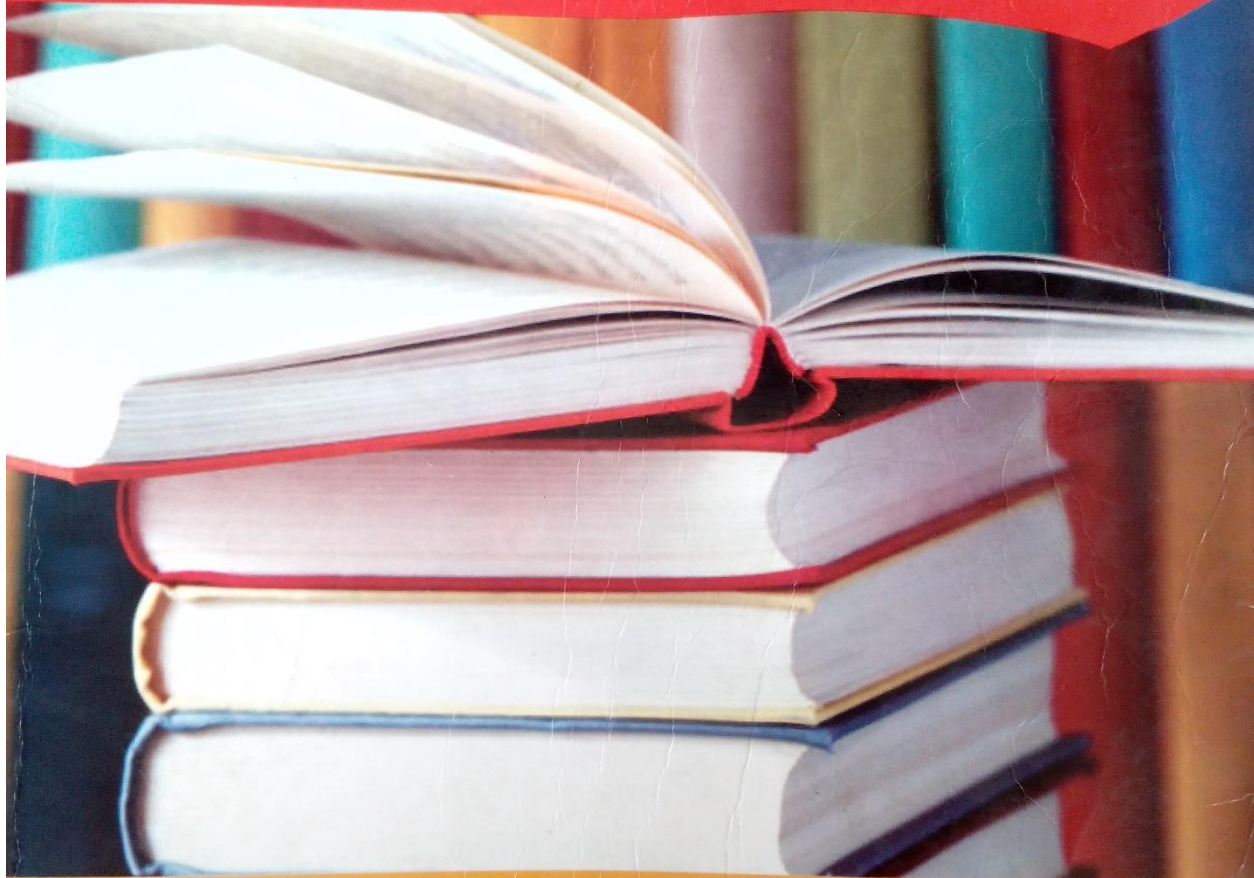


KIPS
ENTRY TESTS
SERIES


ENGLISH
ECAT



ECAT SPECIFIC EDITION



A Kitab Dost Publication

- 
- ▶ Quick Review of the Syllabus
 - ▶ Highlighted Points
 - ▶ Hundreds of Practice Questions
 - ▶ Sample Paper for Entry Test
 - ▶ Chapter-Wise Exercises with Answer Keys

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INTRODUCTION TO

ECAT ENGLISH

69. The crux of the above paragraph is:
- A. That human beings can make machines without using Allah's creations
 - B. That Allah alone is the creator. Humans merely utilize these creations
 - C. That scientists, engineers and technologists are superior
 - D. That human beings are independent of Allah's restrictions
70. While reading the above paragraph, we learn that:
- A. Iron is extracted from sand extraction
 - B. Circuit laws are related to sand
 - C. Silicon which is used to fabricate integrated circuits is extracted from sand
 - D. Wood is extracted from trees which grow in sand

Note: A complete solution of this paper has been given in the last chapter.

1.2. Introduction to ECAT English Section

ECAT (Engineering College Admission Test) is conducted by UET (University of Engineering and Technology). Its English section carries 10 questions based on reading comprehension/critical reading. Students are asked to read the given paragraph and answer the questions given at the end. As with the other questions in the paper, each question carries 4 marks with 1 mark minus in case of each wrong attempt. Leaving the question without attempt does not incur any mark deduction. Reading comprehension question is also a part of the test, of some other engineering universities such as Ghulam Ishaq Khan Institute of Engineering Sciences and Technology (GIKI), Khyber Pakhtoon Khwa, Topi, Pakistan Institute of Engineering and Applied Sciences (PIEAS), Islamabad, National University of Science and Technology (NUST), Islamabad, etc. The number of questions from reading comprehension in these universities varies depending upon total number of questions in English section.

Reading comprehension tests the students' ability to understand and analyze a text quickly. This habit of critical reading helps the students in their professional life. Being engineers and other professionals, they have to go through different texts which, with necessary reading practice, they are able to scan through in a short time and skim them for the required details.

1.3. How to Prepare ECAT English?

Concentrate on what is going in the class during lecture and also on your personal reading because class lecture is the basis of an excellent preparation. ECAT English section does not require extra reading or material. It just requires an active involvement in the lecture, and the student learns most of the things in the class room and does not need much extra time to clarify his/her concepts. Here are a few suggestions for the preparation of ECAT English section.

- Practice regularly especially when it's in form of an assignment because 'practice makes a man perfect'. Difficult and tricky concepts require special practice on the part of the students. Necessary practice ensures that the student gets the concepts learned in the class to his/her long-term memory.
- Read the material carefully in the ECAT book because the book is a supplement to all the lectures. All KIPS Entrance Test books are prepared keeping in view the requirement of the exams and the problems of the students in the respective subject. The answers to most of the questions in the students' minds are given in these books.

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- Attempt class tests fully because it is the best way to judge your progress in a particular chapter or subject. All the tests are formulated and conducted as per the requirement and rules of the professional universities. Hence, the students need to adopt a high-level seriousness for the class tests.
- Be very conscious of time during class tests because time management plays a significant role in the students' success. The attempt of a test in specific given time is the best way for the students to experience an actual examination hall environment. Unfortunately sometimes, an extraordinary preparation is spoiled by poor time management.
- Participate actively in test discussion in the class because the mistakes committed in test need a prompt fixing so that those mistakes are not repeated in the later tests. Be very attentive and serious during the class discussion so that nothing is missed. Pay full attention to the questions put by other students. Avoid irrelevant questions so that the genuine questions are not left unexplained or under-explained.
- Improve vocabulary by learning some new words daily. Never under-estimate yourself by thinking about your average knowledge about vocabulary. Vocabulary can always be improved but not mastered.
- Develop an understanding of grammar and sentence structure because in the English section you need to read and understand a given text in a short time. A good understanding of grammar ensures that you can go through the paragraph very easily and do not need to read it again for answering the questions.
- See the past papers of UET and other engineering universities so that you are always well aware of the level of difficulty and the trickiness of the questions.
- If you have any problem in any subject, consult your subject teacher. Confusion in any subject or topic is natural but it needs to be fixed. In KIPS, you are encouraged and more than welcomed to share your problems with the respective teacher.

INTRODUCTION TO

READING COMPREHENSION

2.1. What is Reading Comprehension?

"And I've realized something about people who read. People who read: it's not quietness. It's not passivity. They are having conversations with the writer, with the characters, are living in that other situation."

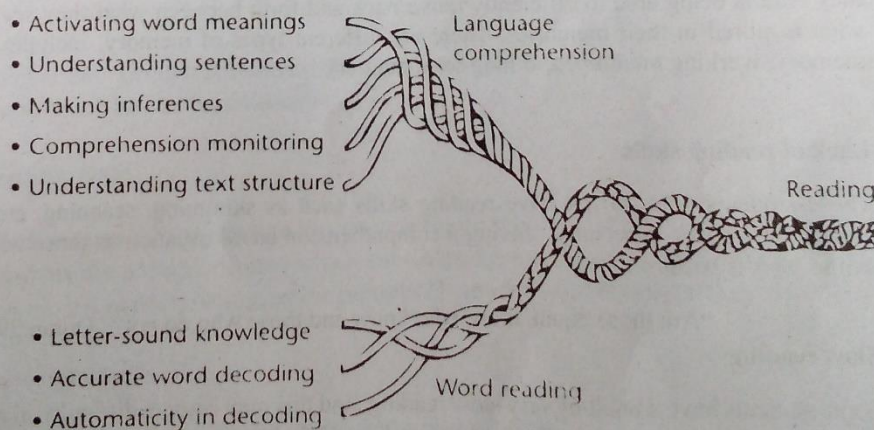
From The White Lie, Andrea Gillies (2012, p. 81)

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information, readers develop mental models, or representations of meaning of the text ideas during the reading process.

2.2. What Involves in Reading Comprehension?

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Consider the following diagram showing the complex process of Reading Comprehension.



2.3. Causes of Comprehension Difficulties

There may be a variety of factors that contribute to reading difficulties for many students with special needs and the underlying causes of their reading problems may be largely unknown. In ECAT context, the students generally face problems in in English comprehension due to the following reasons.

2.3.1. Knowledge of language

It has been observed that students do not have sufficient knowledge of English language even after getting knowledge of English language previous twelve years. There are many reasons behind this why they do not have appropriate knowledge of English language. Anyhow this is the major factor of difficulty in Reading Comprehension either in a test or general English reading.

2.3.2. Attention

Students must be able to focus their attention in order to decode (understand) words, maintain reading fluency, and understand what they read. Students' attention problems can range from mild trouble focusing to severe difficulty maintaining or focusing attention (Attention Deficit Disorder, or also called ADD). Some attention problems may involve a high degree of activity or impulsivity (Attention Deficit with Hyperactivity Disorder, or also called ADHD).

2.3.3. Lack of practice

Normally, students who believe themselves weak in Reading Comprehension, are unwilling to practice. Most of them try to avoid solving at home. They make a lot of excuses, this finally leads them towards failure in Reading Comprehension.

2.3.4. Memory

In order to read, students must be able to place information into their memories and retrieve (recover) it when needed. What helps students understand vocabulary and comprehend what they read is being able to efficiently move back and forth between what they see in print and what is stored in their memories. There are different types of memory, including short-term memory, working memory, and long-term memory.

2.3.5. Lack of reading skills

Those students who do not have reading skills such as skimming, scanning, etc. are not as competent readers, especially, solving a comprehension based question as those who have such skills. This is because:

“Are those equal, those who know and those who do not?” Quran 39:9

2.3.6. Slow reading

Some students have a habit of very slow reading, and this may cause a difficulty in reading when the student has given a specific time to reading. This happens in examinations. Therefore, a student with slow reading habits cannot comprehend the passage completely.

2.4. Different Types of Texts**2.4.1. Understanding different types of texts**

A text can may appear in any form or type. Letters, adverts, user-guides, emails, postcards, notes and magazine articles are all different types of texts. Reading something helps you to know what type of text it is. It also helps to know why it has been written. For example:

- An advert is written to persuade you to buy something.
- A user-guide or a manual is instructive and is written to tell you how to use something (such as a video recorder or washing-machine).
- A formal (business) letter might be written to inform you about school dates.
- A personal letter might be written by a friend, describing a holiday.

2.4.2. Narrative texts

Narrative texts have to do with real-world events and time.

- They may be fictional (fairy tales, novels) or non-fictional (newspaper report).
- They are characterized by a sequencing of events expressed by dynamic verbs and by adverbials such as “and then”, “first”, “second”, “third”

Example:

First we packed our bags and **then** we called a taxi. **After that** we...etc.

2.4.3. Descriptive texts

- Descriptive texts are concerned with the location of persons and things in space.
- They will tell us what lies to the right or left, in the background or foreground, or they will provide background information which, perhaps, sets the stage for narration.
- It is unimportant whether a description is more technical-objective or more impressionistically subjective.
- State or positional verbs plus adverbial expressions are employed in descriptions

Examples:

- The operation panel is located on the right-hand side at the rear.
- New Orleans lies on the Mississippi.

2.4.4. Directive texts

- Directive texts are concerned with concrete future activity. Central to these texts are imperatives (Hand me the paper) or forms which substitute for them, such as polite questions (Would you hand me the paper?) or suggestive remarks (I wonder what the paper says about the weather).

2.4.5. Expository texts

- Expository texts identify and characterize phenomena.
- They include text forms such as definitions, explications, summaries and many types of essay.
- They may be subjective (essay) or objective (summary, explication, definition)
- They may be analytical (starting from a concept and then characterizing its parts; e.g. definitions) or synthetic (recounting characteristics and ending with an appropriate concept or conclusion; e.g. summaries)
- They are characterized by state verbs (e.g. Pop music has a strong rhythmic beat) and epistemic modals (e.g. It might be true).

2.4.6. Argumentative texts

- Argumentative texts depart from the assumption that the receiver's beliefs must be changed.
- They often start with the negation of a statement which attributes a quality or characteristic activity to something or someone (esp. scholarly texts).
- They also include advertising texts, which try to persuade their readers that a product is somehow better, at least implicitly, than others.

2.4.7. Persuasive texts

A persuasive text tries to encourage you to do something. It may:

- Use capital letters, exclamation marks, questions and repeated words to catch your attention.
- Use adjectives to make something quite attractive.
- Give only one side of an argument.
- Take the form of an advert; but it may also be a letter from a friend trying to persuade you to go to a class.

For example, the following text is written to persuade the reader to take a holiday:

Enjoy an **Enchanting** Holiday in the Maldives

Scattered across the Indian Ocean lie islands with the finest white sand beaches and clearest crystal blue waters. These are the MALDIVES! Over 1.000 coral islands. Temperatures here are always in the 80s.

2.5. Exercise

1. Papers should not exceed 7000 words (including footnotes and Works Cited) and should follow the latest MLA Handbook. Papers should be submitted in double-spaced format (two hard copies and a disk) to the editors of the issue at the following addresses:

Tina Krontiris, School of English, Aristotle
University, 541 24 Thessaloniki, Greece

Q.1 The above passage is a type of:

- A. Directive B. Argumentative C. Narrative D. Descriptive

2. Most artists are very nervous of scientific analysis. They feel it destroys something about the human aspect of creativity. Some fear that too much analysis will only break the spell. Likewise, most scientists see the creative arts as an entirely subjective development that long ago left science to tread the long road to objective truth alone. Whole books have been written about this bifurcation, but here I want to talk about some interesting points of contact between art and science that are facilitated by the growth in our understanding of complex organization and pattern. I believe that the sciences of complexity have a lot to learn from the creative arts. The arts display some of the most intricate known examples of organized complexity. Likewise, the creative arts may have something to learn from an appreciation of what complexity is and how it comes about.

Q.2 The above passage is a type of:

- A. Argumentative B. Narrative C. Directive D. Descriptive

3. Yes, I have returned to this arcaded city, unwisely, it may be. I rented a place in one of the little alleyways hard by the Duomo, I shall not say which one, for reasons that are not entirely clear to me, although I confess I worry intermittently about the possibility of a visit from the police. It is not much, my bolt-hole, a couple of rooms, low ceilinged, dank; the windows are so narrow and dirty I have to keep a table lamp burning all day for fear of falling over something in the half dark.

Q.3 The above passage is a type of:

- A. Directive B. Argumentative C. Narrative D. Descriptive

4. The geography of the Aran Islands is very simple, yet it may need a word to itself. There are three islands: Aranmor, the north island, about nine miles long; Inishmaan, the middle island, nearly round in form; and the south island, Inishere - in Irish, east island, - like the middle island but slightly smaller. They lie about thirty miles from Galway, up the center of the bay, but they are not far from the cliffs of County Clare, on the south, or the corner of Connemara on the north.

Q.4 The above passage is a type of:

- A. Descriptive B. Directive C. Argumentative D. Narrative

5. Immigration contributes to the overall health of the American economy. Despite recent concerns expressed about illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while towns and cities are revitalized by immigrant families who strengthen communities through civic participation and the generation of new economic activity. The United States must continue to welcome new arrivals and help those who are already here; otherwise, the country will lose the advantages it has over other industrialized countries that compete against us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.

Q.5 The above passage is a type of:

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

6. Astronomers estimate that the universe contains ten thousand billion billion stars. That's a 1 with 22 zeroes after it! Even so, those innumerable stars fall into just seven main types. Seven is a much more manageable number than ten thousand billion billion! Whenever you separate something into types or parts, you are classifying it. In this chapter, you will write a classification paragraph that will break a topic into categories. When you are finished, you can share with your reader a part of your universe.

Q.6 The above passage is a type of:

- A. Narrative B. Expository C. Argumentative D. Persuasive

Answers: 1. Directive 2. Argumentative 3. Narrative 4. Descriptive
5. Persuasive 6. Expository

STRATEGIES AND TECHNIQUES FOR

CRITICAL READING

3.1. Reading Techniques for Increasing Learning and Knowledge

Reading techniques for increasing learning and knowledge is a method of communication that enables a person to turn writing into meaning.

It allows the students to convert a written text as meaningful language with independence, comprehension and fluency, and to interact with the message.

Following are some reading techniques:

- Scanning
- Skimming
- Active Reading
- Detailed Reading
- Speed Reading
- Structure-Proposition-Evaluation
- Survey-Question-Read-Recite-Review

These skills might not necessarily be learned as rigid theories or rules but if understood well at a preparation stage once, they can definitely enhance the reading skills and increase the quality and quantity of output that we get from reading.

The followings are seven styles / techniques of reading used in different situations:

3.1.1. Reading technique - Skimming

Skimming and scanning are two very different strategies for speed reading.

They are each used for different purposes, and they are not meant to be used all the time. Students who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. Their skill lies in knowing what specific information to read and which method to use.

➤ What is skimming?

Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

➤ How to skim?

Many students think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don't read everything. What you read is more important than what you leave out. So what material do you read and what material do you leave out? If you want to know the main idea of a given passage or different passages, you have to read only **first sentence** of each paragraph, also called **topic sentences**, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, you may want to skim more.

At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as **names, dates, or events**. Continue to read only **topic sentences**, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, you are skimming correctly. The last line or the lines of the paragraph reiterate the topic sentence given at the beginning of the passage.

➤ When to skim?

Because skimming is done at a fast speed with less-than-normal comprehension, you shouldn't skim all the time. There are many times, however, when skimming is very useful.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your reading.

Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material.

While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, skimming is a useful tool.

- Is this material non-fiction?
- Do I have a lot to read and only a small amount of time?
- Do I already know something about this?
- Can any of the material be skipped?

If you have sufficient background knowledge or believe you don't need the information, skip it! That's right—don't read it at all! Believe it or not, skipping material may sometimes be the best use of your time. Just because someone wrote something doesn't mean you have to read it. If you pick and choose carefully what you skim and skip, you will be pleasantly surprised at the large amount of information you can get through in a short period of time.

3.1.2. Reading technique - Scanning

➤ What is scanning?

Scanning is another useful tool for speeding up your reading. Unlike skimming, while scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read and other information quickly. Scanning also allows you to find details

➤ How to scan?

Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: **alphabetically, chronologically, non-alphabetically, by category, or textually**. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.

Information can also be arranged in non-alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? To find a meeting time on your calendar? To read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

Keep the concept of key words in mind while scanning. Your purpose will determine the key words. Suppose you are looking for the time a train leaves from New York City for Washington, D.C. The key words to keep in mind are "from New York City" and "to Washington, D.C." If you are looking for the cost of a computer printer with the code number PX-710, the key word to locate in a list of many printers is "PX-710."

➤ When to scan?

You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, websites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading.

➤ Permission to not read everything

Because you may be used to reading every word and may be uncomfortable leaving some words out, you need to give yourself permission to overlook some words by skimming, scanning, and skipping material according to your reading purpose. We give you permission to NOT read everything!

3.1.3. Active reading style

Active reading aims to get an in-depth understanding of the text. Under this technique, the reader is actively involved with the text while reading it.

Getting in-depth knowledge on the text at hand is not possible by reading to skim through or scan through the text.

3.1.4. Detailed reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text.

In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary or vocabulary techniques to find the meaning of every unfamiliar word.

3.1.5. Speed reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:

- Identifying words without focusing on each letter
- Not to sounding-out all words
- Not sub-vocalizing some phrases
- Spending less time on some phrases than others
- Skimming small sections

3.1.6. Structure-proposition-evaluation

This is an interesting reading technique suggested by Mortimer Adler in his book *How to Read a Book*.

This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns:

- Studying the structure of the work
- Studying the logical propositions made and organized into chains of inference
- Evaluation of the merits of the arguments and conclusions

3.1.7. Reading Techniques: Survey-Question-Read-Recite-Review

This method aims facilitating a clear understanding of the text that the reader would be able to know whatever he has learned during the process of reading. The process involves five different steps, which are as follows:

Survey

Survey involves getting a quick idea on the whole writing piece. For example, reading the introduction or summary of a text will be enough to get an idea on that text.

➤ Question

We are not just reading the words or looking at the words but are actually trying to make out the underlying (hidden) meaning of the text. So we should prepare questions in our minds and look for the answers while reading the text.

➤ Read

The reader should read selectively if they are looking for any specific detail or information.

➤ Recite

The students should answer the questions in their own words using only the key words that are required to sum up the complete idea. This technique is applicable when you have to write the answers.

➤ Review

The students should review the entire things in their minds to check the validity of the chosen answers.

Reading is the basic foundation on which academic skills of individuals are built. As we know the paramount importance of reading, it is given the top priority in primary education.

Many believe that reading is a true measure of a person's success in academics. Most of the subjects taught to us are based on a simple concept – read, understand, analyze, synthesize, and get information.

3.2. Tips to Attempt Reading Comprehension Passage

The question that remains in every student's mind is "How to improve Reading Comprehension?" Students are habituated to solve simple and direct passages in their school days, but when it comes to entry tests, the task becomes difficult. Unable to understand the vocabulary (meaning of words) and concept of the passage, students become dull and uninterested in this section. We are giving you some tips and strategies to achieve success in the examination, but the ultimate solution lies not in shortcut solutions, but long term preparation and hard work, obviously. You need to have the courage to prepare and adhere to a systematic plan. So, here are some Reading Comprehension strategies to follow, to get more marks in Reading Comprehension.

3.2.1. Find out the gist

A complaint which is heard often is that, the **students are unable to understand** the given reading comprehension passage. If you belong to this category, you need to understand that you don't need to understand each and every word of the given passage. At the same time, you should find the gist (summary) of it. Both the above mentioned points may appear contradictory, but the crucial thing is, you need to eliminate the words, phrases, sentences from the Reading Comprehension that are not useful. What you need is to focus on the keywords and phrases.

