

ECAT English Chapter 8 Comprehension

Sr	Questions	Answers Choice
	<p>Arrowheads, which are ancient hunting tools, are often themselves 'hunted' for their interesting value both as artifacts and as art. Some of the oldest arrowheads in the United States date back 12,000 years. They are not very difficult to find. You need only to walk with downcast eyes in a field that has been recently tilled for the spring planting season, and you might find one.</p> <p>Arrowheads are tiny stones or pieces of wood, bone, or metal which have been sharpened in order to create a tipped weapon used in hunting. The material is honed to an edge, usually in a triangular fashion, and is brought to a deadly tip. On the edge opposite the tip is a flared tail. Though designs vary depending on the region, purpose, and era of the arrowhead's origin, the tails serve the same purpose. The tail of the arrowhead is meant to be strapped onto a shaft, which is a straight wooden piece such as a spear or an arrow. When combined, the arrowhead point and the shaft become a lethal projectile weapon to be thrown by arm or shot with a bow at prey.</p>	
1	<p>Indian arrowheads are important artifacts that give archeologists (scientists who study past human societies) clues about the lives of Native Americans. By analyzing an arrowhead's shape, they can determine the advancement of tool technologies among certain Native American groups. By determining the origin of the arrowhead material (bone, rock, wood, or metal), they can trace the patterns of travel and trade of the hunters. By examine the location of the arrowheads, archeologists can map out hunting grounds and other social patterns.</p> <p>Arrowheads are commonly found along riverbanks or near creek beds because animals drawn to natural water sources to sustain life were regularly found drinking along the banks. For this reason, riverbeds were a prime hunting ground for the Native Americans. Now, dry and active riverbeds are prime hunting grounds for arrowhead collectors.</p> <p>Indian arrowheads are tiny pieces of history that fit in the palm of your hand. They are diary entries in the life of a hunter. They are museum pieces that hide in the dirt. They are symbolic of the eternal struggle between life and death.</p> <p>As it is used in paragraph 2, which is the best <u>antonym</u> for honed</p>	<p>A. Flattened B. Chopped C. Dullied D. Baked</p>
2	<p>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.</p> <p>In order to grasp the mysterious nature of the NRTS catastrophe, it help to know a bit about how nuclear reactors work. After all, the generation of nuclear energy may strike many as an esoteric process. However, given its relative simplicity, the way in which the NRTS reactor functions is widely comprehensible. In this particular kind of reactor, a cluster of nine-ton uranium fuel rods are positioned lengthwise around a central control rod. The reaction begins with the slow removal of the control ro, which starts a controlled nuclear reaction and begins to heat the water in the reactor. This heat generates steam, which builds pressure inside the tank. As pressure builds, the steam looks for a place to escape. The only place this steam is able to escape is through the turbine. As it passes through the turbine on its way out of the tank, it turns the giant fan blades and produces energy.</p> <p>On the morning of January 3, after the machine had been shut down for the holidays, the three men arrived at the station to restart the reactor. The control rod needed to be pulled out only four inches to be reconnected to the automated driver. However, records indicate that Byrnes yanked it out 23 inches, over five times the distance necessary. In milliseconds the reactor exploded. Legg was impaled on the ceiling; he would be discovered last. It took one week and a lead-shielded crane to remove his body. Even in full protective gear, workers were only able to work a minute at a time.</p>	<p>A. Neutral B. Dejected C. Sarcastic D. Ominous</p>

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.

The tone of the author can best be described as

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.

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Based on information in the passage, it can be inferred that, after the explosion and subsequent meltdown, the reactor was

- A. Not mentioned in any official about the incident
- B. Contaminated with toxic elements
- C. Completely annihilated
- D. Honored as a memorial to the tragic incident

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

- A. Describe the history of pizza

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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

The author's main purpose in writing this passage is to

- B. Teach a healthier way to make pizza
- C. Outline steps to make a basic pizza at home
- D. Provide tips about how to make your pizza especially delicious

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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 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.

What other title would best fit this passage?

