

## English ECAT Pre Engineering Chapter 8 Comprehension Online Test

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| 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>a. Some of the developing countries of Asia and Africa have</p> | <p>A. Formulated very ambitious plans of protecting habitat in the region<br/> B. Laid a great stress on the conservation of natural resources in their educational endeavour<br/> C. Carefully dovetailed environmental conservation with the overall strategy of planned economic development<br/> D. Sought the help of US experts in solving the problem of environmental degradation</p> |
| 2  | <p>What do you do with your orange peels and corn cobs after you are done eating? Most people throw them in the trash can. But food leftovers do not have to go into the trash. They are biodegradable, which means that they can be broken down by bacteria into natural materials. People who like to garden often put their fruit and vegetable scraps in a special place known as a compost pile. A compost pile is a spot outdoors where food waste can break down into compost, which gardeners use. This process takes several months. Once the compost is created, people spread this mixture in their gardens to add nutrients to the soil. The compost in the soil helps new plants grow in the garden. How do you take care of a compost pile? It needs air, water, and heat. Bacteria and other microorganisms break down the food waste into more basic elements like water and carbon dioxide. This process requires oxygen, so people use a shovel to turn compost regularly and help air reach all parts of the pile. The pile cannot dry out, so it could be covered to keep moisture in. Finally, heat speeds up the process. This means a compost pile should be in the sun for at least part of the day. Food leftovers are not the only things that turn into compost. You can also add yard waste like grass clippings, dried leaves, and straw. In fact, you should add these things to create a healthy balance in your compost. But do not add any weeds to your compost pile unless you want to grow weeds in your garden. Sometimes seeds are left behind in the compost. This can be a welcome surprise if you find a tomato plant sprouting where you had not planted one. The tomato seed was hiding in the compost, waiting to begin a new life in the garden.</p> <p>Question:<br/> People should start a compost pile if they</p>                                                     | <p>A. need compost right away<br/> B. do not like to garden<br/> C. want to put their food waste to good use<br/> D. eat oranges and corn</p>                                                                                                                                                                                                                                                 |
| 3  | <p>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.</p> <p>While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. One 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.</p> <p>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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p>A. I only<br/> B. I and II only<br/> C. II and III only<br/> D. I, II, and III</p>                                                                                                                                                                                                                                                                                                         |

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.

Based on the information in paragraph 2, we can understand that

I male mosquitoes and female mosquitoes have different eating habits

II male mosquitoes are harmless to humans

III female mosquitoes are responsible for transmitting disease to humans

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 ‘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. Whately especially praised Austen's ability to create character who “mingle goodness and villainy, weakness and virtue, as in life they are always mingled.” Whately concluded his remarks by comparing Austen's art of characterization to Dickens', stating 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 passage supplies information to suggest that the religious and political groups (mentioned in the third sentence) and Whately might have agreed that a novel.

- A. Has little practical use
- B. Has the ability to influence the moral values of its readers
- C. Is of utmost interest to readers when representing ordinary human characters
- D. Should not be read by young readers

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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

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.

In the final paragraph, the author writes. "She felt a squeeze on her fingers. It was the last conversation they had."

Which best describes what the author is trying to communicate in these sentences?

- A. Mary and her grandmother held hand and had a splendid conversation
- B. Mary's grandmother was too weak to communicate with Mary
- C. Mary and her grandmother communicated through touch
- D. Mary's grandmother liked flowers that Mary brought

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 made 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 snowmonies. 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 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.

Based on information in the passage, it can be inferred that all of the following contributed to the disuse of the Iditarod Trail except

- A. More modern forms of transportation
- B. Depleted gold mines
- C. Highway routes to ghost towns
- D. Reduced demand for land travel

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.

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- 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?

Although cynics may like to see he government's policy for women in terms of the party's internal power struggles, it will nevertheless be churlish to deny that it represents a pioneering effect aimed at bringing about sweeping social reforms. In its language, scope and strategies, the policy documents displays a degree of understanding of women's needs that is uncommon in government pronouncements. This is due in large part to the participatory process that marked its formulation, seeking the active involvement right from the start of women's groups, academic institutions and non-government organizations with grass roots experience. The result is not just a lofty declaration of principles but a blueprint for a practical program of action. The policy delineates a series of concrete measures to accord women a decision-making role in the political domain and greater control over their economic status. Of especially far-reaching impart are the devolution of control of economic infrastructure to women, notably at the gram panchayat level, and the amendment proposed in the Act of 1956 to give women comparcenary rights.