3.2.2. Find out your strengths first

To improve Reading Comprehension, first you need to find out your strengths first. The conservative approach to solving a passage is, to read the passage first, and then go to the questions and solve them. But some students do not feel comfortable with this method. Probably they do not know which keywords to remember while going through the comprehension. Or, they may have to read the comprehension again, after reading the questions. This lead to the problem of **Time Management**.

Solution: You can choose the "**bottom up**" approach. That means, read the questions first, so that you have an idea what to look for, in the comprehension. But ultimately you are the better judge of which approach is the best. So, practice several reading comprehension passages in two different approaches and find out which method suits you.

3.2.3. Time management

"I know all the answers, but I didn't have enough time to solve" Have you ever heard these kinds of complaints? Entrance test examinations test not only your knowledge and skills but your time management also. All the three aspects are important, especially, when there is negative marking for wrong answers.

- Knowledge
- Skills (writing, reading)
- Time Management

Solution: Divide the stipulated (specified) time of the examination, allot certain time to each section, based on your strengths and weaknesses. Practice numerous Reading Comprehension exercises with the help of a timer. After solving some, you definitely have an idea, about Time Management.

3.2.4. Practice a lot

"Normally, students who believe themselves weak in Reading Comprehension, are unwilling to practice. Most of them try to avoid solving at home. They make a lot of excuses. But remember excuses don't bring you success. Success won't come your way so easy a way unless you confront your fears and weaknesses. **Remember**, No one asks you "Why didn't you succeed in life?" They only ask you "Did you succeed or not?"

3.2.5. Improve your vocabulary

Why do you need to improve your vocabulary? Vocabulary means knowledge of words (meaning of words). If you do not have a good vocabulary, you have to stop at every new word in the reading comprehension passages, and be puzzled what does it mean? So, when you don't know the meaning of a word, it becomes very difficult to understand the gist of the comprehension passage. Having a good vocabulary, makes you understand the Reading Comprehension much easier.

➤ **How to improve your vocabulary?**

- Start reading in English, anything.....Newspapers, stories, comics, text books....anything. that keeps you immersed in English. New words gradually sink into your subconscious mind and become familiar.
- Keep a notebook, note down the new words you learned today, and revise them periodically.
- Keep a target and a schedule to learn a certain number of new words every day. You are the better person to decide the number. Do not deviate from the schedule at any cost.

3.2.6. Use a pen while reading

Do not read the reading comprehension passage like a movie novel. While going through the passage, your three body organs should act in collaboration.

Eyes

Hand

Brain

3.2.7. Find out words that are useless

If you carefully examine any Reading Comprehension, you can easily find out that there are so many words, phrases in the comprehension that are useless. That means even if we delete those words, phrases, the meaning of the Comprehension remains the same. It is advisable you to keep an eye on them and not to waste your precious time in analyzing them.

3.2.8. Comeback later

When we don't find an answer to a particular question, we usually tell ourselves "*Okay, I will come back to it later*". This may be a good strategy to save time while leaving the difficult questions and solving the easier ones. But before going to another question just do one thing. Take your pencil and make a circle on your choice, which you feel correct at the present moment.

Why?

Most of the instances when you come back to the question, you would have forgotten the Comprehension itself. So you have to read it again from the beginning. If the time permits, it won't be a problem, but if you don't have enough time you can choose the earlier marked answer.

3.2.9. Do a mental math quickly

Students often feel they are not efficient in solving reading comprehension passages, because of these three factors.

- Vocabulary in the comprehension passages
- Difficulty in understanding the meaning of the questions
- Time factor

3.2.10. Most Reading Comprehensions are complex

Usually, reading comprehension passages are taken from scientific essays or well-known fiction. Often the sentences are complex to understand. If you are not aware of this fact, you might be puzzled by those questions.

Solution:

- Improve your Vocabulary
- Read and solve comprehension passages, as many as possible
- Solve passages from different fields of knowledge, like Science, Arts, Literature, Politics, and Economics, etc.

3.2.11. Focus

It is usual for any person to wander somewhere while reading something uninteresting.

So, when you find the Reading Comprehension dull, difficult or uninteresting, your eyes run through the sentences, but your mind wanders somewhere else.

The result....you complete reading, but without comprehension.

Solution:

Focus on the content. Don't let your mind go away from there. If it starts daydreaming....bring it back to reality. Tell yourself that you have plenty of time to dream after the exam.

3.2.12. Improve reading speed

Do not move your lips while reading, it slows you down. Go back to point 3.2.6 and practice the technique mentioned there.

3.2.13. Practice online Reading Comprehension

Here are some links for you to practice Reading Comprehension online free.

- <http://codecoax.com/grerc/>
- <http://www.testprepreview.com/modules/reading1.htm>
- http://gre.graduatehotline.com/reading_comprehension_practice.html
- <http://www.usingenglish.com/comprehension>

3.2.14. Use of dictionary

While solving Reading Comprehension at home, don't try to find the meaning of each and every word in the dictionary you find there.

Of course, looking for meanings in a dictionary and taking notes is a good habit, but for each and every word.....No.

Sometimes you need to make a wild guess about a new word, taking into account of the context (situation). By this, you will be able to understand the meaning of new words. If you feel necessary, you may check the meaning after reading the Comprehension.

3.2.15. Solve previous papers

By solving the previous papers you can understand and identify what kind of questions are asked in the examination, so that you will be mentally prepared for those kind of questions.

- Some questions are simple

- Some draw inferences

- Some of the reading comprehension questions will ask you about a specific word from a paragraph (line reference)

3.2.16. Don't draw on outside knowledge

Don't make conclusions which are not in the comprehension passages. Though you are well aware of the topic mentioned in the passage, you should not bring your own knowledge into the answers. Just stick to the Information given in the comprehension.

3.2.17. Overcome panic

While focusing on the passage, if you stare at the letters for a long time, your eyes feel uncomfortable. So, often close your eyes for a while, take a deep breath and start again.

Don't get panicked by the difficulty of the questions. Be prepared for them.

3.3. Exercise

Solve the following paragraphs by using above mentioned strategies.

Paragraph: 1

Since the late nineteenth century, fingerprint identification methods have been used by police agencies around the world to identify suspected criminals as well as the victims of crime. The basis of the traditional fingerprinting technique is simple. The skin on the palmar surface of the hands and feet forms ridges, so-called papillary ridges, in patterns that are unique to each individual and which do not change over time. Even identical twins (who share their DNA) do not have identical fingerprints. The best way to render latent fingerprints visible, so that they can be photographed, can be complex and may depend, for example, on the type of surfaces on which they have been left. It is generally necessary to use a 'developer', usually a powder or chemical reagent, to produce a high degree of visual contrast between the ridge patterns and the surface on which a fingerprint has been deposited. Developing agents depend on the presence of organic materials or inorganic salts for their effectiveness, although the water deposited may also take a key role. Fingerprints are typically formed from the aqueous-based secretions of the eccrine glands of the fingers and palms with additional material from sebaceous glands primarily from the forehead. This latter contamination results from the common human

behaviors of touching the face and hair. The resulting latent fingerprints consist usually of a substantial proportion of water with small traces of amino acids and chlorides mixed with a fatty, sebaceous component that contains a number of fatty acids and triglycerides. Detection of a small proportion of reactive organic substances such as urea and amino acids is far from easy. Fingerprints at a crime scene may be detected by simple powders, or by chemicals applied *in situ*. More complex techniques, usually involving chemicals, can be applied in specialist laboratories to appropriate articles removed from a crime scene. With advances in these more sophisticated techniques, some of the more advanced crime scene investigation services from around the world were, as of 2010, reporting that 50% or more of the fingerprints recovered from a crime scene had been identified as a result of laboratory-based techniques.

Text source: <http://en.wikipedia.org/w/index.php?title=Fingerprint&oldid=403128546>

1. Which of the following is the best title for this passage?
 - A. In Situ Powder Use in Crime Scene Investigations
 - B. How to Identify a Criminal
 - C. Amino Acids in Fingerprint Detection
 - D. Fingerprint Composition and Detection
2. According to the article, amino acids and chlorides in fingerprints originate from the:
 - I. Sebaceous glands II. Eccrine glands III. Papillary ridges
 - A. I only
 - B. II only
 - C. III only
 - D. I and II only
3. According to the passage, powders to detect fingerprints are most likely to be used:
 - A. instead of reactive organic substances
 - B. at the crime scene
 - C. in laboratories
 - D. to detect triglycerides
4. According to the passage, all of the following are true EXCEPT
 - A. fingerprints identify the victims of crime
 - B. fingerprint patterns may become distorted by sebaceous contamination
 - C. identical twins have different fingerprints
 - D. investigators want to make fingerprints visible so they can be photographed

Paragraph 2:

The following is an excerpt of a letter written by one fictional literary character to another:
"Two offenses of a very different nature, and by no means of equal magnitude, you last night laid to my charge. The first mentioned was, that, regardless of the sentiments of either, I had detached Mr. Bingley from your sister, and the other, that I had, in defiance of various claims, in defiance of honour and humanity, ruined the immediate prosperity and blasted the prospects of Mr. Wickham. Wilfully and wantonly to have thrown off the companion of my youth, the

acknowledged favourite of my father, a young man who had scarcely any other dependence than on our patronage, and who had been brought up to expect its exertion, would be a depravity, to which the separation of two young persons, whose affection could be the growth of only a few weeks, could bear no comparison. But from the severity of that blame which was last night so liberally bestowed, respecting each circumstance, I shall hope to be in the future secured, when the following account of my actions and their motives has been read. If, in the explanation of them, which is due to myself, I am under the necessity of relating feelings which may be offensive to yours, I can only say that I am sorry. The necessity must be obeyed, and further apology would be absurd."

Text source: *Pride and Prejudice*, by Jane Austen

5. According to the writer of the letter, which offense would be considered the worst?
 - A. obeying necessity
 - B. separating Mr. Bingley from the letter reader's sister
 - C. continuing dependency through patronage
 - D. ruining Mr. Wickham's prospects wantonly
6. Which of the following characters are the "young persons" mentioned?
 - A. Mr. Wickham and the letter reader's sister
 - B. the letter writer and the letter reader
 - C. Mr. Bingley and the letter reader
 - D. the letter reader's sister and Mr. Bingley
7. Near the end of the passage, the phrase "secured" is used to mean
 - A. tightly fastened
 - B. safe from being charged
 - C. captured or confined
 - D. accomplished
8. The letter writer's purpose in presenting his comments is
 - I. to defend his actions against the letter reader's accusations of wrongdoing
 - II. to apologize for offending the letter reader's feelings with his explanation
 - III. to satisfy himself in retrospect that his actions were appropriate
 - A. I only
 - B. II only
 - C. III only
 - D. I, II, and III only

Paragraph 3:

Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer rollercoasters, my favorite ride is a little gentler. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

Chapter - 3

While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting. The fact of being high in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life? Nevertheless, I have to admit, I don't seek Ferris wheels out because of their excitement. Rather, I find them very relaxing. At the top of the Ferris wheel, you get beautiful sights of the park. You also get a sense of calm that you don't get in the hustle and bustle of the park below. Additionally, Ferris wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris wheel was designed as much to be seen as to be ridden.

The first Ferris wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high. However, visitors to the fair were impressed by the size of the ride as well as the mechanics of it. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as one visitor put it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and even rotated!

Ferris wheel technology has only improved since then. Most of today's Ferris wheels are much larger than that first one. The largest in the world is the "Singapore Flyer," which stands slightly taller than twice what Ferris's did! Today, the Ferris wheel is the most common amusement park ride. But that does not mean you should take them for granted. Instead, be thankful for Ferris' invention. The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

9. As used in paragraph 1, the word **attraction** most nearly means
 - A. sense
 - B. park
 - C. ride
 - D. vision
10. It can be understood that Coney Island, Navy Pier, and the Santa Monica Pier are all examples of
 - A. amusement parks
 - B. Ferris wheels
 - C. vacation spots
 - D. boat docks
11. As used in paragraph 2, which is the best antonym for **complex**?
 - A. impressive
 - B. beautiful
 - C. exciting
 - D. simple
12. What does the author like best about Ferris wheels?
 - A. the impressive engineering and beauty of them
 - B. the excitement and thrills they guarantee
 - C. the beautiful sights and relaxation they allow
 - D. the fact that most amusement parks have one

13. According to the passage, the Ferris wheel was originally designed for
A. Coney Island
B. the world's fair
C. Disneyworld
D. Singapore
14. This passage was most likely written to
A. describe the author's favorite amusement park rides
B. explain the original design of Ferris wheels and how they work today
C. describe the history of Ferris wheels and why they are so popular
D. explain the history of Ferris wheels and why the author likes them
15. Using information in the passage, the reader can understand that the tallest Ferris wheel in the world is
A. under 250 feet tall
B. between 250 and 500 feet tall
C. between 500 and 750 feet tall
D. over 750 feet tall

Answers and explanation of Paragraph 1, 2, 3:

1. Answer: D
Explanation: While elements of the other titles are mentioned in the article, overall the best choice reflects the discussion of both what fingerprints are made of and of how they are detected.
2. Answer: B
Explanation: The amino acids and chlorides mentioned in the second paragraph are associated with the aqueous secretions of the eccrine glands, while the fatty acids and triglycerides are associated with the sebaceous glands.
3. Answer: B
Explanation: "In situ" means at the site, or crime scene. However, even if you didn't know that, the context of the passage is that other techniques, not powder, are used in the laboratories.
4. Answer: B
Explanation: Support for all of the statements may be found in the text, except for the one about distortion. Sebaceous material is a component of a fingerprint, not a distorting factor.
5. Answer: D
Explanation: In the third sentence of the passage, the letter writer states that he considers the idea of throwing off the companion of his youth to be a depravity, while separating two young people who had known each other only a few weeks would be a lesser offense.

6. Answer: D

Explanation: The second sentence mentions the separated couple referred to later.

7. Answer: B

Explanation: Restating the sentence with fewer details clarifies it for analysis: "In the future I hope to be _____ (with) the severity of the blame." Although all the choices could be definitions for "secured" in some context, only choice B meets the sense of the letter writer's usage.

8. Answer: D.

Explanation: Support for I: "... from the severity of that blame which was last night so liberally bestowed ... I shall hope to be in the future secured, when the following account of my actions and their motives has been read." Support for II: "If ... I am under the necessity of relating feelings which may be offensive to yours, I can only say that I am sorry." Support for III: "the explanation of them, which is due to myself".

9. Answer: C

Attraction (*noun*): a thing or place that draws visitors by providing something fun. In the first paragraph, the author describes a person's "favorite attraction at an amusement park." He or she says that some "prefer rollercoasters" but that his or her "favorite ride" is the Ferris wheel. This suggests that an attraction is a type of ride, so choice (C) is correct. Though attraction can involve senses, the passage does not suggest that an attraction is a type of sense. One cannot really have a "favorite sense at an amusement park." Choice (A) is not correct because of this. The passage suggests that an amusement park has attractions. However, it does not suggest that an attraction is actually a park. After all, one cannot really have a "favorite park at an amusement park." Choice (B) is not correct because of this. Though attraction often involves vision, the passage does not suggest that an attraction is a form of vision. Choice (D) is not correct because of this.

10. Answer: A

In the first paragraph, the author describes rides at amusement parks. He or she writes that his or her "favorite ride is a little more gentle." Then, the author says that he or she has to ride the Ferris wheel whenever he or she goes to Coney Island, Navy Pier, or the Santa Monica Pier. This suggests that each of these places is an amusement park that contains a Ferris wheel. Because of this, choice (A) is correct. Coney Island is an amusement park in Brooklyn, NY; Navy Pier is located in Chicago, IL; and the Santa Monica Pier is an amusement park near Los Angeles, CA. The author suggests that he or she has to ride the Ferris wheel at Coney Island, Navy Pier, and the Santa Monica Pier. This does not mean that those places are actually Ferris wheels. Instead, it means that they have Ferris wheels. Because of this, choice (B) is not correct. The author suggests that Coney Island, Navy Pier, and the

Santa Monica Pier are places he or she visits. That does not mean they are places everyone goes on vacation though. The passage does not suggest that they are vacation spots then. Instead, it only suggests they are places that have Ferris wheels. Because of this, choice (C) is not correct. Though an island and piers could possibly dock boats, the author does not suggest that any of the places mentioned in the question actually do so. Instead, he or she suggests that they are places containing Ferris wheels. Because of this, choice (D) is not correct.

11. Answer: D

Complex (*adjective*): involving many different and confusing parts. An antonym is a word that has the opposite meaning of another word. This question asks for the antonym of complex. The author says Ferris wheels are both "simple and yet also quite complex." The use of "yet" suggests that the terms being used are opposites. Because of this, choice (D) is correct. Simple, which means not complicated or complex, is the antonym for complex. The author describes Ferris wheels as impressive, but he or she does not suggest that being impressive is the opposite of being complex. In fact, the author describes Ferris wheels as impressive in a different part of the passage. The opposite of impressive is actually ordinary. Because of this, choice (A) is not correct. The author describes Ferris wheels as beautiful, but he or she does not suggest that being beautiful is the opposite of being complex. In fact, the author describes Ferris wheels as beautiful in a different part of the passage. The opposite of beautiful is actually ugly. Because of this, choice (B) is not correct. The author describes Ferris wheels as not being that exciting, but he or she does not suggest that being exciting is the opposite of being complex. The opposite of exciting is actually dull. Because of this, choice (C) is not correct.

12. Answer: C

The author explains what he or she likes best about Ferris wheels in the fourth paragraph. He or she writes, "I find them very relaxing" because of the "beautiful sights of the park" one gets at the top of the ride. The thing he or she likes best about Ferris wheels, then, is the beautiful sights and relaxation they allow. Because of this, choice (C) is correct. The author does describe the impressive engineering and beauty of Ferris wheels. However, he or she does not say those are his favorite things about the rides. Instead, in paragraph 4, the author explains the reason he or she seeks Ferris wheels out: because he or she finds them "very relaxing." Because of this, choice (A) is not correct. In fact, the author suggests that Ferris wheels are not that exciting. He or she writes that a Ferris wheel is "not as thrilling as a roller coaster." Instead, in paragraph 4, the author explains the reason he or she seeks Ferris wheels out: because he or she finds them "very relaxing." Because of this, choice (B) is not correct. Though the author ends the passage by saying that most amusement parks have a Ferris wheel, he or she does not say that he likes Ferris wheels because of this. Instead, in paragraph 4, the author explains the reason he or she seeks Ferris wheels out: because he or she finds them "very relaxing." Because of this, choice (D) is not correct.

13. Answer: B

In the sixth paragraph (below the caption *It Happened at the World's Fair*), the author writes about the first Ferris wheel. He or she states that George Washington Gale Ferris, Jr. "designed it for the Chicago World's Fair in 1893." The correct answer is (B), then. Though the author suggests that Coney Island has a Ferris wheel, he or she does not suggest that the first one was built there.

Because of this, choice (A) is not correct. The passage never mentions Disneyworld. It does, however, mention the first Ferris wheel. Because of this, choice (C) is not correct. The author writes that the largest Ferris wheel in the world is in Singapore. He or she does not suggest that that Ferris wheel was the first one built, though. Because of this, choice (D) is not correct.

14. Answer: D

The passage describes the fact that the author's favorite amusement park ride is the Ferris wheel. From there, he or she describes what they are and why he or she likes them. Toward the end of the passage, the author traces their history into the present. It follows that the purpose of the passage was most likely to do all of these things. Because of this, choice (D) is correct. The author wrote the passage to explain the history of Ferris wheels and why the author likes them. The passage does describe the author's favorite amusement park ride, the Ferris wheel, but it does not describe any of his or her other favorite rides. This means that the passage was probably not written to describe his or her favorite rides so much as his or her favorite ride overall. Because of this, choice (A) is not correct. The author does partially explain how Ferris wheels work and the history of the ride. However, he or she does not explain the original design in any detail. Additionally, he or she seems more focused on explaining why he or she likes Ferris wheels so much. Because of this, choice (B) is not correct. The author does describe the history of Ferris wheels. However, he or she only explains why he or she likes Ferris wheels personally, not why others do or do not like them. Because of this, choice (C) is not correct.

15. Answer: C

The author writes in the second-to-last paragraph that the tallest Ferris wheel in the world "is the 'Singapore Flyer,' which stands slightly taller than twice what Ferris's did!" Ferris's wheel stood 264 feet tall, according to the sixth paragraph. Twice 264 is 528 feet. (This could be found by rounding too: 264 is just a little over 250, and twice 250 is 500.) Because of this, choice (C) is correct: 500 (or slightly more) feet is between 500 and 750 feet tall. The tallest Ferris wheel is "just under twice as tall as Ferris's." Since Ferris's was 264 feet tall, the tallest one would have to be more than 250 feet tall, as Ferris's was too. Because of this, choice (A) is not correct. Ferris's wheel was 264 feet tall, making it between 250 and 500 feet tall. However, the tallest Ferris wheel in the world "actually stands just under twice as tall as Ferris's did." This means that the tallest one must be taller than 500 feet. Because of this, choice (B) is not correct. To be over 750 feet tall, the tallest Ferris wheel would have to be three times as high as Ferris's wheel, not twice as tall. Because of this, choice (D) is not correct.

STRATEGIES FOR

VOCABULARY

4.1. Ways to Improve Vocabulary

Words are the basic blocks of a language, and one of the key predictors of someone's educational level, profession and social status. Yet most students struggle to increase their vocabulary effectively.

It's not that we have difficulties in grasping the vocabulary when we see it. Rather, we struggle to recall when we get the opportunity to use it, or worse yet, forget to use frequently enough only to end up back where we began.

Here are some simple tips for improving vocabulary.

4.2. Tools For Guessing Unfamiliar Words

Solving the reading comprehension questions also needs the meaning of difficult words. This can be helped through different vocabulary development methods. The following is the description of some of the tools.

4.2.1. Comma (,), hyphen (-), bracket ()

In a definition the author restates a word to clarify its meanings. The part of sentence separated by commas, hyphens, and brackets are used to explain the difficult words written before them.

- The **rebec**, an instrument played with a bow, has only three strings.
- **Paleontologist**, students of remains, explore the earth history.
- Most mammals are **quadrupeds** (four-footed animals)

4.2.2. The verb 'Be and Its Other Forms' as an explanatory expression

- A **stoic** is a person who is indifferent to pain or pleasure.
- A three-pronged spear is called a **trident**.

Note:

Often an unfamiliar word in words part of a sentence will be defined in the other part of the sentence.

The early morning water has frozen and everything was covered under a thin coat of **rime**.

4.2.3. Contrast signal words

Some words show the contrast between the words of the sentence, and this contrast helps us guess the meaning of these words.

- Although America's total Vietnamese population is **minuscule**, the number of students attending universities is surprisingly **high**.
- Marriage has many pains but **celibacy** has no pleasure.

4.2.4. Semicolon(;)

Semicolon is used to join two or more ideas (parts) in a sentence. Those ideas are then given equal position or rank.

- Some people write with a **word processor**; others write with a pen or pencil.

The part of a sentence before semicolon runs into the part of sentence after semicolon.

- This is a **lethal** weapon; your friend nearly killed me with it.

Here are some simple tips for improving vocabulary.