- A. "The Fall"
- B. "On the Road"
- C. "Wildflower Poe"
- D. "Living for Tomorrow"

6

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 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

- A. Traditional systems should be strengthened
- B. Formal education is more important than non-formal
- C. One should never cease to learn
- D. It is impossible to meet the needs of everyone

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 is the main thrust of the author?

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.

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- A. Social and political freedom
- B. Moral freedom
- C. Freedom to think and act
- D. Freedom of the intellect and spirit, freedom in the realm of government and law, freedom in the sphere of economic and social relation

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 sixteenth 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 kinds of freedom have been mentioned in the passage?

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.

- A. Food for work program
- B. Unemployment allowance
- C. Food subsidy
- D. Procurement price of food grains

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

...would be reduced 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, according to the passage, it compared with dearness allowance?

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

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

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

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

Based on information in the passage, it can be inferred that because the U.S. Army reopened the Iditarod Trail in 1972,

- A. More people could compete in the Iditarod race
- B. The mushers had to get permission from the U.S. Army to hold the race
- C. The Trail was cleared all the way to Nome
- D. The Iditarod race became a seasonal Army competition

9

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 recongnizably 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,

- A. Was Whately aware of Scott's remarks about Jane Austen's novel?
- B. Who is an example of a twentieth-century Marxist critic?
- C. Who is an example of a twentieth-century critic who admired Jane Austen's novels?
- D. What is the author's judgement of Dickens?

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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 passage supplies information for answering which of the following questions?

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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

a. What is the main thrust of the author

- A. Traditional systems should be strengthened
- B. Formal education is more important than non-formal
- C. One should never cease to learn
- D. It is impossible to meet he needs of everyone

12

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- A. Formula
- B. Way
- C. Preference
- D. Option

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

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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.

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

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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

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

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.

I. Which of the following is most nearly the same in meaning as the word meeting as used in the passage

- A. Approaching
- B. Contacting
- C. Introducing
- D. Satisfying

14

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.

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

15

Q1. a:- Before man invented writing

The Baxter house is located at the end of the street. This house sits farther back from the curb than the other houses. It is almost difficult to see from the road without peering behind the deformed oak tree that has obscured it for years. Even so, the Baxter house stands out from the other houses on the street. It is tall and white.

However, this white is no longer pristinely white, but a dingy grayish cram color. Long vines hang from the tattered roof. The Baxter house is two stories tall and has a large yard in the back that has never been mowed. The other houses on the street are a mere one story and have been painted a variety of colors. The newer, single story properties all appear to have been built around the same time; the yards mostly being of the same size, and the houses appearing to be clones of one another. Aside from the Baxter house at the end. this street is a perfect slice of middle America. The

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

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inhabitants of the other houses wonder who lives in the ancient, dilapidated house at the end of the street.

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

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Speech is great blessings but it can also be great curse, for while it helps us to make out intentions and desires known to our fellows, it can also if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, the use of unusual word, or of an ambiguous word, and so on, may create an enemy where we had hoped to win a friend. Again, different classes of people use different vocabularies, and the ordinary speech of an educated may strike an uneducated listener as pompous. Unwittingly, we may use a word which bears a different meaning to our listener from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one which demands careful handling. Only a fool will express himself alike to all kinds and conditions to men.

Question:

A 'slip of the tongue' means something said

- A. wrongly by choice
- B. unintentionally
- C. without giving proper thought
- D. to hurt another person

18

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, scientists 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.

Which of the following is the same in meaning as the phrase 'holding out' as used in the passage?

- A. Catching
- B. Expounding
- C. Sustaining
- D. Restraining

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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 brought 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. Technical know-how developed in the USA

- A. Cannot be easily assimilated by the technocrats of the developing countries
- B. Can be properly utilized on the basis of developing countries being able to launch an in-depth study of their specific problems
- C. Can be easily borrowed by the developing countries to solve the problem of environmental degradation
- D. Can be very effective in solving the problem of resource management in tropical countries

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

- A. The modern age
- B. The time of the French Revolution

abundantly rewards it, its operations constitute the very pith and marrow of modern history.

Not that this passion was unknown to the long ages that preceded 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 sixteenth 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.

In what epochs of modern history have men especially contributed to the emancipation of human race?

- B. The time of the French Revolution
- C. The Renaissance and the Reformation
- D. None of these