

ECAT English Chapter 8 Comprehension

Sr	Questions	Answers Choice
1	<p>When you imagine the desert, you probably think of a very hot place covered with sand. Although this is a good description for many deserts. Earth's land with ice: Antarctica. In order for an area to be considered a desert, it must receive very little rainfall. More specifically, it must receive an average of less than ten inches of precipitation - which can be rain, sleet, hail, or snow - on the ground every year. Antarctica, the coldest place on earth, has an average temperature that usually falls below the freezing point. And because cold air holds less moisture than warm air, the air in Antarctica does not hold much moisture at all. This is evident in the low precipitation statistics recorded for Antarctica. For example, the central part of Antarctica receives an average of less than 2 inches of snow every year. The coastline of Antarctica receives a little bit more - between seven and eight inches a year. Because Antarctica gets so little precipitation every year, it is considered a desert. When precipitation falls in hot deserts, it quickly evaporates back into the atmosphere. The air over Antarctica is too cold to hold water vapor, so there is very little evaporation. Due to this low rate of evaporation, most of the snow that falls to the ground remains there permanently, eventually building up into thick ice sheets. Any snow that does not freeze into ice sheets becomes caught up in the strong winds that constantly blow over Antarctica. These snow-filled winds can make it look as if it is snowing. Even though snowfall is very rare there, blizzards are actually very common on Antarctica.</p> <p>Question: The best title for this passage would be</p>	<p>A. Earth's Many Deserts B. Antarctica : The Coldest place on Earth C. A Desert of Ice D. Unusual Blizzards</p>
2	<p>Q.3 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 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. 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 no way to preserve freedom except by making democracy more powerful.</p> <p>d. Era of good feeling in the paragraph refers to</p>	<p>A. Time of prosperity B. Time of adversity C. Time without government D. Time of police atrocities</p>
3	<p>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?</p> <p>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.</p> <p>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 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.</p> <p>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.</p>	<p>A. I only B. I and II only C. II and III only D. I, II, and III only</p>

In order to make this passage more engaging to readers, the author could have included

I a brief history of Philadelphia

II picture of some of the murals

III an interview with a program muralist

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

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

This passage is best described as

5 Cindy liked parks. She liked the trees and grass and nature. She liked the birds and squirrels she saw in parks. She also liked walking down wooded trails or riding bikes along gravel paths. Parks were a lot more fun to exercise in than just walking down the street because there was so much to see. She had been to many kinds of parks. Some were in mountains, with rivers and hiking. Some were open areas with broad stretches of green grass to play on. Others were in the forest, with paths running beneath towering trees with sweeping branches overhead. Cindy's favorite parks were near lakes. There was a lake park not far from her house. It had a boardwalk trail that was set on pilings across a shallow lake. That was the best part. She loved to walk along the brown wood path and stop along the way, looking in the water for frogs and turtles. There were a few pavilions to stop and sit under in the shade. The water was deeper near them, so she could see fish sometimes. Occasionally, she would even see long-legged water birds, like cranes. The fall was the best time to visit the lake parks. With the leaves changing color, it was very beautiful. The sun would be out in the cloudy sky, and then cool breezes would blow through the reeds and water grasses. Spring was nice, too, because all the butterflies were out. The flowers and blossoming trees along the wooded paths were fragrant and beautiful. The lake grasses were tall and green, rustling in the wind. Cattails bobbed among the reeds. It was a good time to visit. Summer was okay. It was still pretty, but too hot. At least in winter things were pretty, if in a stark and cold way. The white dusting of snow that covered everything gave the park a clean look. It was fun to follow other people's footprints in the snow, or to go out on the boardwalk and look at the frozen top of the lake. If Cindy had her way, she would visit the park every day. Come to think of it, she did it was also a great place to do homework or read.

- A. Forest Parks
- B. Grassy Parks
- C. Mountain Parks
- D. Lake Parks

Question:

Which type of park is Cindy's favourite?

6 Next week I am on vacation. While I am on a vacation, I will work on two projects. First, I will fix the washing machine. The washing machine has been broken for two weeks. To fix it, I will need three tools: a screwdriver, a wrench, and a clamp. It will take one day to fix the washing machine. Next, I will fix our back porch. This is a bigger project. It will probably take about two days to fix the back porch, and will require a screwdriver, a hammer, nails, and a saw. My vacation starts on Monday. I have a lot of work to do, but hopefully I can relax after I finish my work

- A. a screwdriver
- B. a wrench
- C. nails
- D. a saw

Question:

Which of the following tools does the author not need to fix the back porch?