4.3. Some Simple Tips

4.3.1. Read, read, and read

The more you read, the more words you'll be exposed, especially, novels and literary works, magazines and newspapers. When you read a text, you should not only derive meaning of unknown words from context but also look up it into the dictionary.

4.3.2. Keep a dictionary and thesaurus handy

Use dictionary whatever versions you prefer – in print, software, or online. When you come across a new word, look it up into the dictionary to get its pronunciation and its use in a sentence. Next, go to the thesaurus and find similar words and phrases – and their opposites (synonyms and antonyms, respectively) – and learn the nuances (different shades) among the words.

4.3.3. Use a journal

It's a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your everyday vocabulary. Besides, keeping a journal of all your new words can provide positive reinforcement for learning even more words – especially when you can see how many new words you've already learned.

4.3.4. Learn a word a day

Using a word-a-day calendar or website – or developing your own list of words to learn – is a great technique many people use to learn new words. This approach may be too rigid for some, so even if you do use this method, don't feel you must learn a new word every day.

4.3.5. Go back to word morphology

Morphology means the study of word formation. It discusses how words are formed through prefixes, suffixes, and roots. One of the most powerful tools for learning new words – and for deciphering the meaning of other new words – is studying morphology. Latin and Greek elements (prefixes, roots, and suffixes) are a significant part of the English language and a great tool for learning new words. This technique has been discussed in detail in later part of this chapter.

4.3.6. Play some games

Word games that challenge you and help you discover new meanings and new words are a great and fun tool in your quest for increasing your vocabulary. Examples include some online games e.g. crossword puzzles, anagrams, word jumble, scrabble, and boggle (Details of these games are available online, and these games can be played free).

4.3.7. Engage in conversations

Simply talking with other people can help you learn discover new words. As with reading, once you hear a new word, remember to jot it down so that you can study it later – and then slowly add the new word to your vocabulary.

4.3.8. Final thoughts on improving and increasing your vocabulary

You hold the key to a better vocabulary. By using the tips outlined in this chapter, you should be well on your way to discovering and learning new words to enhancing your vocabulary and strengthen your use of the English language.

Finally, remember that you must practice putting your new words into your writing and speaking or risk not retaining them in your brain. Use repetition exercises when you first learn a word – and consider other learning techniques, such as index cards, recording yourself reciting your words, association games, and mnemonics.

4.3.9. Some vocabulary tools/websites

Here are some useful (if slightly random) tools for helping improve your vocabulary:

- [Dictionary.com's Word-of-the-Day](#)
- [English-Word Information](#)
- [Free Rice: Learn Vocabulary, Donate Rice to UN World Food Program](#)
- [Get The Words](#)
- [Improving Vocabulary](#)
- [Vocabulary.com: Free Word Puzzles and Activities](#)
- [Vocab Vitamins: MyWordaDay, Grammar, Vocabulary Supplements](#)
- [WordPlays.com: Word Games](#)

Material is adopted from <http://www.enhancemyvocabulary.com/improve-expand-vocabulary.html>

4.4. Vocabulary in Context

4.4.1. What is vocabulary in context?

Vocabulary in context refers to the sentences or the whole paragraph surrounding an unfamiliar word. Context clues are used to make a good guess at the word's meaning. There are six different types of context clues:

- definition/restatement
- example
- synonym
- comparison
- contrast
- cause and effect

Examples:

1. Writers sometimes restate a word in order to define it, and, he generally does so by commas, hyphen, semicolon, and parenthesis.

When Henry Gonzalez was elected to Congress, many of his Spanish speaking constituents, the voters in his district, felt he would fight for their rights.

In the above example the meaning of *constituents* is very clear.

2. Examples used in context may help reveal the meaning.

The scientist was accused of several acts of espionage, such as photographing secret documents and taping private conversations.

In the above example the meaning of *espionage* can be guessed “intelligence”.

3. Look for familiar words that may be synonyms of words not known.

The club's coffers were so low that the members had to ask for donations to refill the treasury.

In the above example the meaning of *coffers* are very clear that these are “funds”.

4. An unknown word may be compared or shown to be similar to a more common word.

As in so many polluted cities, the air in our community is sometimes too contaminated to breathe.

5. An unknown word may be contrasted with a more familiar word.

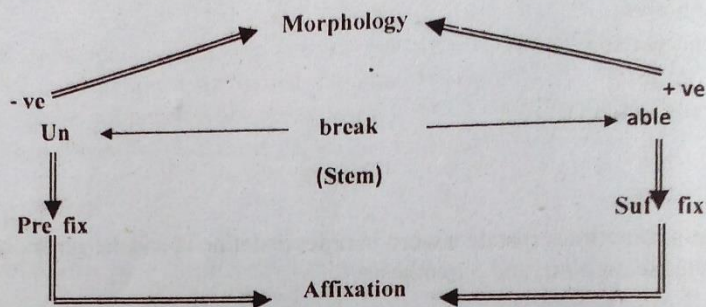
The team's uniforms were immaculate before the game, but by the end of the first half they were dirty.

The context of the sentence clearly defines the meaning of *immaculate*.

6. An unfamiliar word may be related to the cause or effect of an action, feeling, or idea.
Will Rogers was considered to be a humanitarian because he worked to improve people's lives.

4.5. Morphology

Vocabulary means to guess the meaning of unknown words. And, this we can do with the help of Morphology.



4.5.1. Guessing the meaning with the stem

Anthrop	=>	Man
Mis + Anthrop	=>	Man hater
Phil + Anthrop	=>	Man friendly
Anthrop + Ology	=>	Study of Man Kind.

4.5.2. Guessing the meaning with suffix

ology	=>	Name of Subject e.g zoology
ologist	=>	Name of Person e.g psychologist
ism	=>	Name of Theory, faith, movement e.g patriotism
phobia	=>	Name of Fear e.g hydrophobia
mania	=>	Name of Disorder (disease) e.g bibliomania
grapher	=>	Name of Person e.g photographer
graphy	=>	Name of Art e.g photography

4.5.3. Guessing the meaning with prefix

List of Negative prefixes: -
 Examples: -

Im, In, Un, De, Dis, Ir, Ab, Anti, Mis, Over, counter
 Ab + normal
 Ab + ridge
 Ab + duct
 Ab + hor
 Ab + andon

Note: - All the words beginning with anyone of the above negative prefixes give negative meanings.

- | | |
|-----------------------------------------|-----------------------------|
| • Normal = Ab + normal = Abnormal | Negative suffix |
| • Complete = In + complete = Incomplete | e.g - less |
| • Happy = Un + happy = Unhappy | care + less = careless |
| • Compose = De + compose = Decompose | wealth + less = wealth less |
| • Locate = Dis + locate = Dislocate | rest + less = rest less |
| • Regular = Ir + regular = Irregular | motion + less = motionless |

4.5.4. Some Common - isms

Ageism = discrimination against someone on account of their age;

Agnosticism = doubt about whether it is possible to know whether it is possible to know whether or not there is a God;

Anarchism = the political theory that all forms of government are undesirable and that society can and should function without government; anti-

Semitism = discrimination against or hatred of Jewish people;

Ascetism = living in a very simple manner, especially for religious reasons;

Atheism = belief that there is no God;

Buddhism = the system of beliefs based on the teaching of the Buddha;

Capitalism = the economic system based on private ownership of the means of production and on the need for profit;

Communism = an economic or social system on which there is a no private property all property belonging to the community as a whole;

Conservatism = a political philosophy based on a belief that it is unnecessary to make radical changes to society, and generally favoring capitalism over socialism;

Creationism = the belief that the universe and everything in it was created by God rather than developing by evolution;

Determinism = the belief that there is no such thing as free will, all human actions and decisions being determined in advance by unchangeable causes;

Egalitarianism = the belief that all human beings should be socially, economically and politically equal

Egotism = excessive belief in ones own importance;

Elitism = the belief that some people are better than others and therefore have special rights.

Existentialism = a philosophy based on the realization that human beings have to live in a world that does not make sense, and have a responsibility for their own actions and decisions;

Fascism = a right-wing nationalistic political philosophy advocating strong centralized government led by a dictator;

Fatalism = a philosophy advocating increasing women's rights and the removal of inequalities between women and men;

Hinduism = the main religion of India;

Humanism = a philosophy that rejects religious beliefs and asserts that human beings can make moral decisions without the aid of the supernatural;

Marxism = the form of communism based on the economic and political principle advocated by Karl Marx;

Pacifism = opposition to war;

Pantheism = the belief that everything that exists is God;

Racism = discrimination against a person because of their race;

Sexism = discrimination against a person because of their sex;

Sikhism = the religion based on the teachings of Nanak;

Socialism = the political and economic theory that advocates that the means of production of goods in society should be owned by the state or jointly by the community;

Totalitarianism = a political philosophy advocating complete control by the state over all aspects of its inhabitants' lives;

Vegetarianism = living on a diet that excludes meat, and sometimes also eggs, butter and milk. **Patriotism** = The faith of loving one's country.

Chauvinism, Jingoism = An aggressive and unreasonable belief that one's country is better than all others.

4.5.6.

4.5.5. Some Common - ology

Archaeology = the study of ancient cultures, peoples and periods of history by scientific analysis of physical remains, especially those found in ground.

Anthropology = the study of human beings, human culture, etc;

Astrology = the study of the influence of the planets on human behavior and personality;

Audio logy = the branch of medicine concerned with the hearing system;

Biology = the study of living things;

Criminology = the study of crime and criminals;

Ecology = the relationship between living creatures and the environment, or the study of this;

Entomology = the study of insects;

Geology = the study of rocks and minerals;

Graphology = the study of handwriting;

Gynecology = the study of medicine concerned with diseases of women;

Hydrology = the study of science concerned with water

Ichthyology = the study of fish.

Meteorology = the study of weather and other atmospheric phenomena; weather-forecasting;

Neurology = the branch of medicine concerned with the nervous system;

Ornithology = the study of birds;

Parapsychology = the study of psychic phenomena such as telepathy which are unexplained by science and psychology;

Pathology = the branch of medicine concerned with the causes and effects of disease;

Pharmacology = the study of drugs and their effects;

Phonology = the study of speech sound. **Physiology** = the way living organs function.

Psychology = the study of mind.

Seismology = the study of earthquakes;

Sociology = the study of human society.

Theology = the study of God.

Ufology = the study unidentified flying objects or flying saucers;

Vulcanology = the study of volcanoes;

Zoology = the study of animals.

4.5.6. Come common – mania

Dipsomania = addiction to alcohol

Bibliomania = addiction to books

Gephyromania = addiction to crossing bridges

Ailuromania = addiction to cats

Demo mania = addiction to being in the crowd

Ochlomania = addiction to being in the crowd

Necromania = addiction to being with dead-bodies

Thanatomania = addiction to experiencing death

Cynomania = addiction to being in the dogs

Narcomania = addiction to drugs

Phagomania = addiction to excessive eating

Sitomania = addiction to excessive eating

Phyromania = addiction to raising fire

Pyromania = addiction to being amidst fire.

Anthomania = addiction to flowers

Hippomania = addiction to horses

Mythomania = addiction to lying or exaggerating

Egomania = addiction to talking about oneself

Abhulutomania = addiction to personal cleanliness

Megalomania = addiction to exercising one's power

Hedonpmania = addiction to excessive pleasure

Theo mania = addiction to religious studies

Entheomania = addiction to religious studies

Pluto mania = addiction to being rich

Chrematomania = addiction to being rich

Erotomania = addiction to excessive sex

Nymphomania = addiction to excessive sex

Satyromania = addiction to excessive sex

Monomania = addiction to one idea or thing

Kleptomania = addiction to stealing

Tomomania = addiction to surgery or undergoing surgery

Logomania = addiction to talking & talking

Verbomania = addiction to talking & talking

Dromomania = addiction to traveling

Hodomania=addiction to traveling

Porimania=addiction to traveling

4.5.7. Some Common - phobia

Acrophobia = fear of height;

Agoraphobia = fear of open spaces;

Ailurophobia = fear of cats;

Anglophobia = fear or hatred of England or Britain, the English or British, English or British culture, etc.;

Arachnophobia = fear of spiders;

Astraphobia = fear of thunder and lightning,

Bathophobia = fear of heights, or being closed to a high building, mountain

Batrachophobia = fear of frogs and toads;

belonephobia = fear of pins and needles;

Brontophobia = fear of thunder; Cano phobia or

Cynophobia = fear of dogs

Claustrophobia = fear of enclosed places;

Cyber phobia = fear of computers;

Entomophobia = fear of insects

Erythrophobia = fear of blushing. Francophobia = fear or hatred of france

Haemophobia, haemaphobia or haematophobia = fear of blood;

Herpetophobia = fear or hatred of reptiles hippophobia = fear of horses.

Homophobia or homosexuality or homoexual people;

Hydrophobia = fear of water; also used as another name for the disease rabies;

Iatrophobia = fear of doctors, or going to the doctor;

Murophobia or musophobia = fear of mice;

Ochlophobia = fear of crowds;

Ophiophobia or ophidiophobia = fear of snakes;

Ornithophobia = fear of birds;

Pyrophobia = fear of fire;

Technophobia = fear of technology;

Triskaidekaphobia= fear of the number;

Xenophobia = fear or hatred of foreigners or strangers;

Zoophobia = fear of animals

4.6. Exercise

1. I took the **tome** off the shelf and opened it to page 94. Then I began to read.
What does **tome** probably mean?
A. some food
B. a bad dream
C. a cigarette
D. a book

2. Hurricanes and tornadoes are **perfidious**. Only a very foolish person would go out during that kind of weather.
What does **perfidious** probably mean?
A. exciting
B. dangerous
C. delirious
D. safe
3. Many ships have **extinct** during hurricanes. No survivors from the lost ships have ever been found.
What does **extinct** probably mean?
A. arrived
B. departed
C. returned
D. disappeared
4. By **anticipating** the robber's next move, the police were able to arrive at the bank before the next robbery happened. Now the robber is in jail.
What does **anticipating** probably mean?
A. thinking ahead, expecting
B. drawing, painting
C. horrifying, amazing
D. strange, unusual
5. I'm really hungry! That apple didn't **mollify** my hunger. I want a sandwich now.
What does **mollify** probably mean?
A. frustrate
B. increase
C. satisfy
D. confuse
6. The **incongruity** about marijuana in California will probably never be resolved.
What is **incongruity**?
A. theory, rule
B. inappropriateness, debate
C. agreement
D. a type of medicine
7. This virus has really **sapped** my energy. I get tired just walking across the room. I hope to get better soon because I need to return to work.
What does **sap** probably mean?
A. give, increase
B. make slow
C. take away, drain
D. enhance

8. Some people think that discussing the dangers of cigarette smoking **obscures** the real issue. They believe the real issue is that smokers are discriminated against. What does **obscure** probably mean?
- A. to shorten
 - B. to challenge
 - C. to make obvious
 - D. to hide, conceal
9. Students! Students! Please stop **prattling** and listen to me. Class has begun. What does **prattling** probably mean?
- A. sleeping
 - B. talking
 - C. working
 - D. typing
10. The little girls began to **giggle** when they saw the boys walk by. When the boys heard the giggling, they pretended not to notice. What does **giggle** probably mean?
- A. work
 - B. sleep
 - C. cry
 - D. laugh

Answers

1. D 2. B 3. D 4. A 5. C 6. B 7. B 8. D 9. B 10. D

TYPES OF

COMPREHENSION

5.1. Types of Comprehension

The six types of comprehension that we propose and discuss are based on our experiences in teaching, reading and developing material. We do not intend this taxonomy to cover all possible interpretations of comprehension; we have found the six types to be useful in helping our students become interactive readers, so that they may easily solve the questions in ECAT exam.

5.1.1. Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

Example:

An example of a literal comprehension question about this topic is:

How many types of comprehension do the authors discuss?

The answer is six types as stated in the first line.

5.1.2. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

Example:

For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. And the question is:

How old was Maria Kim when she died?

Answer and explanation

In order to answer this question, the student has to put together two pieces of information that are from different parts of the text. Total age of Kim can be driven by subtracting 1945 from 1990, and it is 45 years.

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a collective view. In our experience, students generally find reorganization questions somewhat more difficult than straightforward literal comprehension questions.

5.1.3. Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions

Example:

For example, if the passage reads, “*Ben has been to every country in Europe at least once*”, we cannot necessarily infer that “*Ben enjoys traveling*” — maybe Ben hates traveling, but he is required to travel for work!

5.1.4. Prediction

The fourth comprehension type, prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

We use two varieties of prediction, while-reading and post- (after) reading. While-reading prediction questions differ from post-reading prediction questions in that students can immediately learn the accuracy of their predictions by continuing to read the passage. For example, students could read the first two paragraphs of a passage and then be asked a question about what might happen next. They can determine the answer by reading the remaining.

In contrast, post-reading prediction questions generally have no right answers in that students cannot continue to read to confirm their predictions. However, predictions must be supported by information from the text. The types of writing, such as fiction, are fertile ground for such questions.

Example:

To illustrate, consider a story in which the woman and man are married as the novel comes to a close. A post-reading prediction question might be:

Do you think they will stay married? Why not?

Depending on a variety of factors including evidence in the text and personal experiences of the reader, either of a yes and a no answer could be justified.

Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

Chapter - 5

5.1.5. Evaluation

The fifth type of comprehension, evaluation, requires the learner to give a global or comprehensive judgment about some aspect of the text.

Example:

What was the author's message in this passage?

In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues. Some students, because of cultural factors, may be reluctant to be critical or to disagree with the printed word. In such circumstances, the teacher models possible answers to evaluation questions, making sure to include both positive and negative aspects.

5.1.6. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

Example:

An example of a comprehension question that requires a personal response is: What do you like or dislike about this passage? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond.

Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

5.1.7. Summary of comprehension types

When questions move beyond a literal understanding, students' answers have to be motivated by information in the text. Inference questions can have clearly correct and incorrect responses. In contrast, prediction, evaluation, and personal response answers are correct as long as they depend primarily on students' reactions to what they read. Evaluative and personal response answers not only depend primarily on students' reactions to what they have read, but they need to reflect a global understanding of the text.

5.2. Exercise

Read the passage and answer the following questions.

Paragraph 1:

It was not until sometime after having passed through the course of training in two of our chief schools of art that the author got any idea of what drawing really meant. What was taught was the faithful copying of a series of objects, beginning with the simplest forms, such as cubes, cones, cylinders, etc. (an excellent system to begin with at present in danger of some neglect), after which more complicated objects in plaster of Paris were attempted, and finally copies of the human head and figure posed in suspended animation and supported by blocks, etc. In so far as this was accurately done, all this mechanical training of eye and hand was excellent; but it was not enough. And when with an eye trained to the closest mechanical accuracy the author visited the galleries of the Continent and studied the drawings of the old masters, it soon became apparent that either his or their ideas of drawing were all wrong. Very few drawings could be found sufficiently "like the model" to obtain the prize at either of the great schools he had attended. Luckily there was just enough modesty left for him to realize that possibly they were in some mysterious way right and his own training in some way lacking. And so he set to work to try and climb the long uphill road that separates mechanically accurate drawing from artistically accurate drawing.

Text source: *The Practice and Science of Drawing* by Harold Speed

1. It can be inferred from the passage that the "great schools of art" the author had attended
 - A. effectively taught the true essence of drawing
 - B. included trips to see the works of the old masters
 - C. neglected to teach drawing the human form
 - D. held drawing contests or other assessments to judge drawings' accuracy
2. The author would likely agree with the following statements EXCEPT:
 - I. It is important to learn to draw simple forms such as cones and cylinders.
 - II. The painters represented in the galleries of the Continent produced works of great mechanical accuracy.
 - III. Artistically accurate drawing can only be learned from the schools of art such as the ones attended by the author.
 - A. I only
 - B. II only
 - C. III only
 - D. II and III only
3. The author would be most likely to advise a beginning art student to
 - A. avoid copying cubes, cones, and cylinders to begin with
 - B. understand that the ideas of drawing of the artists represented in the galleries of the Continent are all wrong
 - C. develop both mechanically accurate and artistically accurate drawing skills
 - D. attend at least two great schools of art

Paragraph 2:

The real attractions of the Hollowell farm, to me, were: its complete retirement, being, about two miles from the village, half a mile from the nearest neighbor, and separated from the highway by a broad field; its bounding on the river, which the owner said protected it by its fogs from frosts in the spring, though that was nothing to me; the gray color and ruinous state of the house and barn, and the dilapidated fences, which put such an interval between me and the last occupant; the hollow and lichen-covered apple trees, nawned by rabbits, showing what kind of neighbors I should have; but above all, the recollection I had of it from my earliest voyages up the river, when the house was concealed behind a dense grove of red maples, through which I heard the house-dog bark. I was in haste to buy it, before the proprietor finished getting out some rocks, cutting down the hollow apple trees, and grubbing up some young birches which had sprung up in the pasture, or, in short, had made any more of his improvements. To enjoy these advantages I was ready to carry it on; like Atlas, to take the world on my shoulders—I never heard what compensation he received for that—and do all those things which had no other motive or excuse but that I might pay for it and be unmolested in my possession of it; for I knew all the while that it would yield the most abundant crop of the kind I wanted, if I could only afford to let it alone. But it turned out as I have said.

Text source: Walden by Henry David Thoreau

4. The author of the passage valued the Hollowell farm mostly because of
 - A. old memories of travelling past the farm, although he hadn't been able to see it very well
 - B. its good neighbors, although they were a half mile away
 - C. it was a good place to retire and to raise abundant crops
 - D. the improvements, especially the ones recently completed
5. After buying the farm, the author intended to
 - A. finish removing the birch trees and rocks in the pasture
 - B. conceal the house with red maples as it had been in days gone by
 - C. harvest an abundant crop of apples
 - D. change the farm as little as possible
6. Why did the author like the gray color and ruinous state of the house and barn, and the dilapidated fences?
 - A. because they meant he could get a good price on the farm, and he wasn't going to use the barn or fences in any case
 - B. because they indicated he wouldn't have to keep up appearances for the sake of the faraway neighbor
 - C. because he thought it made the farm look charmingly rustic
 - D. because they were more a reflection of the nature he values than of the personalities of the previous human owners

Paragraph 3:

Lockwood represents the ultimate Victorian man—he is rich, well-mannered, polite, and expects hospitality everywhere he goes. He is naïve to the traditions and ties among the persons of the two estates and is unaware of them and their pasts. When he learns of the past from Nelly (in person and through her writings) and through others, Lockwood's reaction is to continue barging into the tumultuous affairs of the Earnshaws and Lintons, before finally running away to a distant country. As the "ultimate Victorian man", Brontë is not portraying Lockwood (and by extension Victorianism) in a favorable light. Lockwood is the voice of new society, but is ignorant of the past.

Text source: Mallett, Ian. "Wuthering Heights." January 2010. Used with permission of the author.