And enlightened aspect of the policy is its recognition that actual change in the status of women cannot be brought about by the mere enactment of socially progressive legislation. Accordingly, it focuses on reorienting development programs and sensitizing administrations to address specific situations as, for instance, the growing number of households headed by women, which is a consequence of rural-

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- A. Sublimated
- B. Humble
- C. Inferior
- D. Undignified

urban migration. The proposal to create an equal-opportunity police force and give women greater control of police stations is an acknowledgement of the biases and callousness displayed by the generally all-male law-enforcement authorities in case of dowry and domestic violence. While the mere enunciation of such a policy has the salutary effect of sensitizing the administration as a whole, it does not make the task of its implementation any easier. This is because the changes it envisages in the political and economic status of woman strike at the root of power structures in society and the basis of man-woman relationship. There is also the danger that reservation for women in public life, while necessary for their greater visibility, could lapse into tokenism or become a tool in the hands of vote seeking politicians. Much will depend on the dissemination of the policy and the ability of elected representatives and government agencies to reorder their priorities.

Which of the following is opposite in meaning to 'lofty' as used in the passage?

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 over-whelming 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.

- 9 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.

The machine age produces:

- A. Goods  
B. Food  
C. Goods but avoid the consequences  
D. None of above

Paul's wife knows Paul loves to read cookbooks. She decides to get him one for his birthday. Paul tells her he will try to make a new recipe for three days in a row. On Monday, Paul makes blueberry pancakes for breakfast. He gets the blueberries from the farmers' market. On Tuesday, Paul makes beef soup for dinner. He puts in cubes of beef, carrots, and onions. The recipe calls for cream, but Paul does not cream. He uses water instead. On Wednesday, Paul makes a tomato salad with cucumbers and onions. He picks the cucumbers and tomatoes from his garden. He likes this dish best. It was also the easiest for him to make.

10

What does Paul use instead of cream?

- A. Milk  
B. Onions  
C. Water  
D. Butter

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.

11

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.

- 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

In the context of the passage, what is the meaning of the sentence 'The writing is already on the wall'?

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 over-whelming 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.

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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.

This is the age of the?

- A. Machine
- B. Animal husbandry
- C. Agriculture
- D. Wars

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. Form 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.

13

Take a walk around some of the poorest neighborhoods I 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 they 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 to troubled youth.

According to the passage, the murals in Philadelphia

I draw tourists who want to see them

II instill responsibility and pride in the people who paint them

III are solely designed by the youth who paint them

- A. I only
- B. I and II only
- C. II and III only
- D. I, II and III

Today, Mike and his mom are going to the library. Mike wants to find a book to read. His Mom wants to use a computer there. When they get ot the library. Mike finds a book about detectives. He also finds a book with chapters about a friendly ghost. Finally, he finds a book about a man who lives in the woods without food or water.He puts the books on the front desk and waits for his mom.Mike's mom sit at one of the computers in the library. She checks er email and looks at pictures of flowers on the internet. Then she reads a news article on a website. Mike's mom leaves the computer and walks over to Mike, holding up something out for him. Mike looks at her quizzically, It takes him a moment to recognize w that movie for us to watch tonight, " says Mike's mom"Sure,"Mike says, now holding the movie out in front of him. He reads the cover while walking back to the library entrance. He puts his books and the movie on the front desk to check out.A librarian stands behind the counter holding an electronic scanner. "How long can we keep them?"Mike asks her."Three weeks, "says the librarian."Cool,"says Mike.Suddenly, Mike is surprised. His mother is checking out something else that is too big to put on the desk. It's a picture of the ocean."What is that for?"Mike asks."To put on our wall at home, "says Mike's mom.:You can do that?"Mike asks.Mike's mom smiles at the librarian. "Yes, "she says, " but we have to return it in three months."According to the passage, how long can Mike and his mother use the books and the movie before they must return them to the library?

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- A. one week
- B. two weeks
- C. three weeks
- D. four weeks

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.

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.