7 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 rekindle or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today. A UNESCO report entitled Learning to be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future should consist of modules with different kinds of functions serving a diversity of constituent And performance not the period of study should be the basis for credentials the writing is already on the wall In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of the idea becoming an integral part of educational thinking seems to be a far cry For to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing open university programs for older learners of different categories and introducing extension

- 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

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

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

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

In disputes between man and man:

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

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', starting his preference for Austen's.

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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 lofty 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.

According to the passage, the lack of critical attention paid to Jane Austen can be explained by all of the following nineteenth-century attitudes towards the novel

- A. Assurance felt by many people that novels weakened the mind
- B. Certainty shared by many political commentators that the ranges of novels was too narrow
- C. Lack of interest shown by some critics in novels that were published anonymously
- D. Fear exhibited by some religious and political groups that the novel had the power to portray immoral characters attractively

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

Which ingredients does Paul use to make beef soup?

I Onions

II Potatoes

III cucumber

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

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 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.

11

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

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.

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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 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?

- 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

Many people like to eat pizza, but not everyone knows 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

- A. Although the crust, sauce, and toppings are all important ingredients in pizza, it is clear that the cheese is most important. Therefore, be sure your cheese is homemade
- B. It can be understood that making your pizza from scratch should be

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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.

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

Which of the following conclusions would work best at the end of this passage?

your pizza from scratch should be avoided at all costs. Use store bought ingredients and save yourself a heap of trouble.

C. As you can see, cooking a pizza can be fun, but it can also be very expensive. But, as you can see, the best things are worth paying for
D. Once you have prepared the crust, sauce, cheese, and toppings you are ready to bake your pizza, I think you will see that making at home can be a good alternative to purchasing it from the store

14

But I do recommend some game as a part of recreation. As long as I could see to play and sufficient tennis, I enjoyed immensely the game of real or court skill, a very ancient game, requiring activates as well as some pride, because for the first time, at any rate in the recent history of the game, an amateur is champion of the sometimes criticized for paying too much attention to games. Football is a national game of America as well as in England but I do not suppose that either you or we think that our soldiers fought any worse in the war of having been fond of football. I put games definitely as a desirable part of recreation, and I would say: have one or more games of which you are fond, but let them have any rate in youth be activity of the whole body, as well as skill,

Sport shall be mentioned next. I have had a liking for more than one form of sport, but an actual passion for salmon and trout fishing. Salmon fishing, as I have enjoyed it, fishing not from a boat but from one's feet, either on the bank or wading deep in the stream, is a glorious and sustained exercise for the whole body, as well as being an exciting-sport; but many of my friends do not care for it. To them, I say, as one who was fond of George Meredith's Novels once said to be man who complained that he should not read them, 'why should you?' if you do not care for fishing, do not fish. Why should you? But if we are to be one equal term and you are be one the same happy level as I hav3e been, then find something for yourself which you like as much as I like fishing.

According to the writer, games are a part of:

- A. Activity only
- B. Skill only
- C. Recreation
- D. Earning

15

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.

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

- A. Vigor
- B. Energy
- C. Influence
- D. Capacity

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.

Which of the following words is the same in meaning as 'power' as used in the passage?

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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.

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- A. Was funded through the sale of musher entrance fees
- B. Was founded by an advocate for Alaskan history
- C. Ended at the ghost town of Iditarod
- D. Boasted a total of 400 entrants

16

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

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According to the passage, the initial Iditarod race

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.

- A. Different modules with same function
- B. Same module for different groups
- C. No modules but standard compulsory program for all
- D. None of these

17

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.

What should be the major characteristic of the future educational system?

- 18 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. One will be able to obliterate disease from this world.
- i. In the passage, 'abused' means

- A. Insulted
- B. Talked about
- C. Killed
- D. Misused

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 a 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.

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.

In paragraph 3, the author writes, "Many jarred sauces taste almost as good as the kind you make at home." The purpose of this statement is to

- A. Clarify a later statement
- B. Provide an example
- C. Clarify an earlier statement
- D. Support the previous paragraph

20 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 to 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 sits at one of the computers in the library. She checks her 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 what 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?

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