7. The main idea of the passage is that
 - A. the affairs of the Earnshaws and Lintons symbolize Brontë's view of Victorian repression
 - B. Nelly should inform Lockwood of the ideals of the new society
 - C. Lockwood's inappropriate actions symbolize aspects of Victorianism rejected by Brontë
 - D. the new society values traditions and ties among families
8. According to the passage, for Brontë's purposes Lockwood's most important characteristic is his
 - A. well-mannered politeness and expectation of hospitality
 - B. general naïveté
 - C. persistence in getting information from Nelly
 - D. boorish disregard for the shared history of the Earnshaws and Lintons after he learns of it

Paragraph 4:

The structure of the feet and legs varies greatly among frog species, depending in part on whether they live primarily on the ground, in water, in trees, or in burrows. Frogs must be able to move quickly through their environment to catch prey and escape predators, and numerous adaptations help them do so.

Many frogs, especially those that live in water, have webbed toes. The degree to which the toes are webbed is directly proportional to the amount of time the species lives in the water. For example, the completely aquatic African dwarf frog (*Hymenochirus* sp.) has fully webbed toes, whereas the toes of White's tree frog (*Litoria caerulea*), an arboreal species, are only a half or a quarter webbed.

Arboreal frogs have "toe pads" to help grip vertical surfaces. These pads, located on the ends of the toes, do not work by suction. Rather, the surface of the pad consists of interlocking cells, with a small gap between adjacent cells. When the frog applies pressure to the toe pads, the interlocking cells grip irregularities on the substrate. The small gaps between the cells drain away all but a thin layer of moisture on the pad, and maintain a grip through capillarity. This allows the frog to grip smooth surfaces, and does not function when the pads are excessively wet.

In many arboreal frogs, a small "intercalary structure" in each toe increases the surface area touching the substrate. Furthermore, since hopping through trees can be dangerous, many arboreal frogs have hip joints that allow both hopping and walking. Some frogs that live high in trees even possess an elaborate degree of webbing between their toes, as do aquatic frogs. In these arboreal frogs, the webs allow the frogs to "parachute" or control their glide from one position in the canopy to another.

Ground-dwelling frogs generally lack the adaptations of aquatic and arboreal frogs. Most have smaller toe pads, if any, and little webbing. Some burrowing frogs have a toe extension—a metatarsal tubercle—that helps them to burrow. The hind legs of ground dwellers are more muscular than those of aqueous and tree-dwelling frogs.

Text source: In Wikipedia, The Free Encyclopedia. Retrieved
<http://en.wikipedia.org/w/index.php?title=Frog&oldid=403162933>

9. Which of the following best characterizes the main idea of the passage?
- A. An introduction mentioning the different frog types is followed by a discussion about the structure and use of webbed feet in arboreal and aquatic frogs and brief mentions of other adaptations.
 - B. After the first paragraph follow details on how to identify the different types of frogs based on their adaptations.
 - C. Detailed descriptions of the structure and function of frog toe pads explain how some frogs can "parachute" in the canopy.
 - D. The role of webbed feet in the survival behaviors of three kinds of frogs is detailed.
10. Of the following choices, the best title for this passage is
- A. Structure and Function of Frog Foot Webbing and Toe Pads
 - B. Capillarity and Suction in the Webbed Feet of Frogs
 - C. Muscular Differences Among Frogs
 - D. Foot Structure in Arboreal, Aquatic, and Ground-Dwelling Frogs
11. According to the passage, webbed feet would most likely be found on which type of frog?
- I. arboreal II. aquatic III. ground-dwelling
- A. I only
 - B. II only
 - C. III only
 - D. I and II only
12. The terms "arboreal" and "substrate" as used in the passage most likely mean
- A. endangered; vertical plant surface
 - B. water-dwelling; bark
 - C. tree-dwelling; surface upon which an organism is attached
 - D. burrowing; frog foot tissue supporting the intercalary structure

13. A frog with a metatarsal tubercle and highly developed hind legs most likely lives
- A. in a burrow; the adaptations help the frog dig
 - B. in the water; the adaptations allow the frog to swim quickly through its environment to catch prey and avoid predators
 - C. in the trees, occasionally "parachuting"; the adaptations help the frog make safe landings when moving from one position in the canopy to another
 - D. in the trees, occasionally walking along the ground to get from tree to tree; the adaptations help the frog move quickly to avoid predators and catch prey
14. It may be inferred from the passage that capillarity
- A. requires plenty of water to function
 - B. is a type of suction
 - C. is the term for interlocking cells on the toe pad
 - D. works only with thin films of water

Answers and explanation

1. Answer: D
Explanation: The key words and phrases needed to kind and check each statement against the passage are sometimes clear, such as "old masters", "human" and "mechanical"; sometimes you have to infer them, such as "contest" suggested by "prize".
2. Answer: D.
Explanation: Be careful not to get confused by the format of the question. Statement I is supported by the parenthetical statement in the second sentence, while the other two conflict with the author's views. However, you don't want to select answer choice A, Statement I; you want to select the answer choice that represents NOT II or III.
3. Answer: C
Explanation: The point of the paragraph is that the author did not understand from his schooling that drawing "really meant" artistic, rather than mechanical, accuracy. He would be likely to advise a student to realize this while also developing valuable mechanical skills.
4. Answer: A
Explanation: Sometimes the reason that makes the most sense to you is not the one best supported by the passage. You might consider the river and the improvements to be important when buying such a farm, but the author states that the "recollection I had of it" was the "real attraction" "above all."
5. Answer: D
Explanation: The author says that he intended to buy the farm before more "improvements" had been made so that he could "let it alone."
6. Answer: D
Explanation: The author seems to like the distance to the nearest neighbor and to the village, the idea that animals and nature would be his closest neighbors, and to imagine being

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"unmolested" in how he chose to run the farm. He is glad to see that the fading house, barn, and fences will not remind him of the previous tenants.

7. Answer: C

Explanation: The author discusses how Bronte uses her character Lockwood to illustrate her dissatisfaction with Victorian society.

8. Answer: D

Explanation: As a symbol of Victorianism, it is Lockwood's "barging into the tumultuous affairs" that is central to his usefulness.

9. Answer: A

Explanation: This is not a how-to article; it is webbing, not toe pads, that enables parachuting; not all kinds of frogs have webbing or an "intercalary structure". Choice A best describes the structure of the article and its main points.

10. Answer: D

Explanation: Although a case might be made for Choice A since much of the passage is concerned with toe pads and webbing, Choice D is somewhat more general and includes the idea of why different frog types have different feet.

11. Answer: D

Explanation: The second paragraph discusses webbed feet on aquatic frogs. The second- to-last paragraph mentions "an elaborate degree of webbing" between the toes of arboreal frogs.

12. Answer: C

"Arboreal" means living in or often found in trees and "substrate" means the surface on which an organism lives.

13. Answer: A

Explanation: It is only in the final paragraph that the tubercles are mentioned, and then only for burrowing frogs.

14. Answer: D

Explanation: Although some of the other words, such as "intercalary structure" and "interlocking cells" are found in the passage, only Choice D correctly preserves the point that a "thin layer of moisture" is what causes capillarity to function, while "excessively wet" conditions will cause it to fail.

TITLE AND MAIN IDEA QUESTIONS

In previous chapter, we have learnt the types of comprehension. Other than types of comprehension, it is also important to know the types of questions to correctly solve the Reading Comprehension questions. The questions asked in Reading Comprehension fall into a few broad categories. It is wise to be familiar with these categories so that while answering a test, you can identify the type and adopt the appropriate strategy to ensure accuracy. They are:

- i. Title Question
- ii. Main Idea Question
- iii. Tone Question
- iv. Specific Detail Question
- v. Vocabulary Question
- vi. Implied idea Question

Title and main idea questions are given below; whereas, other types of question will be discussed in later chapters.

6.1. Title Question

A common question seen in most entrance exams in the Reading Comprehension section is the choice of an appropriate title, from among the given options. How would you choose the best title?

Here are a few things that students should keep in mind:

Firstly, remember that you are asked to choose the 'most appropriate' title from among the given options, not the perfect title for the passage. This means that you have to choose the best answer from among the options-it may not be the best possible title, but is better than the other options. What this also indicates is that if you can eliminate the other options as inappropriate for some reason or the other, then you can arrive at the correct answer. So use the 'elimination technique', at least to narrow down your options.

Next, remember that the title must ideally cover not only the core idea of the author, but also express his tone. For example, a title that says "The dismal state of Indian hockey", you immediately not only realize that the passage will talk about the sport of hockey, but also know what the author's feelings or tone towards the current state of affairs in the sport, due to the usage of the term "dismal".

Do not choose a title on the parameter that it appears catchy, interesting, funky or creative. One of the reasons why this must be avoided is that all these are somewhat subjective concepts. What you consider as catchy or funky might appear silly to others.

The title you mark as the correct option should be neither too broad (not really specific to the topic or issue that the author has written about), nor too narrow (such titles may focus on only 2-3 paragraphs of the passage, not the passage as a whole). Remember that a title is like a common theme that runs through the passage: i.e. it integrates the various ideas or issues discussed.

Do not mark a title just because it is the shortest one among the options. The focus should be rather on one that best expresses the author's main idea and his tone/ feelings towards the subject. Brevity is one factor that could be considered, but not the deciding one while you choose among the various options.

One last crucial point is that a title is not a conclusion. This is a mistake that students commonly make. The title is not meant to reflect the conclusion that could possibly be drawn by a reader on the basis of what the author has said. Rather, a title summarizes the author's ideas or points concisely. What this means is that a title is not an inference/ does not extrapolate a judgement on the basis of what the author has written-instead, it must come from what is directly stated in the passage. Title is usually present in the first sentence (topic sentence). It is generally in the form of words or phrases. It is quite possible that the answer words are present in the first line. This means scanning may help you find out the title.

Example:

Coffee is one of the most popular hot drinks in the world. Almost a third of the world's population drinks coffee. People often meet at cafes or coffee shops for a coffee break during the middle of the morning or stop work in the afternoon to drink coffee. About 7 million tons of coffee is produced every year. Brazil is, by far, the world's largest coffee producer. About a third of the world's production comes from this South American country. Other coffee producing countries include Vietnam, Indonesia and Colombia. The United States is the biggest coffee consumer in the world. About 1.2 billion kilograms of coffee are consumed there every year. Drinking coffee is extremely popular in European countries, like Italy, France and Germany, as well as in Brazil.

Question:

Choose the correct letter answer

Which is the best title for the passage below?

- A. Coffee – a popular hot drink
- B. Coffee – the main consumers
- C. Coffee – the main producers
- D. Coffee – the amount of production

Answer: A

A is the correct answer. The first sentence of the passage and the last sentence of the passage both give the same aim - popularity. It is not B because information about consumers is only given in two sentences. It is not C because only the middle paragraph gives information about producers. It is not mentioned in the opening paragraph or closing paragraph. Similarly, it's not D.

6.2. Central Idea Question

In this section, we discuss how to choose an answer from among the various options for a question asking you to mark the 'Main Idea or Central Idea' of the passage. This is also a common question seen in many entrance exams in the Reading Comprehension section.

6.2.1. What is meant by 'Central Idea'?

The 'Central Idea' of the passage refers to the theme of the passage – the important points made by any author in his writing. It could also be called the core idea. What does the author wish to convey? What are the main issues conveyed or points made by the author? This is the Central Idea or Theme.

What are the things to be kept in mind before you choose the Central Idea from among the given options?

Choosing the Central Idea is not too different from choosing an appropriate title. Hence, there would be some similar points to be considered.

- Here too, just as we said for choosing a title, remember that you are asked to choose the 'most appropriate' option from among the four or five given alternative options. Thus, if you can eliminate the other options as inappropriate for some reason or the other, you could possibly arrive at the correct answer. So you could use the 'elimination technique' to your advantage, at least to narrow down your options.
- The Central Idea, just like the title, must ideally adequately cover not only the content (the subject) of the passage, but also express the author's tone.
- Do not choose the Central Idea merely on the basis of brevity i.e. if a particular option uses fewer words than others. While brevity is important in the sense that the answer you choose must not be too verbose, that cannot be the sole criteria to choose the Central Idea.
- The option you finally choose should be neither too broad (not really specific to the topic or issue that the author has written about), nor too narrow in scope. Too 'narrow' options may focus on only a couple of paragraphs of the passage, and not the passage as a whole. Too 'broad' options are vague and nebulous. They may be generalizations, rather than dealing with the specific passage that has been given.
- Now we come to an important point: the Central Idea is similar to a 'summary' of the passage (and not a conclusion). This is a mistake that students commonly make: they often choose a conclusion, rather than a summary.
This means that you should avoid choosing an option that is really an inference/ extrapolation of what the author has stated. The Central Idea must instead come from what the author has stated in the passage.
- A good way to identify a conclusion is to look at the tense. If the passage speaks about something that is occurring currently (in the present), a conclusion may speak about what could happen in the future as a result of present events. However, if the author has not indicated this (future possibilities) directly in the passage, you cannot choose this as the right answer.
- In this context, let us discuss the characteristics of a good summary-something you need to keep in mind while choosing the Central Idea:

- a) A good summary is comprehensive. This means that it does not leave out key points. What this means is that if the author mentions three issues, the summary must contain all three—no point should be missing.
As an example, let us consider a passage that explains why India won a particular match and gives four different points. Your summary must cover all the points—do not think that you need to prioritize and pick out two of the four most important points.
- b) The summary must limit itself to what was directly stated in the passage—it cannot add any new points that were not mentioned in the passage. Thus, you would need to reject any option that contains some new information that was not directly stated in the passage.
Similarly, as mentioned before, be careful of options that are really a conclusion—if it was not really stated in the passage, but it is only a possibility given the author's points or arguments, you need to reject the option.

Example:

The following passage is followed by a main idea question. While solving this question, you will notice that to answer the main idea question correctly, you need not pay attention to the details. But, you have to understand what these details are trying to emphasize or support. The main idea is not explicitly stated in the passage but it is what every point in the passage will support.

Almost all roads present benefits, problems, and risks, though these effects vary greatly in degree. Roads provide motorized access, creating a broad spectrum of options for management, while foreclosing other options, such as non-motorized recreation or wildlife refugia. Even a well-designed road system inevitably creates a set of changes to the local landscape, and some values are lost while others are gained. For example, road density and fish populations correlate negatively over a large area in the interior Columbia basin. The basin's environmental assessment showed that sub basins with the highest forest-integrity index were largely unroaded, and sub basins with the lowest integrity had relatively high proportions of moderate or greater road density. In general, greater short-term and long-term watershed and ecological risks are associated with building roads into unroaded areas than with upgrading, maintaining, closing, or obliterating existing roads. (140 words)

Question

What is the main idea in this passage?

- A. Roads present several advantages and disadvantages.
- B. Road systems affect forest integrity and fish populations adversely.
- C. Road systems affect both land and water resources adversely.
- D. Road systems usually involve important tradeoffs in the environment.

Answer and Explanation:

The passage begins with benefits and problems of roads, it then moves on to the larger issue of road systems. Several beneficial and detrimental effects arise—two examples of correlation between road systems and fish population and forest integrity] Option A (incorrect) is true, but the main idea in this passage is much deeper than this—because it mentions options for

management, road systems, and road designs. Options B and C (incorrect) do not mention the advantages at all, hence cannot be accommodated. Option D (answer) is the best as in general terms it states the theme of the passage—which is there are tradeoffs with road systems. Examples of these tradeoffs are not important to the theme.

Note:

When you answer a main idea question, you need to make sure that you have sufficiently understood the passage. The main idea, purpose etc. are never in the details. Do not merely analyse the options in order to get the best answer. This hardly helps unless you have understood the main theme. In other words you should be spending more time with the passage and lesser time with the options. You will have to also understand the question properly, because there may be several themes pursued in the passage. In the above passage, the question asked you the main idea. A question can also ask you the prime purpose which is writer's purpose in writing the passage. You need to then identify the writer's purpose, whether it is to prove his point, to convince others, state his position, explain his position or defend his position, or condemn another's etc. Always evaluate the options from the point of view of the precise query (question stem) that is raised. When you answer the main idea question in the next passage, bear all this in mind.

6.3. Exercise**Paragraph: 1**

In grave problems of history, such as the establishment of empires, the discovery and settlement of countries, or the rise and fall of dynasties, the knowledge of the truth or falsity of the legendary narrative will be of importance, because the value of history is impaired by the imputation of doubt. But it is not so in Freemasonry. There is no need for absolute question of the truth or falsity of the legend. The object of the masonic legends is not to establish historical facts, but to convey philosophical doctrines. They are a method by which esoteric instruction is communicated, and the student accepts them with reference to nothing else except their positive use and meaning as developing masonic dogmas. Take, for instance, the Hiram legend of the third degree. Of what importance is it to the disciple of Masonry whether it be true or false? All that he wants to know is its internal signification; and when he learns that it is intended to illustrate the doctrine of the immortality of the soul, he is content with that interpretation, and he does not deem it necessary, except as a matter of curious or antiquarian inquiry, to investigate its historical accuracy, or to reconcile any of its apparent contradictions. So of the lost keystone; so of the second temple; so of the hidden ark; these are to him legendary narratives, which, like the casket, would be of no value were it not for the precious jewel contained within. Each of these legends is the expression of a philosophical idea.

Question:

Choose an appropriate title for the following paragraph.

- A. Freemasonry legends
- B. False legends of the Freemasons
- C. Objective of masonic legends
- D. Historical facts vs legends

Answer & Explanation

Answer is C. The central idea of the passage is that the objective while studying freemasonry legends is not identifying whether they are historically true or false but understanding the esoteric instruction that is being communicated through the legend. Let's start with the options: option A is much larger in scope than the paragraph and hence can be eliminated. The paragraph explains the objective of studying the freemasonry legends without being critical and is neutral in tone. Hence, we can eliminate option B as it is negative in tone. Though the author differentiates between the objective while studying historical fact vs objective while studying freemasonry legends, it is used only to explain about the legends. The paragraph does not give equal importance to differentiating between the two concepts as suggested by option D and hence we can eliminate option D. Option C introduces the central idea of the paragraph and hence is the correct title for the paragraph.

Paragraph: 2

You have made a commitment, joined a gym and you're eager to get the ball rolling on your new exercise routine. Hold up—not so fast! As much as you want to dive in head first, you need to take baby steps and take it slowly at first. Your body will thank you later by helping to prevent any possibility of an injury from occurring. Know your body's limitations and listen to it when it's telling you something. If you typically have had knee or back problems avoid harsh exercises that strain those areas. You must acknowledge your weaknesses and strengths and tailor your exercise program to meet those requirements. Men tend to do better with activities focusing on weight lifting and nautilus machines, whereas women excel with exercises that incorporate more diagonal planes of motion such as Pilates, yoga, or spinning. Women are at greater risk for ACL injuries. The ACL is the ligament that holds the knee bone in place. Therefore, women should be more careful when participating in quick leg movement sports such as skiing, basketball and tennis. Another option would be to pay a personal trainer to show you the correct alignment and exercises for your body type and fitness goals. Make sure he or she doesn't push you too hard keeping your age factor and history in mind. On that note, be certain to practice age appropriate exercises to avoid any physical pains. I cannot stress the importance of warming up enough, to give your muscles sufficient time to prepare for the stress it's about to endure. If you're sore, take time to rest, as overuse and repetition will set you up for injuries such as shin splints, tendonitis, and constant muscle aches. If you are in a group fitness class, don't always listen to the instructor or mimic what everyone else is doing. If you don't feel comfortable with any part of the class whether it's the equipment or the physical moves themselves, sit it out or walk out. Do not feel rude or guilty—simply tell them you don't feel well, end of story. It's you who have to live with your body for the rest of your life, not they. (370 words)

Question

Choose the best title for the above passage.

- A. Know Your Body.
- B. Avoid Workout Injuries.
- C. The Importance of Exercise.
- D. The Right Way to Exercise.

Answer and Explanation

The passage begins with theme of Exercise—Know your body's limitations—You must acknowledge your weaknesses - Women are at greater risk for ACL injuries—pay a personal trainer—keeping your age factor and history in mind—shin splints, tendonitis, and constant muscle aches) Option A (incorrect) is supported by almost every point in the passage, but it does not imply the theme of exercise in any way. Option C (incorrect) is supported by none of the points mentioned in the passage. Option D (Incorrect) is incorrect because the passage does not explain the right ways to exercise but tells you that there are risks involved in exercising in the wrong ways—which can lead to injuries. Option B (answer) is supported by every point in the passage. The message of the passage is precisely what is stated in option B—do the several things mentioned in the passage to avoid injuries during workout.

Note:

The title question is just another way of asking you the main idea of the passage. The only difference is in the options. In fact, the title question for the test taker is not any more difficult than the main idea question. On the other hand, it is more difficult for the test writer. He has to express the main idea in fewer words. Read the passage well and understand the main idea. And pay some attention to the details. While evaluating the options ask which of the options will support every point that you have read. If you bear this in mind, you will understand that the title question is the same as a main idea question.

Paragraph: 3

Drug company money influences and corrupts research that is given. What is less understood is why drug manufacturers spend billions for research on off-label uses for their products—uses that were never cleared with the FDA when the drug was submitted for approval. Off-label use allows drug companies to get "through the back door" what they could never, and I mean never, get away with by going directly to the FDA for approval for a new use of a product—what is known today as an off-label use. You would hope that researchers wouldn't corrupt the commercial experimentation of a new, or off-label, use of a drug to treat children by covering up their consulting fees from Big Pharma. But that's what happened. More important than what happened is why it happened and at the bottom of all this is a terrible mistake the US has made in allowing the exploitation of off-label use. The devil is in the details, so here is the story as it has unfolded. Leading Harvard professors studying off-label uses, the gold mine of the drug industry, have violated National Institute of Health reporting requirements when more than \$10,000 has been received from a subject company. According to the New York Times, "Researchers Fail to Reveal Drug Pay" 8 June 2008. If Harvard doesn't fire them, it will be complicit in the coverup. Throw them off campus. Ring the bell loud and clear that no matter how renowned or stellar, if you don't play by the rules, you can't play at all. And the NIH should forever ban them from receiving grants. Don't throw out the baby with the bath water. Once appropriate punishment has been served, give these researchers a chance to polish their tarnished reputations. Allow them to conduct research under the supervision of a responsible administrator who knows that "yentas," means truth, accuracy, honesty, and uprightness and that it's more than just a motto. (325 words)

Question

What is the prime purpose of this passage?

- A. To explain how drug manufacturers in the US make billions through research on off-label uses of their products, and to argue for severe punishment to the Harvard professors, who are complicit in the cover-up.
- B. To argue that Harvard professors are complicit in the cover-up of research on off-label uses of drugs and they should be banned from receiving grants.
- C. To bring to light that drug manufacturers in the US invest billions in research on the off-label uses of drugs and how Harvard professors have assisted in this fraudulent practice.
- D. To explain how off-label profiteering corrupts research in the US and to argue for punishment to the Harvard professors involved in such research.

Answer and Explanation

The passage is about the off-label research—drug manufacturers invest billions to find off-label uses—uses, without FDA approval—because it is highly profitable. Harvard professors were found to be involved in such research. The writer argues that they should be punished to stop this fraudulent practice) Option A (incorrect) states that drug manufacturers make money through research, which is not true—they invest in such research. Also, professors are not complicit in the cover up, but Harvard may be. Option B (incorrect) is correct but it places the emphasis on Harvard professors. Besides, the passage does not argue that the professors are complicit; it states their complicity and argues for punishment to them. Option C (incorrect) appears correct. But, does the passage bring to light' or merely explain (shed light on) the practice?—It merely explains the practice. Option D (answer) states the two broad themes in the passage and states the writer's purpose.

