her ailing grandmother.

Afterwards, Mary began carrying scissors in the car during her trips to visit her grandmother. She would quickly glide onto the shoulder, jump out of the car, and clip a bunch of flowers. Each time Mary placed the flowers in the pitcher, her grandmother's eyes would light up and they would have a splendid conversation.

One morning in late October, Mary got a call that her grandmother had taken a turn for the worse. Mary was in such a hurry to get to her grandmother that she sped past her flower spot. She decided to turn around head several miles back, and cut a bunch. Mary arrived at the hospital to find her grandmother very weak and unresponsive. She placed flowers in the pitcher and sat down. She felt a squeeze on her fingers. It was the last conversation they had.

As used at the beginning of the story, which is the best antonym for 'deteriorate'?

- A. Improve
- B. Increase
- C. Adjust
- D. Accumulate

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 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 c. According to the passage the present education structures assume which of the following

- A. All people can be educated as per their needs
- B. Present educational planning is very much practical
- C. Education is a one time process
- D. Simple rearrangement of the present educational system is a must

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.

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.

Many people worked to make the first Iditarod Trail Sled Dog Race a reality in 1967. The Aurora Dog Mushers Club, along with men from the Adult Camp in Sutton, helped clear years

- 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

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 not be done and that it was 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

Philadelphia is a city known for many things. It is where the Declaration of independence was signed in 1776, and it was also the first capital of the United States. But one fact about Philadelphia is not so well-known: it is home to nearly 3,000 murals painted on the sides of homes and buildings around the city. In fact, it is said that Philadelphia has more murals than any other city in the world, with the exception of Rome. How did this come to be?

More than 20 years ago, a New Jersey artist named Jane Golden started a program pairing troubled youth with artists to paint murals on a few buildings around the city. From this small project, something magical happened. The young people involved helped to create magnificent pieces of art, but there were other, perhaps more important benefits. The young people learned to collaborate and get along with many different kinds of people during the various steps required to paint and design a mural. They learned to be responsible, because they needed to follow a schedule to make sure the murals were completed. They also learned to take pride in their community. It is hard for any resident to see the spectacular designs and not feel proud to be a part of Philadelphia.

- A. Popular
- B. Clean
- C. Well known
- D. Wealthy

Take a walk around some of the poorest neighborhoods in Philadelphia, neighborhoods full of broken windows and littered front steps, and you will find beautiful works of art on the sides and fronts of buildings. Of course the murals are not just in poor neighborhoods, but more affluent ones as well. Special buses take tourists to different parts of the city to see the various murals, which range from huge portraits of historical heroes, to cityscapes, to scenes depicting the diverse ethnic groups that call Philadelphia home.

As a result of its success, the mural program created by Jane Golden has now become the nation's largest public art program and a model for troubled youth.

As used in paragraph 3, which is the best definition of affluent

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:

Based on information in the passage, it can be understood that the chocolate sold in stores is different from cocoa beans because chocolate is

- A. sweet and cocoa beans are bitter
- B. cheap and cocoa beans are expensive
- C. a dry powder and cocoa beans are not
- D. uncooked and cocoa beans are cooked

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

- A. To criticize the present educational system
- B. To strengthen the present

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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.

b. Which of the following best describes the purpose of the author

- educational practices
 C. To support non-conventional educational organization
 D. To present a pragmatic point of view

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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. Oppose a previous argument
 B. Question an upcoming conclusion
 C. Confirm a hypothesis
 D. Support a later statement

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.

In paragraph 2 the author writes, "This saliva may or may not contain a deadly disease." The purpose of this statement is to

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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 helps 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 rod, 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.

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

- A. The turning of the turbine blades
 B. The escape of pressurized steam
 C. The removal of the control rod
 D. The positioning of the uranium fuel rods

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.

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.

According to the paragraph 2, which of the following is directly responsible for energy production?

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Q.5 Recent advances in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child. Though genetic engineering is still at its infancy, a scientist can now predict with greater accuracy a genetic disorder. It is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in. While they have not yet been able to change the genetic order of the gene in germs, they are optimistic and are holding out that in the near future they might be successful in achieving this feat. They have, however, acquired the ability in manipulating tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them. It is mainly a societal problem. At present, genetic engineering is a costly process of detecting disorders but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K. and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.

h. Why, according to the author, is genetic misinformation severely damaging?

- A. The cost involved is very high
- B. Some people are unjustly branded as inferior
- C. Both a and b
- D. Neither a nor b