Based on information in the passage, it can be inferred that the author believes the two best reasons for other cities to adopt the mural programs are to

- A. Beautify their city and draw tourists
- B. Help troubled youth and beautify their city
- C. Have as many murals Philadelphia and help troubled youth
- D. Draw tourists and surpass Philadelphia in terms of number of murals

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 retrain 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 much 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.

j. Integrating the concepts of lifelong learning with the educational structure would imply

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

Although cynics may like to see the government's policy for women in terms of the party's internal power struggles, it will nevertheless be churlish to deny that it represents a pioneering effect aimed at bringing about sweeping social reforms. In its language, scope and strategies, the policy documents displays a degree of understanding of women's needs that is uncommon in government pronouncements. This is due in large part to the participatory process that marked its formulation, seeking the active involvement right from the start of women's groups, academic institutions and non-government organizations with grass roots experience. The result is not just a lofty declaration of principles but a blueprint for a practical program of action. The policy delineates a series of concrete measures to accord women a decision-making role in the political domain and greater control over their economic status. Of especially far-reaching import are the devolution of control of economic infrastructure to women, notably at the gram panchayat level, and the amendment proposed in the Act of 1956 to give women comparable rights.

And enlightened aspect of the policy is its recognition that actual change in the status of women cannot be brought about by the mere enactment of socially progressive legislation. Accordingly, it focuses on reorienting development programs and sensitizing administrations to address specific situations as, for instance, the growing number of households headed by women, which is a consequence of rural-urban migration. The proposal to create an equal-opportunity police force and give women greater control of police stations is an acknowledgement of the biases and callousness displayed by the generally all-male law-enforcement authorities in case of domestic and sexual violence. While the mere enactment of such a policy has

- A. Prevalent power structure in society
- B. Inadequate legislation
- C. Insensitive administration
- D. Lack of political will

of dowry and domestic violence. While the mere enunciation of such a policy has the salutary effect of sensitizing the administration as a whole, it does not make the task of its implementation any easier. This is because the changes it envisages in the political and economic status of woman strike at the root of power structures in society and the basis of man-woman relationship. There is also the danger that reservation for women in public life, while necessary for their greater visibility, could lapse into tokenism or become a tool in the hands of vote seeking politicians. Much will depend on the dissemination of the policy and the ability of elected representatives and government agencies to reorder their priorities.

According to the passage, which of the following is the basic block in the effective implementation of the policy?

Yellowstone National Park is the U.S. States of Wyoming, Idaho and Montana. It became the first National Park in 1872. There are geysers and hot springs at Yellowstone. There are also many animals at Yellowstone. There are elk, bison, sheep, grizzly, black bears, moose, coyotes, and more.

More than 3 million people visit Yellowstone National Park year. During the winter, visitors can ski or go snowmobiling there. There are also snow coaches that give tours. Visitors can see **steam** (vapor water) come from the geysers. During other seasons, visitors can go boating or fishing. People can ride horses there. There are nature trails and tours. Most visitors want to see Old Faithful, a very **predictable** geyser at Yellowstone Visitors can check a schedule to see the exact time that Old Faithful is going to erupt. There are many other geysers and boiling springs in the area. Great Fountain Geyser erupts every 11 hours. Excelsior Geyser produces 4,000 gallons of **boiling** water each minute! Boiling water is 100 degrees Celsius, or 212 degrees Fahrenheit – that's very hot! People also like to see the Grand Prismatic Spring. It is the largest hot spring in the park. It has many beautiful colors. The beautiful colors are caused by **bacteria** in the water. These are forms of life that have only one cell. Different bacteria live in different water **temperatures**. Visiting Yellowstone National Park can be a week – long vacation or more. It is beautiful and there are activities for everyone.

Old Faithful is a

- A. River
- B. Trail
- C. Passage
- D. Geyser

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung As the idea of God developed prayers were framed The songs and prayers became traditional and were repeated from one generation to another each generation adding something of its own As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was often necessary to communicate with persons who were some distance away and it was necessary to communicate with persons who were some distance away and it was necessary to product ones property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.

Q1. a:- Before man invented writing

- A. Literature was passed on by word of mouth
- B. Prayers were considered Literature
- C. Literature was just singing and dancng
- D. There was no literature

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 untill 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:

Where is Greg going?

- A. the zoo
- B. the park
- C. the aquarium
- D. the sea