TONE AND SPECIFIC DETAIL QUESTIONS

7.1. Tone

7.1.1. What is meant by 'tone'?

The 'tone' refers to the feelings or emotions expressed by the author towards an issue. It could also encompass his style of writing. What sentiment does the author express towards the subject? That is the tone. An example would better reflect what it is being attempted to state. Consider a title such as 'The dismal state of Pakistani hockey'. Now how does such a title express the author's tone? The answer is that through the usage of the adjective 'dismal' here, the author's sentiment towards the subject of hockey is also conveyed to the reader. We know how the author feels.

7.1.2. Various Tones and Styles

Now let us take up some examples of tones and discuss how you can recognize these. We shall discuss some important tones that you could appear as answer options in the entrance exams.

➤ Sarcastic/ Satirical

Such a tone is used for passages where the author has subtly (delicately) made fun of a person, the way an issue is being handled or situation. This is the major characteristic of such a tone.

A good example of satire would be the cartoons that one sees in newspapers. Consider the well-known 'You Said It' cartoon that commonly appears in the Times of India. RK Laxman's satire is there for all to see-the manner in which he gently portrays the issues facing the common man and highlights the fallacy of statements made by politicians etc.

The following statement reflects sarcasm:

"Too often sports bodies in our country are in the hands of politicians. And you know how our politicians are." Do you notice the somewhat subtle attack on politicians in the statement? Reading a few passages demonstrating sarcasm or satire would help you immediately recognize such a tone.

Such passages could be on any topic, whether it is politics, economics, sports, social issues etc. What matters here is not the subject as such, but how the author writes about it and makes fun of the situation-not openly or in a blatant manner but subtly.

➤ Descriptive or Informative

This tone is appropriate when the author has given a lot of figures, facts or data in the passage. The author's purpose of writing the passage/ article was to increase the reader's knowledge of the given issue or subject. Hence a lot of details are given.

A characteristic of passages with a descriptive/ informative tone is therefore the presence of data, facts etc. and the relative absence of opinions.

Examples of passages where a descriptive/ informative tone is used:

- Passages dealing with events in history: giving details of some battle, dates, information about the rule of some civilization, king etc.
- Passages dealing with some technology: providing details about some gadget, describing the features of some instrument etc.
- Information about some building, landmark, historical place etc. For example, the passage may describe the Qutab Minar, giving information about when it was built, who built it, the material used for its construction etc.

➤ Judgmental

This is typically used for passages when the author expresses his views on some issues and takes a stand-is this person or issue right or wrong? Is this good or bad? Is someone intelligent or dumb? These are all judgments.

Therefore the characteristic of such a tone is the presence of opinions or the author's perception/ views on a person, thing or issue.

Examples of passages where a judgmental tone is used:

- An expert giving his verdict on some issue-could be an automobile expert speaking about a car and providing his opinion on what is good or bad about the new vehicle, or a connoisseur (expert) of food providing his opinion about a dish, for example
- A follower or fan speaking about an issue close to his heart. For example, someone writing about a particular player

➤ Analytical

This is quite an important tone, for there are several passages that appear in entrance exams where this tone is appropriate as an answer choice. What is the characteristic of such a tone? The characteristic of an analytical tone is the presence of reasons or logic/ justifications to support something.

In such passages, the author tries to analyze an issue, presenting the pros and cons, or compares two or more things and tells you why he feels something is better etc.

Examples of passages where an analytical tone is used:

- An author stating that he feels something could happen in the future and providing reasons to justify why he feels in that manner
- An analysis of some event in the past-reasons given to explain a certain event, action etc. For example, the author could analyze why India won the last cricket match etc.

- The author comparing two or more things and justifying why he feels something is better. Passages in which the pros and cons of a certain action are weighed. For example, should Company A acquire Company B? The decision needs to be analyzed and reasons given both for and against the issue.

The tone could also encompass the author's style of writing. It is also discussed the descriptive/informative, judgmental and analytical tones.

➤ **Bemoaning/ Regret/ Lamenting**

These words are more or less synonyms, used to express a similar sentiment-that of loss. This tone is appropriate when the author wishes to express regret or sorrow about a particular issue. The author feels sorry for something, someone or about something. For example, one could regret the loss of life in terrorist attacks or the presence of corruption etc. A traditionalist might lament the loss of traditions, cultural values etc.

The characteristic of this tone is therefore the presence of sentiments associated with loss and the author feeling sorry or sad about something.

Examples of passages where this type of tone is used:

- A passage where the pain or anguish over the loss of something is expressed-could be a loss of lives, values etc.
- A passage in which the author expresses his strong disapproval over something-could again be the loss of values, the prevalence of corruption etc.

➤ **Candid**

The word 'candid' means to be open, frank, honest or upfront. Nothing is kept hidden. Thus the word candid is appropriate as the tone for passages in which the author has admitted something, while being frank and open about his views.

The characteristic of this tone is thus forthrightness, openness and being frank. It is almost like a confessional statement being made.

For example, a student may admit that his preparation for an exam was not good enough; a CEO may admit that the product his company launched was a failure etc.

Examples of passages where a candid tone is used:

- The CEO or a high-ranking official of a company admitting that there were problems in the company/ with a particular product etc.

- A scientist admitting that his experiments were a failure or a particular technology didn't work
- Somebody writing that he admits that he was wrong etc.

➤ Prescriptive/ Sermonizing

This tone is appropriate when the author has told the reader to do something: the author gives advice, recommendations or suggestions.

A prescription is similar to the advice a doctor gives you: he tells you to do certain things: for example, a doctor may advise you to take rest, or take a certain medicine a certain number of times in a day and for a certain number of days.

A sermon is the talk given by a religious teacher, often telling his followers to believe in something, live their lives in a particular way, follow some practices etc. Think of Jesus Christ's 'The Sermon on the Mount'.

The characteristic of this tone is thus the presence of certain advice or suggestions given by the author to the reader.

Examples of passages where a prescriptive/ sermonizing tone is used:

- A religious discourse in which a spiritual guru gives certain advice to his followers
- An expert in a field giving advice or suggestions to individuals or corporates or others on any matter in which he is a recognized expert
- A teacher telling a student how much to study/ how to study, what he should or shouldn't do etc.

➤ Critical/ Extolling

These ones are relatively easy, and you should not have much difficulty in identifying when the other has criticized something or someone or has praised it (the word 'extol' means 'to praise'.

7.1.3. Summary

So these are some of the tones that you may come across while attempting RC passages in the ECAT or other exams. Do not forget that the more you read and practice, the easier it shall become for you to understand which tone has been used by the author. As you will often hear, there is no substitute for reading!

Example:

Everybody knows that the real problem with illegal drugs is that they cost too much, and they are so difficult to get that drug addicts need to commit crimes in order to feed their habits. If only people could go down to the nearest Seven-Eleven and buy a cocaine slurpee, or drive up to the window at McDonald's and order a crack burger and a marijuana shake. People wouldn't need to knock down an old lady and grab her purse, or commit a home invasion robbery. Around sixty-six billion dollars a year is spent on illegal drugs. This shows that illegal drugs are a substantial portion of the Canadian economy. They take money away from legitimate jobs, products, and services.

Question

The tone of the writer is:

- A. Desperate
- B. Cynical
- C. Distressed
- D. Satirical

Answer and explanation:

The writer is making a serious point. How illegal drugs drain the Canadian economy of funds that otherwise can be put to constructive use. Nevertheless, the writer chooses to be somewhat flippant about the same by saying that in order to stop drug addicts from committing crimes illegal drugs should be made cheaper and easily available—cocaine slurpee, crack burger, and marijuana shake. Hence his tone is deeply satirical (holding up human vices and follies to ridicule or scorn). Hence the answer option is D.

7.2. Specific Details

An author often supports his or her main idea with key facts and examples that help make the overall meaning of the text clear. You may be asked a question based on one of these facts or examples. Your job is to make sense of the fact or example in the context of the overall main idea that is being conveyed. Questions about specific details are a matter of reading carefully for meaning.

Keep in mind the following points while doing a specific detail question.

- Identify the most important word(s) in the question.

This general strategy is critical for specific detail questions. Identify the word or phrase that will guide you toward the answer as you read the passage.

- Make mental notes related to the word or phrase as you read.

If the question is a straightforward question about a fact or example from the text, your answer will likely appear in the same sentence in which the word or phrase appears -- or in the sentence before or after that sentence. *However, be sure to read the entire passage.* Understanding the main idea of the passage is often critical to choosing the correct answer for specific detail questions.

*Some questions will contain a keyword or phrase that is a synonym for another word or phrase in the passage. In this case, look for the word or phrase in the passage that means nearly the same as the word or phrase in the stem.

*Some questions will simply ask you to identify the statement that is true or accurate among the answer options. In this case, take brief notes on the main idea as you read and test each answer choice against the facts presented in the passage.

These questions are asked with the question words like how, when, where etc.

7.3. Exercise

Paragraph: 1

Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis. Supporters of medical treatment argue that medicine should be trusted since it is effective and scientifically proven. They say that there is no need for spiritual methods such as Reiki, Yoga, Tai Chi. These waste our time, something which is quite precious in our material world. There is medicine that can kill our pain, x-rays that show us our fractured bones or MRI that scans our brain for tumors. We must admit that these methods are very effective in the examples that they provide. However, there are some "every day complaints" such as back pains, headaches, insomnia, which are treated currently with medicine. When you have a headache, you take an Aspirin, or Vermidon, when you cannot sleep, you take Xanax without thinking of the side effects of these. When you use these pills for a long period, you become addicted to them; you cannot sleep without them. We pay huge amounts of money and become addicted instead of getting better. How about a safer and more economical way of healing? When doing Reiki to yourself, you do not need anything except your energy so it is very economical. As for its history, it was discovered in Japan in the early 1900s and its popularity has spread particularly throughout America and Western Europe. In quantum physics, energy is recognized as the fundamental substance of which the universe is composed. Reiki depends on the energy within our bodies. It is a simple and effective way of restoring the energy flow. There are no side effects and it is scientifically explained.

Question:

Which of the following best describes the style of the writer?

- A. Persuasive
- B. Argumentative
- C. Confrontational
- D. Controversial

Answer and explanation:

The essay begins with a debatable sentence, "Throw out the bottles and boxes of drugs in your house" setting the tone for what will follow. Since the writer is advocating the good effects of Reiki against the addictive and unnecessary medicines, the topic may be termed controversial, but his style is not. The writer styles his writing in such a way that the reader would be persuaded to give the ideas a serious thought. In that respect the essay is persuasive. We can thus eliminate Vain, confrontational and controversial from the options. The two options that remain are argumentative and persuasive. The style is definitely both argumentative and persuasive. We now need to have a closer look at the style of the passage to decide which of these two adjective will best describe it. The writer first tries to counter the arguments that may be advanced against what he had introduced in the first paragraph. The major part of the second paragraph is about the ill effects of medicines which may not be needed at all. Then he examines the advantages of Reiki. Towards the end of the essay he vehemently asserts the advantages of Reiki; hence, the tone is more than persuasive. Since argumentative is a stronger word than persuasive, the insistence that writer shows is better described by the word argumentative than persuasive. Hence the best option that would describe the style is argumentative. Not that the option persuasive is incorrect, but since the essay is strongly persuasive the answer is argumentative (option B).

Paragraph: 2

He has given to many young musicians by direct influence, and to others through his disciples, a renewed sense of all that music is and has been, and it is hardly overbold to foresee that this is going to play its role, perhaps a mighty one, in the musical development of the United States.... What is essential now is to recognize the need our world has for the qualities that Schoenberg possesses, and how admirably he supplies our need...

Question:

The tone of the above passage is:

- A. Optimistic
- B. Deferential
- C. Fawning
- D. Buoyant

Answer and explanation

The writer shows deep respect for the talent of Schoenberg – Schoenberg's influence on young musicians and then how Schoenberg may influence the music in the United States. In that respect, the writer's tone is deferential. Hence the answer option is B. Deferential means: showing respect and esteem due to a superior or an elder.

Paragraph: 3

The world's nuclear club includes the five permanent members of the UN Security Council and, since 1998, India and Pakistan. Israel has the bomb, but discreetly. The latest and least welcome member is North Korea, which joined in October 2006. Russia and America have reduced their arsenals, though each retains enough to wipe out humanity. The spotlight has fallen on the nuclearizing countries, Iran in particular; to leaky security in the former Soviet Union; and to nuclear terrorism. The Nuclear Non-Proliferation Treaty, at the center of efforts to halt the spread, is faltering, due largely to a needless waiver granted to India. In January 2006, Iran resumed enriching uranium, which is assumed to be the precursor to a bomb. In December 2003, Libya renounced its attempt to make a bomb, but thereby confirmed the existence of a nuclear black market. Governments may yet organize in time to prevent a bomb falling into the worst possible hands. But the cause is not helped by fraying tempers among the 45-nation Nuclear Suppliers Group, which aims to control trade in nuclear materials, equipment and technology.

Question:

According to the passage, which of the following contributes to the failure to prevent nuclear terrorism?

- A. The existence of a nuclear black market.
- B. The inability of the governments comprising the Nuclear Suppliers Group to see eye to eye.
- C. The attempts of the Nuclear Suppliers Group to control trade in nuclear materials, equipment and technology.
- D. The failure of the Nuclear Non-Proliferation Treaty owing to the concession accorded to India.

Answer and explanation

Option A (incorrect) is the second best answer. The idea of nuclear terrorism in the question refers more to 'a bomb falling into the worst possible hands' stated in the passage rather than tempers among the 45-nation Nuclear Suppliers Group. This probably has led to the existence of a nuclear black market as well. Hence option A is an effect rather than the cause. Option C (incorrect) is incorrect because this cannot lead to nuclear terrorism, but can prevent it if the group sees eye to eye. Option D (incorrect) is the cause of failure of the treaty and for nuclear terrorism as stated in the passage. Option B (answer) contains the stated reason for the inability of NSG to prevent nuclear terrorism.

VOCABULARY AND IMPLIED IDEA QUESTIONS

8.1. Vocabulary Question

Vocabulary questions are multiple-choice and always have a single correct answer. In the original excerpt (passage), all of the words that you'll have to define later are highlighted. This helps you find the words quickly and see the context easily.

The wording of vocabulary questions is almost always "The word '_____' in the passage is closest in meaning to" followed by four answer choices. The word or phrase in the questions might be a word you're already familiar with, or it might be something you've never seen or heard before. If you know the word, then you should go straight to the answer choices—you may be able to identify the correct answer without looking at the text, which can save time. You should still check the text, but if you already have an answer choice in mind (again, because you **already know** the definition of the tested word), then checking is pretty fast. If you don't know the tested word, then it's important to pay attention to the context the word is used in, as this may impact your answer. Here's how to answer in that situation:

- Read the passage from beginning to end.
- When you get to the vocabulary question, put your finger over the highlighted word and read the sentence again. Try to substitute in a word that makes sense.
- Think about the possible meaning of the word in question. Do you know any related words? Do you know other words that look like it? Any memory of the word or association will help. Be sure to do that *before* looking at the answer choices.
- Look at your answer choices and see if any of them match the meaning you expect. If so, that's probably the correct answer. Double-check it and mark it on the test.
- If not, eliminate fluff answers and try plugging in the remaining answer choices. Choose the option that makes the most sense to you logically.

By using this approach, you'll be able to answer most of vocabulary in context questions correctly – even when you're working with a vocabulary word that you've never seen before. The best way to get used to this approach is to do lots of practice! Let's start by doing an example question.

Example:

Read the following passage and answer the question.

"The wording of vocabulary questions is almost always 'The word _____ in the passage is closest in meaning to' followed by four answer choices. The word or phrase in question might be a relatively common word you're familiar with already, or it might be a more technical phrase. In either case, it's important to pay attention to the context the word is used in, as this may impact your answer."

The meaning of the word **"technical"** in the passage is closest in meaning to

- A. natural
- B. specialized
- C. old
- D. foreign

Answer and Explanation

When we went back and re-read the sentence, we replaced "technical" with "rare." If we go through my answer choices, I see that none of them really has the same meaning as "rare," but B and D are sort of close. "Natural" doesn't make any sense at all; that's my fluff answer. "Old" could make sense if you're not familiar with words from older English, but that's inferring some extra meaning. We can imagine that "technical" (with the same root as "technology") doesn't mean "old." So now I'm pretty sure that either B or D will be the correct answer. D makes some sense logically, but it's simply not related to "technical." Whereas "technical" describes how the word is used, "foreign" describes how well the reader knows the word. B, "specialized," is about how the word is used, so that makes more sense. Again, the root "tech-" can help us greatly.

8.1.1. Saving time

Because vocabulary questions are about the definitions of single words, and not really about the passage as a whole, if you are running out of time on the final text of your reading section, it's a good idea to answer all of the vocabulary questions first without reading. If you know the definitions of the words, you can usually find the correct answers without reading (although not always).

8.2. Implied Idea or Making Inference Question

Making inferences students need to find the meaning behind the words.

8.2.1. What Are Inferences?

Inferences are often referred to as what you “read between the lines.” The meaning is really found “between your ears.” Inferences are what the author implies or suggests. The author wants you, the reader, to make the jump to the same conclusion the author has made. When the author implies something, the reader has to infer.

8.2.2. When inferences happen?

Drawing inferences and making conclusions happens all the time. In fact, you probably do it every time you read—sometimes without even realizing it! For example, remember the first time that you saw the movie “The Lion King.” When you meet Scar for the first time, he is trapping a helpless mouse with his sharp claws preparing to eat it. When you see this action you guess that Scar is going to be a bad character in the movie.

Nothing appeared to tell you this. No caption came across the bottom of the screen that said “Bad Guy.” No red arrow pointed to Scar and said “Evil Lion.” No, you made an inference about his character based on the context clue you were given. You do the same thing when you read!

When you draw an inference or make a conclusion you are doing the same thing, you are making an educated guess based on the hints the author gives you. We call these hints “context clues.” Scar trapping the innocent mouse is the context clue about Scar’s character. Usually you are making inferences and drawing conclusions the entire time that you are reading.

Whether you realize it or not, you are constantly making educated guesses based on context clues. Think about a time you were reading a book and something happened that you were expecting to happen. You’re not psychic! Actually, you were picking up on the context clues and making inferences about what was going to happen next!

Example:

Let’s try an easy example. Read the following sentences and answer the questions at the end of the passage.

Shelly really likes to help people. She loves her job because she gets to help people every single day. However, Shelly has to work long hours and she can get called in the middle of the night for emergencies. She wears a white lab coat at work and usually she carries a stethoscope.

Question

What is most likely Shelly's job?

- A. Musician
- B. Lawyer
- C. Doctor
- D. Teacher

This probably seemed easy. Drawing inferences isn't always this simple, but it is the same basic principle. How did you know Shelly was a doctor? She helps people, she works long hours, she wears a white lab coat, and she gets called in for emergencies at night. Context Clues! Nowhere in the paragraph did it say Shelly was a doctor, but you were able to draw that conclusion based on the information provided in the paragraph. This is how it's done!

There is a catch, though. Remember that when you draw inferences based on reading, you should only use the information given to you by the author. Sometimes it is easy for us to make conclusions based on knowledge that is already in our mind—but that can lead you to drawing an incorrect inference.

For example, let's pretend there is a bully at your school named Brent. Now let's say you read a story and the main character's name is Brent. You could NOT infer that the character in the story is a bully just because his name is Brent. You should only use the information given to you by the author to avoid drawing the wrong conclusion.

Example:

Let's try another example. Read the passage below, and answer the question.

Social media is an extremely popular new form of connecting and communicating over the internet. Since Facebook's original launch in 2004, millions of people have joined in the social media craze. In fact, it is estimated that almost 75% of all internet users aged 18 and older use some form of social media. Facebook started at Harvard University as a way to get students connected. However, it quickly grew into a worldwide phenomenon and today, the founder of Facebook, Mark Zuckerberg has an estimated net worth of 28.5 billion dollars. Facebook is not the only social media platform, though. Other sites such as Twitter, Instagram, and Snapchat have since been invented and are quickly becoming just as popular! Many social media users actually use more than one type of social media. Furthermore, most social media sites have created mobile apps that allow people to connect via social media virtually anywhere in the world!

Question:

What is the most likely reason that other social media sites like Twitter and Instagram were created?

- A. Professors at Harvard University made it a class project.
- B. Facebook was extremely popular and other people thought they could also be successful by designing social media sites.
- C. Facebook was not connecting enough people.
- D. Mark Zuckerberg paid people to invent new social media sites because he wanted lots of competition.

Answer and explanation

Here, the correct answer is B. Facebook was extremely popular and other people thought they could also be successful by designing social media sites. How do we know this? What are the context clues? Take a look at the first paragraph. What do we know based on this paragraph? Well, one sentence refers to Facebook's original launch. This suggests that Facebook was one of the first social media sites. In addition, we know that the founder of Facebook has been extremely successful and is worth billions of dollars.

From this we can infer that other people wanted to imitate Facebook's idea and become just as successful as Mark Zuckerberg.

Let's go through the other answers. If you chose A, it might be because Facebook started at Harvard University, so you drew the conclusion that all other social media sites were also started at Harvard University. However, there is no mention of class projects, professors, or students designing social media. So there doesn't seem to be enough support for choice A. If you chose C, you might have been drawing your own conclusions based on outside information. Maybe none of your friends are on Facebook, so you made an inference that Facebook didn't connect enough people, so more sites were invented. Or maybe you think the people who connect on Facebook are too old, so you don't think Facebook connects enough people of your age. This might be true, but remember inferences should be drawn from the information the author gives you! If you chose D, you might be using the information that Mark Zuckerberg is worth over 28 billion dollars. It would be easy for him to pay others to design new sites, but remember, you need to use context clues! He is very wealthy, but that statement was giving you information about how successful Facebook was—not suggesting that he paid others to design more sites!

8.2.3. Conclusion

So remember, drawing inferences and conclusions is simply about using the information you are given to make an educated guess. You do this every single day so don't let this concept scare you. Look for the context clues, make sure they support your claim, and you'll be able to make accurate inferences and conclusions!

8.3. Exercise**Paragraph: 1**

It is tempting to dismiss the G20 meeting as a piece of political theatre. Presidents and prime ministers from a score of rich and emerging economies will descend on Washington, DC, ostensibly to remake the rules of global finance. Several have talked grandly of a sequel to the 1944 Bretton Woods conference, which created the post-war system of fixed exchange rates and established the International Monetary Fund and World Bank. The original Bretton Woods lasted three weeks and was preceded by more than two years of technical preparation. Today's crisis may be the gravest since the Depression, but global finance will not be remade in a five-hour powwow hosted by a lame-duck president after less preparation than many corporate board meetings. Yet for three reasons it is still a meeting worth having. The first is that this could mark the beginning of a better multilateral economic system. The G20, created after the emerging-market crises a decade ago, is not perfect for today's problems. It excludes a big

economy with an admired system of financial regulation (Spain) but includes a mid-sized country that has become irrelevant to global finance because of its own mismanagement (Argentina). Still, the G20 includes most of the key parts of the rich and emerging world, making it a better forum for global economic co-operation than the G7 group of rich countries, which has until now held the stage.

The passage supports which of the following inferences?

- A. The writer dismisses G20 meeting as a mere farce.
- B. Bretton Woods conference was attended by world leaders from rich and emerging economies.
- C. G7 group of countries is a better forum for global economic cooperation than the G20.
- D. The comparison of G20 meeting with Bretton Woods Conference is preposterous.

Answer and Explanation

When the question does not seem to give a clue to the part of the passage that may support the inference (as in this question), the clues are to search for in the options.

Option A (incorrect) states that the writer dismisses G20 meeting as a mere farce: The passage begins by stating that 'it is tempting to dismiss'... and ends by saying that 'it is still a meeting worth having'. These are the relevant parts for this inference which prove it false. Option B (incorrect) is data inadequate because which countries attended the Bretton Woods conference is not in the passage—all it states is that this conference was after the War, and the G20 which is going to be attended by world leaders from rich and emerging economies was created after the emerging-market crises a decade ago—this rules out option B. Option C (incorrect) is contrary to the passage because the passage states that G20 is "a better forum for global economic co-operation than the G7 group of rich countries...", and the option states the reverse. Option D (answer) is supported by the passage where it states "The original Bretton Woods lasted three weeks and was preceded by more than two years of technical preparation. Today's crisis may be the gravest since the Depression, but global finance will not be remade in a five-hour powwow hosted by a lame-duck president after less preparation than many corporate board meetings." Preposterous means lacking order or value. This makes option D correct.

Paragraph: 2

George Kennan, the dean of American diplomats, called "The Gulag Archipelago", Alexander Solzhenitsyn's account of Stalin's terror, "the most powerful single indictment of a political regime ever to be levied in modern times". By bearing witness, Solzhenitsyn certainly did as much as any artist could to bring down the Soviet system, a monstrosity that crushed millions of lives. His courage earned him imprisonment and exile. But his death on August 3rd prompts a question. Who today speaks truth to power—not only in authoritarian or semi-free countries such as Russia and China but in the West as well? The answer in the case of Russia itself is depressing. Russia's contemporary intelligentsia—the should-be followers of the example of Solzhenitsyn, Sakharov and the other dissident intellectuals of the Soviet period—is not just supine but in some ways craven. Instead of defending the freedoms perilously acquired after the end of communism, many of Russia's intellectuals have connived in Vladimir Putin's project to neuter democracy and put a puppet-show in its place. Some may genuinely admire Mr. Putin's

resurrection of a "strong" Russia (as, alas, did the elderly Solzhenitsyn himself). But others have shallower motives.

In Soviet times, telling the truth required great courage and brought fearful consequences. That is why the dissidents were a tiny minority of the official intelligentsia which the Soviet Union created mainly in order to build its nuclear technology. Today, it is not for the most part fear that muzzles the intellectuals. Speaking out can still be dangerous, as the murder in 2006 of Anna Politkovskaya, an investigative journalist, showed. But what lurks behind the silence of many is not fear but appetite: an appetite to recover the perks and status that most of the intelligentsia enjoyed as the Soviet system's loyal servant.

Question: 1

The writer is most likely to agree with which of the following?

- A. Intellectuals in the Soviet Union are no more interested in speaking against the Soviet repression of people.
- B. Intellectuals in the West do not condemn the Soviet Union as they lack the courage to do so.
- C. In Russia, China, and the West contemporary intelligentsia lack the courage that Solzhenitsyn once showed.
- D. In Russia, China, and the West contemporary intelligentsia lack the courage to "speak truth to power" for the fear of being killed.

[For the 'most likely to agree' questions the clues (more often than not) will have to be taken from the options before going back to the passage and checking. More than one part of the passage will have to be checked. The options will give us the clue as to which part of the passage is relevant to the option. A further reading of this part will be sufficient to decide whether the inference is supported by the passage or not. You will have to decide about each option in such questions i.e., you will check the options one by one and then short list the likely ones; then evaluate the shortlisted ones seriously to ensure accuracy]

Question: 2

Which of the following can be inferred from the passage about the intelligentsia of the erstwhile Soviet Union?

- A. They were loyal to the system and enjoyed the patronage of the establishment.
- B. They were anti-establishment and brought about a collapse of the system.
- C. They were courageous and upheld the values preached by Alexander Solzhenitsyn.
- D. They tried to strengthen democracy in the Soviet Union.

[Certain inference questions can implicitly evoke facts from history. An objection raised against such questions is that it requires general awareness to answer it. This objection is not warranted. Comprehension of a passage will actually include some historical, political, or conceptual awareness. For example, if the passage is about communism, we cannot understand the passage unless we know what communism means. Or, if a passage is about 'black holes', some awareness of popular science is needed to understand it. This is not general awareness but comprehension, in the context of that passage. In other words some background reading and familiarity with the subject may be necessary to understand the passage well.]

Answer and explanation:**Question: 1**

Option A (Incorrect) is less likely to be the answer because of 'no more interested: The passage does not imply that they are not interested, but towards the end states that because of their pursuit of 'perks' they do not do so. Option B (incorrect) is also not sustainable as there is nothing in the passage to support the attitude of the West's intelligentsia towards the Soviet Union. Option D (incorrect) is not correct because it talks about 'the fear of being killed'—whereas the writer suggests that it is not this fear but their pandering to the system that has made the intelligentsia 'craven: Option C (answer) is supported by the passage in the first paragraph itself 'Who today speaks truth to power—not only in authoritarian or semi-free countries such as Russia and China but in the West as well?' this question is asked after referring to Solzhenitsyn's courage. Again he talks about Russian intellectuals being 'craven' (cowardly). Thus it is possible to infer that this applies to intelligentsia in China and the West as well. Option C is thus supported.

Question: 2

Option B (Incorrect) is not the answer because it is contrary to the implications in the passage. The parts of the passage that are relevant to this questions are: "Russia's contemporary Intelligentsia—the should-be followers of the example of Solzhenitsyn, Sakharov and the other dissident intellectuals of the Soviet period—is not just supine but in some ways cravens, and "But what lurks behind the silence of many is not fear but appetite: an appetite to recover the perks and status that most of the intelligentsia enjoyed as the Soviet system's loyal servant' What is inferable is contrary to the passage. Option C (incorrect) could be, if at all, applied to the dissident intellectuals mentioned and not to the intelligentsia as a whole. Option D (incorrect) is contrary to the passage—by implication this is not true either of the current or the erstwhile intelligentsia. Option A (answer) is supported by the parts of the passage quoted above. The intelligentsia wants to recover the perks and status implies at some time in the past they had enjoyed it and then lost. The 'should-be followers' implies that they are supporters of the system unlike Solzhenitsyn etc.

Paragraph: 3

In September 2015, the PCB officially announced the launch of the PSL. Former Pakistani national team captains Wasim Akram and Rameez Raja signed up to promote the PSL and become brand ambassadors of the league for three years.

After several years of planning and two previous failed attempts, the league officially began on 4 February 2016 in the United Arab Emirates. The first two seasons included five teams nominally based in Pakistani cities. Pakistanis have historically constituted the majority of the players in domestic T20 competitions, but in its first season the PSL had a higher percentage of international players. The league uses a draft system for player recruitment similar to that used in many North American professional sports leagues and as opposed to the auction system used in some other T20 leagues.

The PSL's official logo was launched on 20 September 2015 in a ceremony in Lahore, and was revealed by 3Di. The ceremony was attended by current and retired cricketers, as well as Pakistani celebrities.

Prior to the 2017 Pakistan Super League players draft in October 2016, league chairman Najam Sethi announced that the league hoped to be able to hold the 2017 final in Lahore in Pakistan following the agreement of Punjab Government officials. In the first season of the league all matches, including the final, were held in the UAE due to security reasons. Sethi claimed that the league had signed foreign players with the condition that if their team reached the final that they would have to travel to Lahore, although this claim was rebutted by agents whose clients had agreed that they would only travel to play the final in Pakistan if the security advice prior to the final was promising and who could not be forced to travel. An official of a PSL team said that security would need to be "extremely high" and that "incentives" had been offered to foreign players to agree to travel to Lahore, although no action would be taken against any player who refused to do so. In August 2016 Sethi had stated that if players were not willing to travel that teams would be able to pick from a pool of foreign players from other teams who had agreed to do so and that the PCB could organise "foolproof security" for the event. ICC task force head Giles Clarke, Zimbabwean, Sri Lankan, Bangladeshi cricket board officials and FICA officials watched the final of 2017 PSL held in the Gaddafi Stadium in Lahore. Clark was happy with the tight security arrangements. Foreign players who visited Lahore were also happy with security arrangements. Marlon Samuels who was also part of the players who visited Lahore urges ICC to help revive cricket in Pakistan.

Source: Wikipedia

Questions

1. The meaning of word "brand ambassadors" can be guessed from the text:
 - A. A person who sells his company's product
 - B. A celebrity, who is paid to endorse or promote a particular company's products or services
 - C. A star who buys the product of a company to promote it
 - D. A person who goes another country to represent his own country
2. What is the contextual meaning of the word "promising"?
 - A. Unlucky
 - B. Favorable
 - C. Wretched
 - D. Ability
3. The meaning of the word "incentive" in the given context is:
 - A. Lectures
 - B. Talks
 - C. Money
 - D. Motivation

Answers

1. B 2. B 3. C

QUICK REVISION OF

READING COMPREHENSION

9.1. Critical Reading or Reading Comprehension

9.1.1. Introduction

The word **Comprehension** is the noun of the verb **to comprehend** which means to **understand**. So, the word comprehension means to understand a piece of writing **critically** and thoroughly. Now, the question arises what is to be comprehended in the given piece of writing (passage). The answer is to comprehend what the written material (**content**) is about and how the writer has presented it (**style or technique**). So, we may conclude that **comprehension** question aims at the **understanding of content of the passage and the techniques employed in it**.

Comprehension → To Comprehend → To understand → To understand:

- A. The Content of the written passage
- B. The style in which the passage has been presented

9.2. The Appearance of the Questions

In comprehension question, a passage is given from anywhere and at the end; there are Multiple-choice questions (MCQ's). Each question contains four or five options (A, B, C, D, or E). You are to choose the most appropriate one on the basis of what is stated or implied.

9.3. Possible Variety of the Questions

By the scope of questions, we mean the ways in which questions may be asked. Questions may be asked about: -

1. The little of the passage.
2. The central idea of the passage.
3. The vocabulary of the certain words.
4. The specific details in the passage.
5. The judgment about the details.
6. The general tone/mood/attitude of the writer/passage
7. Combination of statements
8. Identifying EXCEPTIONS

9.4. Range of Questions

The Passages regarding comprehension may be selected from very wide range of knowledge. Some of the objects are as under:-

Science (Medicine, Botany, Zoology, Chemistry, Physics, Geology, Astrology)

Humanities (Literature, music, Philosophy, Folklore)

Social Science (History, economics, Sociology, Government)

➤ Skimming

Skimming means to read to get an overall view i-e Title or Central idea of the passage.

Hint: - Title is usually in the first or in the last line of the passage

➤ **Scanning**

It means to get the exact details, facts and figures of the passage.

Question: - How should I go with reading?

Answer: - Reading involves the following steps:

1. **Pre – Reading Activity**

It means to do the things before you read the passage. This involves looking at the following things.

A. Read the Questions first

2. **While Reading Activity**

A. Go on underlining the lines in which you see the same words as you have seen while reading the questions.

B. Underline all those lines in which you see words written in different writing styles such as **bold**, *italic* and “inverted commas” etc.

3. **Post Reading Activity**

This is here you transfer your answers from the question booklet to the answer sheet.

Remember

- Never stuck to any question. If you couldn't find answer to the question, skip to the next one. Do the left over question later on.
- While transferring the answer, you can make random guess or change your answer.
- First look at all the three passages and attempt the easy passage first.

Two Basic Problems Regarding Reading

A. Time management

B. Lexical problem (Vocabulary)

9.4.1. Time management

- We can save time by approaching direct to the question. Read the question first and underline those lines, where you find the same words as that of questions.

⇒ Generally, the examiner follows sequence in every set of questions. This means that you may not read the whole passage again and again which you have already answered.

⇒ Underline the signal words such as synonym and Antonym signals

↓
and etc.

↓
but

9.4.2. Lexical problems (Vocabulary)

Vocabulary means to guess the meaning of unknown words. And, this we can do with the help of Morphology.

9.5. Tips and Techniques

Read the question first before you read the whole passage. This will give you the background knowledge of the passage, make familiar with the important points and probable vocabulary of the passage. It will also point out the areas to be focused upon leaving behind all the irrelevant material. Try to skim (to get an overall view) through the whole passage and then scan (to read

For particular details, read the passage quickly with understanding but do not panic. Try to analyze what the whole passage is about and what the author really intends to convey. While reading mark the lines where you think the passage carries the most important points. Also, underline the words or phrases written in different writing style. These strategies would definitely help you find the answers in less time.

First read the question and while reading the passage, underline the passage from where you come across the same words as you saw while reading questions. When you find yourself stuck up with a question, do not waste your time on it and go ahead for the next questions. Sometimes, answering other questions guide you about the earlier questions. But if you still do not find the answer mark it for doing in the end more calmly having enough time to think.

Try to familiarize yourself with the types of critical reading questions. Once you have known the nature of such questions you will be able to find the answers more quickly even when you are reading the passage. The examples of some commonly asked questions are as follows:

Following is the description of different possible kinds of question and approaches to deal with these questions.

9.5.1. Title selection

Some passages ask for selecting a title that best suits the passage. Remember that the chosen title should not be very narrowly or broadly selected. Generally, title is in the form of word and not the sentence. Try to avoid choosing those titles that describe only one or two paragraphs but the one, which is applicable to the whole passage and portrays it best.

Example:

A middle aged bachelor, who could be called neither young nor old, and whose hair was only just beginning to turn gray, fell in love with two women and married them both. The one was young and blooming and wished her husband to appear as youthful as herself; the other was somewhat more advanced in age and was anxious that her husband should appear a more suitable match for her so, while the young one seized every opportunity of pulling out the good man gray hair, the old one was industrious in plucking out every black hair she could find. For a while, the man was highly pleased with their attention and devotion. But he found one morning that between the one and the other had had not a hair left.

The title of the passage is **A Middle Aged Bachelor**

9.5.2. Central idea

Mostly, questions are asked to explain the central ideas or main theme of the whole passage, which analyze how you skim through it. Sometimes, the opening and closing lines can give you a better clue about answering such questions more properly and sometimes, the main or repeated thought that appears after reading the questions in the central idea. Central Idea is in the form of a sentence and the words used in it may not be the same as used in the original text.

Stems of the question

- The main idea of the passage
- The central point of the passage.....
- The author is primarily concerned with.....
- Which of the following best summarize the passage.....
- What is the thematic highlight of this passage
- The author's primary point.....

Example:

Childhood is the best part of life. They took back at their childhood and remember all its happy days the jolly game, as long rambles father and mother and little sister and brothers, the old homes, the sweets and cakes they used to eat, the children's parties, the jokes they used to play, and the presents they got. When they were children, they had not to work hard to get something to eat; their mothers gave them all they wanted. They would to them was a very beautiful place, and they did not know that men could be cruel and hard. They believed all that was told them, and they did not know how false and dishonest people could be, so they sometimes sigh and wish they could be children again.

The **Central Idea** of the passage is **Childhood is the Best part of life**

9.5.3. Scanning for details

Sometimes, for analyzing your scanning abilities you are asked to answer some specific details about the passage. Such questions are mostly about **when, where, which** and **who**. You can get the answers of this kind of questions from the area of passage, which you marked while the first reading, where you think the most important and informational remarks of the author lie.

Stems of the questions

- "Which _____ has not been cited as _____?"
- "According to the author, what is _____?"
- "By a _____, the author means..."
- "According to the passage, _____?"
- "Which factor has not been cited _____?"
- According to this paragraph, ...
- According to this passage, ...
- According to this article, ...
- According to this book

Example:

To prepare for a career in engineering, a student must begin planning in high school. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology or physics. The remaining credits should include four in English and at least three in the humanities and social sciences.

The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the students who need additional work should expect to spend five instead of four years to complete a degree.

1. What is the average grade point for an entering freshman in engineering? (2.5)
2. When should a student begin planning for a career in engineering? (In high school)
3. How can a student correct deficiencies in preparation? (By spending five years)
4. How many credits should a student have in English? (Four)
5. How many credits are required for a high school diploma? (Sixteen)

9.5.4. Making inference

Most of the questions ask you to infer from the passages, making your opinion about what is said in the paragraph, indirect and making your own point of view. These questions try to assess your judgment must be clear in your mind about what the author is inferring (saying in directly) and then make your own opinion according to your understanding and comprehension. Read and think about all the choices and analyze each of it logically according to your comprehension.

Stems of the questions

- "The passage uses _____ to imply that ____"
- "Which of the following cannot be inferred from the passage?"
- "What does the author mean by _____?"
- "What can be inferred when the author states _____?"
- The sentence, '_____', implies that"

Example:

When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. An ion is an atom or a group of atoms, which has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chlorine ions.

A strong acid ionizes to a great extent, but a weak acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not on how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized whereas boric acid and carbonic acid do not.

1. What kind of acid is sulfuric acid?

A strong acid ionizes to a great extent and sulfuric acid becomes greatly ionized.

Conclusion: Sulfuric Acid is a strong acid?

2. What kind of acid is boric acid?

A weak acid does not ionize so much and boric acid does not ionize greatly

Conclusion: Boric acid is a weak acid

9.5.5. Meaning in context

Some selected words from the passage are pointed out to explain them with reference to the context to check your reading comprehension. Sometimes the word that describes something in a dictionary portrays in the other ways when appears in the context. The test-drive to judge your ability to make and get the right sense of the word in the context.

Stems of the questions

- "In the passage, the phrase _____ refers to"
- "In the sentence, _____, what is the meaning of '____'?"

Example:

This is an extract for "the pit and the pendulum", a short story written by that master of horror tales. Edgar Allan Poe. It is the story of the Spanish inquisition, a religious court of law, once very powerful in Spain. The Spanish inquisition's work was to find and punish people whose religious belief and practices did not agree with those of the church their punishment were often extremely cruel and severe

1. What does the words inquisition mean? (A religious court of law)

Example:

I could not longer doubt the death that had been prepared for me by the "human devils" of the Inquisition. I had avoided the pit by a mere accident as I knew that surprise was an important part of the cruelty of these prison deaths as I had failed to fall, I was not simply to be thrown in to the well a different and a milder destruction was made ready for me. Milder I trembled as I thought about the word

Q. In what sense does the writer use the word **Milder** in line 4?

Ans. He uses the word to suggest that the punishment was actually more severe

9.5.6. Author's approach

Some question ask you to explain the mood in which the author is writing whether it is ironical, sarcastic, humorous, witty, sad, etc. when you are asked such questions you can look for certain expressions, words, phrases or exclamations, which describe the tone, mood or style of the author, The feeling of the writer are mostly exhibited through choice of words. So, while answering such questions read the passage carefully observing particularly the use of words.

Stems of the questions

- "The author of the passage is most likely to agree with ____?"
- "Which of the following views does the author most likely support__?"
- The attitude of the author of the passage toward x is best described as one of
- The tone of the author is best described as

Example:

*The boy always used to come late and when one day he came late the teacher called him an **EARLY** bird.*

The writers' approach is **ironical**.

9.5.7. Locating line reference

In this kind of questions, you may be asked what the particular word is referring to.

Example:

In great fear, I saw that the lower end of the pendulum was formed of the blade of shining steel, shaped like the new moon, and about a foot in length from point to point. The ends of the blade turned upward; and the lower edge looked as sharp as a razor. Like a razor also, it seemed heavy and solid above. It was fixed to a thick rod of brass and **the whole** wished as it swung in air.

Questions: - In line 5 **the whole** refers to?

Answer:- The pendulum

9.5.8. Combination of different statements

In this kind of questions, you have to find out the answer about the given statement by one or combination or more than one statement.

Example:

For the year consumer and business sentiment benefited from rising public expectation that a resolution of the conflict in Vietnam was in prospect and that east west tension were easing.

Question: During the year in question, public confidence in the economy resulted in part from which of the following occurrences

- I. Possible peace in Vietnam II. Reduction in East-West tension III. An entente with china
- A. I only
B. III only
C. I, II only
D. II and III only
E. I, II, and III

9.5.9. Identifying exceptions

In this kind of questions, you may be asked to point out the fact that has not been mentioned.

Stem of the question

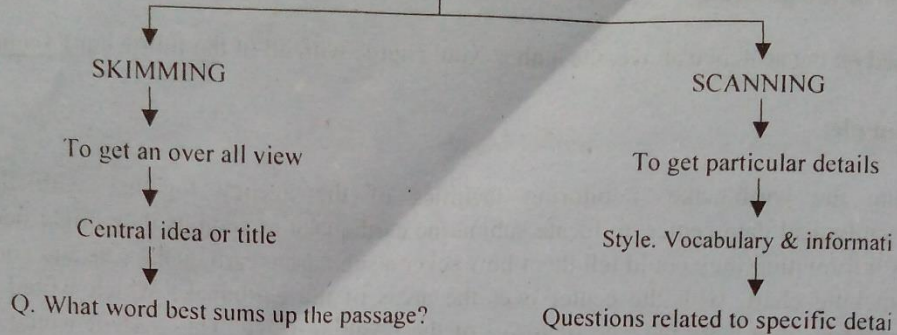
Based on the sentence above, the author would agree with all of the following Except:

Example:

Using the earthquake monitoring facilities of the agency together with the world seismological data center, to locate submarine earthquake as soon as they might occur. With this information they could tell them how severe a submarine earthquake was and could set up a tracking chart, with the center over the areas of the earthquake which would show by concentric time belts the rate of travel of the resulting wave. This system would indicate when and where, along the shores of the Pacific the swells caused by the submarine earthquakes would strike.

Question: The U.S coast and Geodetic survey set up can do all of the following EXCEPT.

- A. locate submarine earthquake
- B. determine the severity of the submarine earthquakes
- C. tell the time of earthquake
- D. prevent submarine earthquake
- E. setup a tracking chart

RECAP**READING COMPREHENSION****V
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Y**

- What does the word mean? (Direct Meaning)
- What does the word imply? (Indirect Meaning)
- What does the word refer to? (Reference)
- What do you infer from the word? (Inference)
- What does the word in line (-) mean? (Meaning in context)

HOW TO IMPROVE THE VOCABULARY

- High frequency words or certain difficult terms (ending at ology, ist, ism, phobia, mania etc) may be guessed with the help of punctuation marks "comma and dash". Both the punctuation marks are used to explain the words written before them.

Example

Spanish Inquisition, a religious court of law, was once was very powerful in Spain.

Q. What does the word **Inquisition** in line 1 mean?

- A. Political court
- B. Supreme court
- C. Religious court
- D. Secular court

Ans: C. is the best option.

as: like, as etc.

Example

He is protégé as he does not like to work under anybody's control

Q. What does the word **protégé** mean?

- A. Who likes to work under everybody's control
- B. Complaint
- C. Who works with suggestions
- D. who works independently

Ans: D. is the best option.

- High frequency words may be guessed with reference to the context.

Example:

He always wins races because of his **celerity**.

Q. What does the word **celerity** mean?

- A. Compliance
- B. Independence
- C. Swiftness
- D. Slowness

Ans: C. is the best option.

- High frequency words may be guessed with help of synonyms signal words such as "and".
The words used after and before "and" are generally of the same meanings.

Example

Shoran is so innocent and naïve that he can be deceived by anybody.

Q. What does the word **naïve** mean?

- A. Clever
- B. Educated
- C. innocent
- D. deceived

Ans: C. is the best option.

- The words written before and after contrast signal words such as: **but, though, despite, in spite of, etc** are generally opposite in meanings.

Example

He is not a rude **but** a straightforward man. Note that contrast signal word **but** shows that rude and straight forward have been used in opposite sense.

- The words ending at **ology** are the name of subjects.

Example

Geology = The study of earth./ Morphology – study of words formation

Archaeology = the study of ruins.

Meteorology = the study of weather

- The words ending at **ist** are the name of people who study some subject.

Example

Geologist = Person who studies earth.

Archaeologist = person who studies ruins.

Meteorologist = Person who studies weather.

- The words ending at **ism** are the names of faiths, Movement or theory

Example

Patriotism = faith or love for country

Pantheism = Theory that everything is God.

Optimism = Faith that everything will happen well.

9.6. Critical Reading Summary

1. The passage is the most important part of every critical reading group.
2. Begin by reading what you need. Do a topic search (or a trigger search on Narratives) to determine:
 - The author's point,
 - The author's tone
 - The passage layout.
4. On critical reading the questions are not presented in order of difficulty.
5. Translate the questions into "English" You can't answer a question if you don't understand what you are being asked.
6. Put your finger on the answer. Go back to the passage and find the answer to each specific question.

7. Use line references and lead words to help you find the correct answer in the passage. Always read five lines above and five lines below the line reference or the lead word.
8. Answer the questions in your own words before you read options. You will avoid stupid answer choices by knowing what the answer is before you read any of the choices.
9. Use POE to get rid of choices that don't match yours. Cross out incorrect choices as you go. You should have a definite sense of zeroing in on the correct answer. If you don't cross out incorrect choices, you'll waste time and energy on rereading wrong answer choices.
10. Eliminate answer choices that have extreme wording (must, etc) or violate common sense.
11. Be careful on EXCEPT/LEAST/NOT question. The correct answer is the choice that is not true. Use the True/False technique. Do these questions last.
12. I, II, III questions are also very time-consuming and should therefore be saved for last. Still eliminating choices is easy and straightforward.
13. To read what you need for a narrative passage, do a Trigger Search. Circle the trigger words and look for important information around the trigger words.
14. Save critical reading for last in verbal section. These problems take a great deal of time to answer correctly but they don't earn you any more points than other questions in verbal section.
15. It's okay to run out of time on critical reading. Most people do. If you are working at the proper pace, the questions you don't have time to tackle are question you would have missed anyway.

PARAGRAPHS FOR PRACTICE

1.

2.

1.

2.

10.1. Short Passages

Passage 1

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) | Dr. Jane Wright insisted in later years that her father, surgeon Louis Wright, never pressured her to study medicine; indeed he warned her how hard becoming a doctor would be. His very fame, within and beyond the African-American community, made her training harder in some ways. |
| (5) | "His being so good really makes it very difficult," Wright told an interviewer soon after she graduated from medical school in 1945. "Every one knows who papa is." |

- The passage suggests that Jane Wright's medical training was made more difficult because
 - her father warned her not to study medicine
 - her father flaunted his success
 - she did not spend adequate time studying
 - she was inevitably compared to her father
- The passage is primarily concerned with Jane Wright's
 - views of the medical profession
 - childhood recollections
 - perception of her father as a role model
 - reluctance to collaborate with her father

Passage 2

- | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) | The critic Edmund Wilson was not a self-conscious letter writer or one who tried to sustain studied mannerism. Nor did he resort to artifice or entangle himself in circumlocution. The young, middle-aged, old Wilson speaks directly through his letter, which are informal for the most part and which undisguised reflect his changing moods. On occasion – in response, perhaps, to the misery of a friend or a public outrage or a personal challenge – he can become eloquent, even passionate, but that is not his prevailing tone. |
| (5) | |

- Based on the information in the passage, Wilson's letters can best be described as
 - cynical
 - spontaneous
 - critical
 - preachy
- The reference to the "young, middle-aged, and old Wilson" (*line 3-4*) serves to suggest the
 - multifaceted nature of Wilson's literary personae
 - maturity Wilson displayed even as a youth
 - effect ageing had on Wilson's temperament
 - consistency of Wilson's letter-writing style

Passage 3

(1)	When the tide was in and the water rose up to within a foot of the lawn, we children boasted that we could fish out of our bedroom windows. This was not quite true. But it was true that, from our front lawn, the house was full of waves. When the tide was up and the sun was shining, the
(5)	white front of the house was in movement with reflected waves. The tall windows became so solid in color and form, gold and blue, that the house seemed to be full of sea; until, of course, one turned round and saw the real sea, so miraculously real that it startled.

- What does the narrator mean by the comment "the house was full of waves"?
 - The house was decorated with a nautical theme.
 - The children enjoyed drawing pictures of the sea.
 - The house mirrored the movements of the sea.
 - The basement of the house sometimes filled with water.
- In context, the tone of *lines 4-8* ("When. . . startled") is best described as one of
 - awe and fear
 - mischievous and curiosity
 - sadness and confusion
 - wonder and delight

Passage 4

(1)	The belief that it is harmful to the Black community for authors to explore the humanity of our leaders can have troubling effects. At the least, it promotes the belief that our heroes have to be perfect to be useful. At worst, it censors our full investigation of Black life. If our paintings of
(5)	that life are stock and cramped, their colors drab and predictable, the representations of our culture are likely to be untrue. They will not capture the breadth and complexity of Black identity.

- The passage implies that Black leaders have sometimes been portrayed as being
 - overly sentimental
 - deeply complex
 - above reproach
 - without regret
- In context, the "paintings" are best understood as a reference to
 - realistic sculptures
 - historical biographies
 - whimsical novels
 - political cartoons

Passage 5

- (1) Sometimes the meaning of old phrases is self-evident as with *to move like greased lightning* and *a close shave*. But quite often we are left with language that seems to have sprung out of the blue and does not appear to signify anything in particular – *even Steven*, *fit as a fiddle*, or *to paint the town red*. Explanations are frequently posited but are too often unpersuasive. One popular dictionary, for example, suggests that *to be joshing* might be connected to the humorist Josh Billings, but in fact the term was current as early as 1845. Josh Billings was unknown outside his neighborhood until 1860.

1. Which of the following phrases would the author be most likely to add to the list in lines 4-5?
 - A. *To take a chance*
 - B. *To jump for joy*
 - C. *To lend an ear*
 - D. *To talk through your hat*
2. The last sentence of the passage primarily serves to
 - A. cite a well-known fact
 - B. invalidate a theory
 - C. make a veiled accusation
 - D. note a puzzling incident

Passage 6

- (1) The following is concerned with Western cities from the Middle Ages up to the twentieth century, in terms of who did what, why, where, and when. It aims to start with the functions that have drawn people to cities, and to work outward from them to the spaces and buildings that grew up to cater to them.
- (5) Savoring cities in ignorance or drinking them in visually is not enough; I want to find out not just who designed the buildings and when they were built but why they were built.

1. Which of the following would most likely be found at the beginning of this study?
 - A. A statistical of crime rates in several ancient Western cities
 - B. A discussion of role of central market places in the early Middle Ages
 - C. A series of portraits of famous people who have chosen city life
 - D. An account of the architectural challenges involved in building large cathedrals
2. The primary purpose of the passage is to
 - A. Criticize a study
 - B. Justify an expense
 - C. Explain an approach
 - D. Depict an era

Passage 7

(1)	World War II was the result of both long-term and short-term events. In the short-term, Hitler's craving for territory caused Great Britain and France to declare war on Germany when Hitler invaded Poland in 1939. The long-term caused go back to the Treaty of Versailles and 1919.
(5)	Although Woodrow Wilson had worked tirelessly at the Paris Peace Conference for a just peace, he was not able to convince Allies that punishing Germany would create new problems. Instead, the Allies forced Germany to admit sole responsibility for World War I. They also insisted on the payment of millions of dollars in reparations by Germany.

- The word craving (line 2) means
 - inspiration
 - appetite
 - excitement
 - natural attraction
- According to the author, a "just peace" (line 6)
 - would have lessened the possibility of future war.
 - would have been impossible to attain at the conference.
 - would not have held Germany liable for any guilt.
 - was Wilson's ultimate hope for the conference.

Passage 8

(1)	Some people proclaimed the death of the mainframe computer with the advent of desktop computers. The mainframe was the original workhorse of data entry and processing. However, the mainframe has not gone away. It is still the predominant host for data in government and industry. In addition, the mainframe concept provided the model for the current system of using central servers to store, sort, and process data. The data may be processing an online ticket purchase for a concert, a Medicare payment to a doctor, or an inventory check on the number of jeans in a manufacturer's warehouse. All these functions run through a central server – the concept behind the mainframe.
(10)	

- The main idea of this passage is the
 - continuing influence of mainframes.
 - continuing importance of mainframe computing.
 - importance of data to business.
 - many uses of mainframe.
- The word *functions* (line 10) means
 - duty.
 - algorithm.
 - business.
 - activity

Passage 9

- (1) It should be realized that when kings send ambassadors to one another, their purpose is not merely the message or the letter which they communicate, but secretly they have a hundred other points and objects in view. In fact they want to know about the state of roads, mountain passes, rivers and grazing grounds, to see whether an army can pass or not; where fodder is available and where not; what is the size of the king's army and how well it is armed and equipped; what is the standard of his table and company what is the organization and etiquette of his court and audience hall...

- The word *fodder* (line 6) means
 - light
 - animal food
 - armaments
 - trees
- The phrase "*standard of his table and company*" (lines 8-9) refers to the king's
 - flag
 - requirement
 - hospitality
 - performance

Passage 10

- (1) Plutarch admired those who could use life for grand purposes and depart from it as grandly, but he would not pass over weaknesses and vices which marred the grandeur. His hero of heroes is Alexander the Great; he admires him above all other men, while his abomination of abominations is bad faith, dishonorable action. Nevertheless he tells with no attempt to extenuate how Alexander promised a safe conduct to a brave Persian army if they surrendered, and then, "even as they were marching away he fell upon them and put them all to the sword," "a breach of his word," Plutarch says sadly, "which is a lasting blemish to his achievements." He adds piteously, "but the only one." He hated to tell that story.

- Which of the following conclusions is *least* justified by the passage?
 - Plutarch considered Alexander basically a great man.
 - The Persians believed that Alexander was acting in good faith.
 - The Persians withdrew from the battlefield in orderly array.
 - The author considers Plutarch unfair to Alexander.
- As used in this passage, the word "extenuate" (line 6) means
 - interpret
 - exaggerate
 - emphasize
 - excuse

10.2. Practice Test 1

Question 1-11

If food is allowed to stand for some time, it putrefies. When the putrefied material is examined microscopically, it is found to be teeming with bacteria. Where do these bacteria come from, since they are not seen in fresh food? Even until the mid-nineteenth century, many people believed that such microorganisms originated by spontaneous generation a hypothetical process by which living organisms develop from nonliving matter.

The most powerful opponent of the theory of spontaneous generation was the French chemist and microbiologist Louis Pasteur (1822-1895). Pasteur showed that structures present in air closely resemble the microorganisms seen in putrefying materials. He did this by passing air through guncotton filters, the fibers of which stop solid particles. After the guncotton was dissolved in a mixture of alcohol and ether, the particles that it had trapped fell to the bottom of the liquid and were examined on a microscope slide. Pasteur found that in ordinary air there exists a variety of solid structures ranging in size from 0.01 mm to more than 1.0 mm many of these bodies resembled the reproductive structures of common molds, single-celled animals, and various other microbial cells.

As many as 20 to 30 of them were found in fifteen liters of ordinary air and they could not be distinguished from the organisms found in much larger numbers in putrefying materials. Pasteur concluded that the organisms found in putrefying materials originated from the organized bodies present in the air. He postulated that these bodies are constantly being deposited on all objects.

Pasteur showed that if a nutrient solution was sealed in a glass flask and heated to boiling to destroy all the living organisms contaminating it, it never putrefied. The proponents of spontaneous generation declared that fresh air was necessary for spontaneous generation and that the air inside the sealed flask was affected in some way by heating so that it would no longer support spontaneous generation. Pasteur constructed a swan-necked flask in which putrefying materials could be heated to boiling, but air could reenter. The bends in the neck prevented microorganisms from getting in the flask. Material sterilized in such a flask did not putrefy.

1. What does the passage mainly discuss?
 - A. Pasteur's influence on the development of the microscope.
 - B. The origin of the theory of spontaneous generation.
 - C. The effects of pasteurization on food.
 - D. Pasteur's argument against the theory of spontaneous generation.
2. The phrase "teeming with" in line 2 is closest in meaning to
 - A. full of
 - B. developing into
 - C. resistant to
 - D. hurt by

3. Which of the following questions did the theory of spontaneous generation attempt to answer?
- A. What is the origin of the living organisms are seen on some food?
 - B. How many types of organisms can be found on food?
 - C. What is the most effective way to prepare living organisms for microscopic examination?
 - D. How long can food stand before it putrefies?
4. The word "resemble" in line 9 is closest in meaning to
- A. benefit from
 - B. appear similar to
 - C. join together with
 - D. grow from
5. The purpose of the "guncotton" mentioned in paragraph 2 was to
- A. trap particles for analysis
 - B. slow the process of putrefaction
 - C. increase the airflow to the microscopic slide
 - D. aid the mixing of alcohol and ether
6. The author mention "1.0mm" in line 14 in describing the
- A. thickness of a layer of organisms that was deposited on an object
 - B. diameter of the fibers that were in the guncotton filters
 - C. thickness of the microscope slides that were used
 - D. size of the particles that that were collected
7. The word "postulated" in line 19 is closest in meaning to
- A. analyzed
 - B. doubted
 - C. persuaded
 - D. suggested
8. The objects that Pasteur removed from the air in his experiment were remarkable because they were
- A. primarily single-celled organisms
 - B. no different from objects found in putrefying materials
 - C. fairly rare
 - D. able to live in a mixture of alcohol and ether
9. The word "it" in line 22 refers to
- A. a nutrient solution
 - B. a glass flask
 - C. boiling
 - D. spontaneous generation
10. According to paragraph 3, proponents of spontaneous generation believed that which of the following was important for the process to succeed ?
- A. A sealed container
 - B. Fresh air
 - C. Heat
 - D. The presence of nutrients

11. It can be inferred from paragraph 3 that Pasteur employed a swan-necked flask to
- A. store sterilized liquids for use in future experiments
 - B. prevent heat from building up in a solution
 - C. disprove a criticism of his conclusions
 - D. estimate the number of organisms in a liter of air

Questions 12-20

In the early decades of the United States, the agrarian movement promoted the farmer as society's hero. In the minds of agrarian thinkers and writers, the farmer was a person on whose well-being the health of the new country depended. The period between the Revolution, which ended in 1783, and the Civil War, which ended in 1865, was the age of the farmer in the United States. Agrarian philosophers, represented most eloquently by Thomas Jefferson, celebrated farmers extravagantly for their supposed centrality in a good society, their political virtue, and their Superior morality. And virtually all policy makers, whether they subscribed to the tenets of the philosophy held by Jefferson or not, recognized agriculture as the key component of the American economy. Consequently, government at all levels worked to encourage farmers as a social group and agriculture as economic enterprise.

Both the national and state governments developed transportation infrastructure, building canals, roads, bridges, and railroads, deepening harbors, and removing obstructions from navigable streams. The national government imported plant and animal varieties and launched exploring expeditions into prospective farmlands in the West. In addition, government trade policies facilitated the exporting of agricultural products.

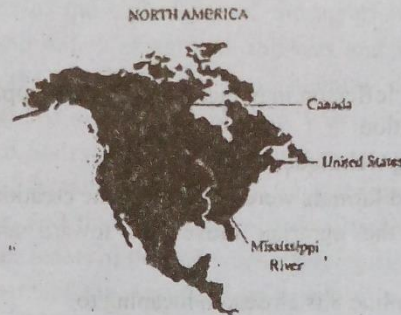
For their part, farmers seemed to meet the social expectations agrarian philosophers had for them, as their broader horizons and greater self-respect, both products of the Revolution, were reflected to some degree in their behavior. Farmers seemed to become more scientific, joining agricultural societies and reading the farm newspapers that sprang up throughout the country. They began using improved implements, tried new crops and pure animal breeds, and became more receptive to modern theories of soil improvement.

They also responded to inducements by national and state governments. Farmers streamed to the West, filling frontier lands with stunning rapidity. But farmers responded less to the expectations of agrarians and government inducements than to growing market opportunities. European demand for food from the United States seemed insatiable. War, industrialization, and urbanization all kept demand high in Europe. United States cities and industries grew as well; even industries not directly related to farming thrived because of the market, money, and labor that agriculture provided.

12. What does the passage mainly discuss?
A. The agrarian philosophy of Thomas Jefferson
B. The role of the national government in the development of agriculture
C. Improvements in farming techniques
D. The impact of the increased importance of the farmer
13. The word “depended” in line 3 is closest in meaning to
A. improved
B. relied
C. demanded
D. explained
14. The author mentions Thomas Jefferson in paragraph 1 as an example of
A. a leader during the Revolution
B. an inventor of new farming techniques
C. a philosopher who believed farmers were essential to the creation of a good society
D. a farmer who guided the agrarian movement toward an emphasis on economic development
15. The phrase “subscribed to” in line 8 is closest in meaning to
A. contributed to
B. agreed with
C. thought about
D. expanded on
16. Which of the following statements is supported by the information in paragraph 1?
A. All government policy makers accepted Jefferson’s views of agriculture and farmers.
B. Agricultural production declined between 1783 and 1861.
C. The majority of farmers worked for the government.
D. Agriculture was a vital part of the nation’s economy.
17. According to the passage, the national and state governments did all of the following EXCEPT
A. build roads
B. import new plant varieties
C. give farmers money for their crops
D. develop policies that helped farmers export their products
18. All of the following are mentioned as examples of farmers’ meeting the expectations of agrarian philosophers EXCEPT
A. obtaining information from farm newspapers
B. accumulating personal wealth
C. planting new crops
D. becoming more scientific
19. The word “stunning” in line 24 is closest in meaning to
A. predictable
B. impressive
C. famous
D. gradual

20. Which of the following statements is best supported by paragraph 4?
- A. Agricultural development contributed to development in other parts of the economy.
 - B. European agricultural products were of a higher quality than those produced in the United States.
 - C. The growing settlement of the West led to a decrease in agricultural production.
 - D. Farmers were influenced more by government policies than by market opportunities.

Question 21-29



The wide variety of climates in North America has helped spawn a complex pattern of soil regions. In general, the realm's soils also reflect the broad environmental partitioning into "humid America" and "arid America." Where annual precipitation exceeds 20 inches (50 centimeters), soils in humid areas tend to be acidic in chemical content. Since crops do best in soils that are neither acidic (higher in acid content) nor alkaline (higher in salt content), fertilization is necessary to achieve the desired level of neutrality between the two. Arid America's soils are typically alkaline and must be fertilized back toward neutrality by adding acidic compounds. Although many of these dryland soils, particularly in the Great Plains, are quite fertile, European settlers learned over a century ago that water is the main missing ingredient in achieving their agricultural potential. In the 1970's, certain irrigation methods were perfected and finally provided a real opportunity to expand more intensive farming west from the Central Lowland into the drier portions of the Great Plains. Glaciation also enhanced the rich legacy of fertile soils in the central United States, both from the deposition of mineral-rich glacial debris left by meltwater and from thick layers of fine wind-blown glacial material, called loess, in and around the middle Mississippi Valley.

Natural vegetation patterns could be displayed on a map of North America, but the enormous human modification of the North American environment in modern times has all but reduced this regionalization scheme to the level of the hypothetical. Nonetheless, the humid America-arid America dichotomy is still a valid generalization: the natural vegetation of areas receiving more than 20 inches of water yearly is forest, whereas the drier climates give rise to a grassland cover. The forests of North America tent to make a broad transition by latitude. In the Canadian North, needle-leaf forests dominate, but these coniferous trees become mixed with broadleaf deciduous trees as one crosses the border into the Northeast United States. As one proceeds toward the Southeast, broadleaf vegetation becomes dominant. Arid America mostly consists of short-grass prairies or stepper. The only areas of true desert are in the Southwest.

21. What aspect of North America does the passage mainly discuss?
- A. The wide variety of climates
 - B. Soil types and vegetation patterns
 - C. Improved irrigation methods and the expansion of agriculture
 - D. The change in precipitation patterns
22. The word "spawn" in line 1 is closest in meaning to
- A. distinguish
 - B. eliminate
 - C. protect
 - D. create
23. The word "partitioning" in line 2 is closest in meaning to
- A. division
 - B. modification
 - C. opening
 - D. circulating
24. According to the passage, acidic soils tend to be associated with
- A. a high salt content
 - B. an increase in farming
 - C. large amounts of rain
 - D. glacial meltwater
25. The word "enhanced" in line 13 is closest in meaning to
- A. implied
 - B. increased
 - C. indicated
 - D. informed
26. How did glacial meltdown affect the soil in North America?
- A. It redistributed the soil types
 - B. It added salt to the soil
 - C. It made the soil more neutral in content
 - D. It added minerals to the soil
27. The phrase "this regionalization scheme" in line 19 refers to the
- A. movements of glacial deposits
 - B. patterns of natural vegetation
 - C. human modification of the North American environment
 - D. distinction between humid America and arid America
28. The word "transition" in line 23 is closest in meaning to
- A. elevation
 - B. change
 - C. advantage
 - D. condition

29. The passage supports which of the following statements?
- A. Arid America is not necessarily characterized by the presence of deserts
 - B. Most of Canada and the northeastern United States consists of short-grass prairies wherever natural vegetation has not been modified by humans
 - C. The accumulation of loess is primarily the result of irrigation
 - D. Glaciation removed the fertile layer of soil from much of the Mississippi Valley

Questions 30-40

Most sources of illumination generate light over an appreciable period, and indeed if an object is lit for a very brief time (less than $1/25$ second), the human eye will not react in time to see the object. A photographic emulsion---that is, a light-sensitive coating on photographic film, paper, or glass---will, however, record much shorter bursts of light. A photographic flash can therefore be used to capture high-speed movement on film as well as to correct deficiencies of the normal surrounding lighting. Photoflash is now generated electronically, but the earliest form, first used in 1864, was a paper bag containing magnesium wire and some oxygen-rich substance, such as potassium chlorate. When the bag was ignited, the metal burned with an intense flash. A contemporary observer reported that "this quite unsafe device seems to have done nothing worse than engulf the room in dense smoke and lead to pictures of dubious quality and odd poses."

The evolution of the photoflash was slow, flashbulbs, containing fine wire made of a metal, such as magnesium or aluminum, capable of being ignited in an atmosphere of pure oxygen at low pressure, were introduced only in the 1920's. In the earliest type, the metal was separated from the oxygen by a thin glass bulb. The flash was fired by piercing the bulb and allowing the oxygen to come into contact with the metal, which ignited spontaneously. Later bulbs were fired by an electric battery, which heated the wire by passing a small current through it. Other combinations, such as the pairing of oxygen difluoride with zirconium, have also been used. In each case enough energy is given out to heat the oxidizable metal momentarily to a white-hot emission of visible light. The smoke particles are so small that they cool rapidly; but since they are white, they contribute to the brilliance by reflecting the light from their still-glowing neighbors. A slightly bigger form of the metal will burn for a longer time.

30. What does the passage mainly discuss?
- A. The history of the photoflash
 - B. Theories about how the eye reacts to light
 - C. The technology of modern photography
 - D. The dangers of using the early photoflash
31. According to the passage, $1/25$ second is the minimum amount of time required for the
- A. recording of an image on film
 - B. generation of artificial light
 - C. creation of a photographic emulsion
 - D. human eye to react to light

32. According to the passage, an advantage of using a photoflash is that it
- can produce repeated bursts of light
 - intensifies colors in photographs
 - is short enough not to bother human eyes
 - supplements existing lighting
33. The word "ignited" in line 9 is closest in meaning to
- set on fire
 - cut into
 - opened
 - shaken
34. Which of the following phrases is defined in paragraph 1?
- "appreciable period" (line 1)
 - "photographic emulsion" (line 3)
 - "high-speed movement" (line 5)
 - "odd poses" (line 11)
35. The word "evolution" in line 12 is closest in meaning to
- publicity
 - adoption
 - development
 - manufacture
36. The function of the glass in the first flashbulbs was to
- produce the spark that initiated the flash
 - magnify the light produced by the flash
 - protect the photographer from the heat of the flash
 - keep the metal and oxygen apart before the flash
37. The word "it" in line 18 refers to
- oxygen
 - battery
 - wire
 - current
38. The word "momentarily" in line 20 is closest in meaning to
- effortlessly
 - briefly
 - electronically
 - gradually
39. According to the passage, the white color of the smoke particles generated by a flashbulb contributes to
- rapid cooling
 - bright illumination
 - electrical conductivity
 - intense heat

40. According to the passage, a flashbulb can be made to burn longer by using
- A. thicker wire
 - B. more oxygen
 - C. thinner glass
 - D. continuous electricity

Questions 41-50

The stylistic innovation in painting known as Impressionism began in the 1870's. The Impressionists wanted to depict what they saw in nature, but they were inspired to portray fragmentary moments by the increasingly fast pace of modern life. They concentrated on the play of light over objects, people, and nature, breaking up seemingly solid surfaces, stressing vivid contrast between colors in sunlight and shade, and depiction reflected light in all of its possibilities. Unlike earlier artists, they did not want to observe the world from indoors. They abandoned the studio, painting in the open air and recording spontaneous Impressions of their subjects instead of making outside sketches and then moving indoors to complete the work from memory.

Some of the Impressionists' painting methods were affected by technological advances. For example, the shift from the studio to the open air was made possible in part by the advent of cheap rail travel, which permitted easy and quick access to the countryside or seashore, as well as by newly developed chemical dyes and oils that led to collapsible paint tubes, which enabled artists to finish their paintings on the spot.

Impressionism acquired its name not from supporters but from angry art lovers who felt threatened by the new painting. The term "Impressionism" was born in 1874, when a group of artists who had been working together organized an exhibition of their paintings in order to draw public attention to their work. Reaction from the public and press was immediate, and derisive. Among the 165 paintings exhibited was one called *Impression: Sunrise*, by Claude Monet (1840-1926). Viewed through hostile eyes, Monet's painting of a rising sun over a misty, watery scene seemed messy, slapdash, and an affront to good taste. Borrowing Monet's title, art critics extended the term "Impressionism" to the entire exhibit. In response, Monet and his 29 fellow artists in the exhibit adopted the same name as a badge of their unity, despite individual differences. From then until 1886 Impressionism had all the zeal of a "church", as the painter Renoir put it. Monet was faithful to the Impressionist creed until his death, although many of the others moved on to new styles.

41. What aspect of painting in the nineteenth century does the passage mainly discuss?
- A. The impact of some artists' resistance to the fast pace of life
 - B. The differences between two major styles of art
 - C. A technological advance in the materials used by artists
 - D. A group of artists with a new technique and approach to art

42. The word "depict" in line 2 is closest in meaning to
A. reorganize
B. deform
C. represent
D. justify
43. According to the passage, which of the following was one of the distinguishing characteristics of Impressionist painting?
A. The emphasis on people rather than nature scenes
B. The way the subjects were presented from multiple angles
C. The focus on small solid objects
D. The depiction of the effects of light and color
44. Which of the following is a significant way in which Impressionists were different from the artists that preceded them?
A. They began by making sketches of their subjects
B. They painted their subjects out-of-doors
C. They preferred to paint from memory
D. They used subjects drawn from modern life
45. The word "advent" in line 12 is closest in meaning to
A. achievement
B. acceptance
C. arrival
D. advantage
46. The exhibition of paintings organized in 1874 resulted in all of the following EXCEPT
A. attracting attention from the public
B. a negative reaction from the press
C. an immediate demand for the paintings exhibited
D. creating a name for a new style of painting
47. The word "affront" in line 22 is closest in meaning to
A. insult
B. encouragement
C. return
D. credit
48. The rejection of the Impressionist exhibition by critics was caused by which of the following?
A. The small number of paintings on display
B. Lack of interest in exhibitions by young artists
C. The similarity between all the paintings exhibited
D. Anger about seemingly poorly painted art
49. The author mentions Renoir in line 25 to give an example of an artist who
A. became as famous as Monet
B. was consistently praised by art critics
C. described the enthusiasm of the Impressionists for their work
D. was in favor of a traditional style of painting

50. The word "others" in line 27 refers to
- A. art critics
 - B. fellow artists
 - C. individual differences
 - D. new styles

10.3. Practice Test 2

Questions 1-9

Europa is the smallest of planet Jupiter's four largest moons and the second moon out from Jupiter. Until 1979, it was just another astronomy textbook statistic. Then came the close-up images obtained by the exploratory spacecraft Voyager 2, and within days, Europa was transformed in our perception, at least into one of the solar system's most intriguing worlds. The biggest initial surprise was the almost total lack of detail, especially from far away. Even at close range, the only visible features are thin, kinked brown lines resembling cracks in an eggshell. And this analogy is not far off the mark.

The surface of Europa is almost pure water ice, but a nearly complete absence of craters indicates that Europa's surface ice resembles Earth's Antarctic ice cap. The eggshell analogy may be quite accurate since the ice could be as little as a few kilometers thick—a true shell around what is likely a subsurface liquid ocean that, in turn, encases a rocky core. The interior of Europa has been kept warm over the eons by tidal forces generated by the varying gravitational tugs of the other big moons as they wheel around Jupiter. The tides on Europa pull and relax in an endless cycle. The resulting internal heat keeps what would otherwise be ice melted almost to the surface. The cracklike marks on Europa's icy face appear to be fractures where water or slush oozes from below.

Soon after Voyager 2's encounter with Jupiter in 1979, when the best images of Europa were obtained, researchers advanced the startling idea that Europa's subsurface ocean might harbor life. Life processes could have begun when Jupiter was releasing a vast store of internal heat. Jupiter's early heat was produced by the compression of the material forming the giant planet. Just as the Sun is far less radiant today than the primal Sun, so the internal heat generated by Jupiter is minor compared to its former intensity. During this warm phase, some 4.6 billion years ago, Europa's ocean may have been liquid right to the surface, making it a crucible for life.

1. What does the passage mainly discuss?
- A. The effect of the tides on Europa's interior
 - B. Temperature variations on Jupiter's moons
 - C. Discoveries leading to a theory about one of Jupiter's moons
 - D. Techniques used by Voyager 2 to obtain close-up images.

2. The word "intriguing" in line 5 is closest in meaning to
 - A. changing
 - B. perfect
 - C. visible
 - D. fascinating
3. In line 7, the author mentions "cracks in an eggshell" in order to help readers
 - A. visualize Europa as scientists saw it in the Voyager 2 images
 - B. appreciate the extensive and detailed information available by viewing Europa from far away
 - C. understand the relationship of Europa to the solar system
 - D. recognize the similarity of Europa to Jupiter's other moons
4. It can be inferred from the passage that astronomy textbooks prior to 1979
 - A. provided many contradictory statistics about Europa
 - B. considered Europa the most important of Jupiter's moons
 - C. did not emphasize Europa because little information of interest was available
 - D. did not mention Europa because it had not yet been discovered
5. What does the author mean by stating in line 7 that "this analogy is not far off the mark"?
 - A. The definition is not precise.
 - B. The discussion lacks necessary information.
 - C. The differences are probably significant.
 - D. The comparison is quite appropriate.
6. It can be inferred from the passage that Europa and Antarctica have in common which of the following?
 - A. Both appear to have a surface with many craters.
 - B. Both may have water beneath a thin, hard surface.
 - C. Both have an ice cap that is melting rapidly.
 - D. Both have areas encased by a rocky exterior.
7. The word "endless" in line 14 is closest in meaning to
 - A. new
 - B. final
 - C. temporary
 - D. continuous
8. According to the passage, what is the effect of Jupiter's other large moons on Europa?
 - A. They prevent Europa's subsurface waters from freezing.
 - B. They prevent tides that could damage Europa's surface.
 - C. They produce the very hard layer of ice that characterizes Europa.
 - D. They assure that the gravitational pull on Europa is maintained at a steady level.
9. According to the passage, what is believed to cause the thin lines seen on Europa's surface?
 - A. A long period of extremely high tides
 - B. Water breaking through from beneath the surface ice
 - C. The continuous pressure of slush on top of the ice
 - D. Heat generated by the hot rocky core

Question 10-19

Both in what is now the eastern and the southwestern United States, the peoples of the Archaic era (8,000-1,000 B.C) were, in a way, already adapted to beginnings of cultivation through their intensive gathering and processing of wild plant foods. In both areas, there was a well-established ground stone tool technology, a method of pounding and grinding nuts and other plant foods, that could be adapted to newly cultivated foods.

By the end of the Archaic era, people in eastern North America had domesticated certain native plants, including sunflowers; weeds called goosefoot, sumpweed, or marsh elder; and squash or gourds of some kind. These provided seeds that were important sources of carbohydrates and fat in the diet.

The earliest cultivation seems to have taken place along the river valleys of the Midwest and the Southeast, with experimentation beginning as early as 7,000 years ago and domestication beginning 4,000 to 2,000 years ago. Although the term "Neolithic" is not used in North American prehistory, these were the first steps toward the same major subsistence changes that took place during the Neolithic (8,000-2,000 B.C.) period elsewhere in the world.

Archaeologists debate the reasons for beginning cultivation in the eastern part of the continent. Although population and sedentary living were increasing at the time, there is little evidence that people lacked adequate wild food resources; the newly domesticated foods supplemented a continuing mixed subsistence of hunting, fishing, and gathering wild plants, increasing predictability of food supplies may have been a motive. It has been suggested that some early cultivation was for medicinal and ceremonial plants rather than for food. One archaeologist has pointed out that the early domesticated plants were all weedy species that do well in open, disturbed habitats, the kind that would form around human settlements where people cut down trees, trample the ground, deposit trash, and dig holes. It has been suggested that sunflower, sump weed, and other plants almost domesticated themselves, that is they thrived in human-disturbed habitats, so humans intensively collected them and began to control their distribution. Women in the archaic communities were probably the main experimenters with cultivation, because ethno archaeological evidence tells us that women were the main collectors of plant food and had detailed knowledge of plants.

10. The passage mainly discusses which of the following aspects of the life of Archaic peoples?
 - A. The principal sources of food that made up their diet
 - B. Their development of ground stone tool technology
 - C. Their development of agriculture
 - D. Their distribution of work between men and women
11. The word "these" in line 13 refers to
 - A. seeds
 - B. river valleys
 - C. the Midwest and the Southeast
 - D. experimentation and domestication

12. According to the passage, when did the domestication of plants begin in North America?
- A. 7,000 years ago
 - B. 4,000 to 2,000 years ago
 - C. Long after the Neolithic period
 - D. Before the Archaic period
13. The word "adequate" in line 18 is closest in meaning to
- A. sufficient
 - B. healthful
 - C. varied
 - D. dependable
14. According to the passage, which of the following was a possible motive for the cultivation of plants in eastern North America?
- A. Lack of enough wild food sources
 - B. The need to keep trees from growing close to settlements
 - C. Provision of work for an increasing population
 - D. Desire for the consistent availability of food
15. The phrase "rather than" in line 21 is closest in meaning to
- A. in addition to
 - B. instead of
 - C. as a replacement
 - D. such as
16. The plant "sumpweed" is mentioned in line 25 in order to
- A. contrast a plant with high nutritional value with one with little nutritional value
 - B. explain the medicinal use of a plant
 - C. clarify which plants grew better in places where trees were not cut down
 - D. provide an example of a plant that was easy to domesticate
17. The word "thrived" in line 26 is closest in meaning to
- A. stayed
 - B. originated
 - C. grew well
 - D. died out
18. According to the passage, which of the following is true about all early domesticated plants?
- A. They were varieties of weeds.
 - B. They were moved from disturbed areas.
 - C. They succeeded in areas with many trees.
 - D. They failed to grow in trampled or damaged areas.
19. According to the passage, it is thought that most of the people who began cultivating plants were
- A. medical workers
 - B. leaders of ceremonies
 - C. women
 - D. hunters

Questions 20-29

Many ants forage across the countryside in large numbers and undertake mass migrations; these activities proceed because one ant lays a trail on the ground for the others to follow. As a worker ant returns home after finding a source of food, it marks the route by intermittently touching its stinger to the ground and depositing a tiny amount of trail pheromone – a mixture of chemicals that delivers diverse messages as the context changes.

These trails incorporate no directional information and may be followed by other ants in either direction.

Unlike some other messages, such as the one arising from a dead ant, a food trail has to be kept secret from members of other species. It is not surprising then that ant species use a wide variety of compounds as trail pheromones. Ants can be extremely sensitive to these signals. Investigators working with the trail pheromone of the leafcutter ant *Atta texana* calculated that one milligram of this substance would suffice to lead a column of ants three times around Earth.

The vapor of the evaporating pheromone over the trail guides an ant along the way, and the ant detects this signal with receptors in its antennae. A trail pheromone will evaporate to furnish the highest concentration of vapor right over the trail, in what is called a vapor space. In following the trail, the ant moves to the right and left, oscillating from side to side across the line of the trail itself, bringing first one and then the other antenna into the vapor space. As the ant moves to the right, its left antenna arrives in the vapor space. The signal it receives causes it to swing to the left, and the ant then pursues this new course until its right antenna reaches the vapor space. It then swings back to the right, and so weaves back and forth down the trail.

20. What does the passage mainly discuss?
- A. The mass migration of ants
 - B. How ants mark and follow a chemical trail
 - C. Different species of ants around the world
 - D. The information contained in pheromones
21. The word “forage” in line 1 is closest in meaning to
- A. look up
 - B. walk toward
 - C. revolve around
 - D. search for food
22. The word “intermittently” in line 4 is closest in meaning to
- A. periodically
 - B. incorrectly
 - C. rapidly
 - D. roughly

23. The phrase "the one" in line 8 refers to a single
A. message
B. dead ant
C. food trail
D. species
24. According to the passage, why do ants use different compounds as trail pheromones?
A. To reduce their sensitivity to some chemicals
B. To attract different types of ants
C. To protect their trail from other species
D. To indicate how far away the food is
25. The author mentions the trail pheromone of the leafcutter ant in line 11 to point out
A. how little pheromone is needed to mark a trail
B. the different types of pheromones ants can produce
C. a type of ant that is common in many parts of the world
D. that certain ants can produce up to one milligram of pheromone
26. According to the passage, how are ants guided by trail pheromones?
A. They concentrate on the smell of food.
B. They follow an ant who is familiar with the trail
C. They avoid the vapor spaces by moving in a straight line.
D. They sense the vapor through their antennae.
27. The word "furnish" in line 16 is closest in meaning to
A. include
B. provide
C. cover
D. select
28. The word "oscillating" in line 17 is closest in meaning to
A. falling
B. depositing
C. swinging
D. starting
29. According to the passage, the highest amount of pheromone vapor is found
A. in the receptors of the ants
B. just above the trail
C. in the source of food
D. under the soil along the trail

Questions 30-39

Native Americans probably arrived from Asia in successive waves over several millennia, crossing a plain hundreds of miles wide that now lies inundated by 160 feet of water released by melting glaciers. For several periods of time, the first beginning around 60,000 B.C. and the last ending around 7,000 B.C., this land bridge was open. The first people traveled in the

dusty trails of the animals they hunted. They brought with them not only their families, weapons, and tools but also a broad metaphysical understanding, sprung from dreams and visions and articulated in myth and song, which complemented their scientific and historical knowledge of the lives of animals and of people. All this they shaped in a variety of languages, bringing into being oral literatures of power and beauty.

Contemporary readers, forgetting the origins of western epic, lyric, and dramatic forms, are easily disposed to think of "literature" only as something written. But on reflection it becomes clear that the more critically useful as well as the more frequently employed sense of the term concerns the artfulness of the verbal creation, not its mode of presentation. Ultimately, literature is aesthetically valued, regardless of language, culture, or mode of presentation, because some significant verbal achievement results from the struggle in words between tradition and talent. Verbal art has the ability to shape out a compelling inner vision in some skillfully crafted public verbal form.

Of course, the differences between the written and oral modes of expression are not without consequences for an understanding of Native American literature. The essential difference is that a speech event is an evolving communication, an "emergent form," the shape, functions, and aesthetic values of which become more clearly realized over the course of the performance. In performing verbal art, the performer assumes responsibility for the manner as well as the content of the performance, while the audience assumes the responsibility for evaluating the performer's competence in both areas. It is this intense mutual engagement that elicits the display of skill and shapes the emerging performance.

Where written literature provides us with a tradition of texts, oral literature offers a tradition of performances.

30. According to the passage, why did the first people who came to North America leave their homeland?
- A. They were hoping to find a better climate.
 - B. They were seeking freedom.
 - C. They were following instructions given in a dream.
 - D. They were looking for food.
31. The phrase "are easily disposed" in line 11 is closest in meaning to
- A. demonstrate reluctance
 - B. readily encourage others
 - C. have a tendency
 - D. often fail
32. The word "Ultimately" in line 14 is closest in meaning to
- A. frequently
 - B. normally
 - C. whenever possible
 - D. in the end

33. The word "compelling" in line 17 is closest in meaning to
A. joyous
B. intricate
C. competing
D. forceful
34. What is the main point of the second paragraph?
A. Public performance is essential to verbal art.
B. Oral narratives are a valid form of literature.
C. Native Americans have a strong oral tradition in art.
D. The production of literature provides employment for many artists.
35. What can be inferred about the nature of the Native American literature discussed in the passage?
A. It reflects historical and contemporary life in Asia.
B. Its main focus is on daily activities.
C. It is based primarily on scientific knowledge.
D. It is reshaped each time it is experienced.
36. According to the passage, what responsibility does the audience of a verbal art performance have?
A. They provide financial support for performances.
B. They judge the quality of the content and presentation.
C. They participate in the performance by chanting responses.
D. They determine the length of the performance by requesting a continuation.
37. Which of the following is NOT true of the Native American literature discussed in the passage?
A. It involves acting.
B. It has ancient origins.
C. It has a set form.
D. It expresses an inner vision.
38. What can be inferred from the passage about the difference between written and oral literature?
A. Written literature reflects social values better than oral literature does.
B. Written literature involves less interaction between audience and creator during the creative progress than oral literature does.
C. Written literature usually is not based on historical events, whereas oral literature is.
D. Written literature is not as highly respected as oral literature is.
39. What is the author's attitude toward Native American literature?
A. Admiring of its form
B. Critical of the cost of its production
C. Amused by its content
D. Skeptical about its origins

Questions 40-50

The cities in the United States have been the most visible sponsors and beneficiaries of projects that place art in public places. They have shown exceptional imagination in applying the diverse forms of contemporary art to a wide variety of purposes. The activities observed in a number of “pioneer” cities sponsoring art in public places – a broadening exploration of public sites, an increasing awareness among both sponsors and the public of the varieties of contemporary artistic practice, and a growing public enthusiasm – are increasingly characteristic of cities across the country. With many cities now undergoing renewed development, opportunities are continuously emerging for the inclusion of art in new or renewed public environments, including buildings, plazas, parks, and transportation facilities. The result of these activities is a group of artworks that reflect the diversity of contemporary art and the varying character and goals of the sponsoring communities.

In sculpture, the projects range from a cartoonlike *Mermaid* in Miami Beach by Roy Lichtenstein to a small forest planted in New York City by Alan Sonfist. The use of murals followed quickly upon the use of sculpture and has brought to public sites the work of artists as different as the realist Thomas Hart Benton and the Pop artist Robert Rauschenberg. The specialized requirements of particular urban situations have further expanded the use of art in public places; in Memphis, sculptor Richard Hunt has created a monument to Martin Luther King, Jr., who was slain there; in New York, Dan Flavin and Bill Brand have contributed neon and animation works to the enhancement of mass transit facilities. And in numerous cities, art is being raised as a symbol of the commitment to revitalize urban areas.

By continuing to sponsor projects involving a growing body of art in public places, cities will certainly enlarge the situations in which the public encounters and grows familiar with the various forms of contemporary art. Indeed, cities are providing artists with an opportunity to communicate with a new and broader audience. Artists are recognizing the distinction between public and private spaces, and taking that into account when executing their public commissions. They are working in new, often more durable media, and on an unaccustomed scale.

40. What is the passage mainly about?
- A. The influence of art on urban architecture in United States cities
 - B. The growth of public art in United States cities.
 - C. The increase in public appreciation of art in the United States
 - D. The differences between public art in Europe and the United States.
41. The word “exceptional” in line 2 is closest in meaning to
- A. remarkable
 - B. fearless
 - C. expert
 - D. visible

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42. All of the following are mentioned in paragraph 1 as results of the trend toward installing contemporary art in public places in the United States EXCEPT
- A. the transfer of artwork from private to public sites
 - B. artworks that represent a city's special character
 - C. greater interest in art by the American public
 - D. a broader understanding of the varieties of contemporary art
43. According to the passage, new settings for public art are appearing as a result of
- A. communities that are building more art museums
 - B. artists who are moving to urban areas
 - C. urban development and renewal
 - D. an increase in the number of artists in the United States.
44. The author mentions Roy Lichtenstein and Alan Sonfist in line 14 in order to
- A. show that certain artist are famous mostly for their public art
 - B. introduce the subject of unusual works of art
 - C. demonstrate the diversity of artworks displayed in public
 - D. contrast the cities of Miami Beach and New York
45. It can be inferred from the passage that the city of Memphis sponsored a work by Richard Hunt because the city authorities believed that
- A. the sculpture would symbolize the urban renewal of Memphis
 - B. Memphis was an appropriate place for a memorial to Martin Luther King, Jr.
 - C. the artwork would promote Memphis as a center for the arts
 - D. the sculpture would provide a positive example to other artists.
46. The word "enhancement" in line 20 is closest in meaning to
- A. replacement
 - B. design
 - C. improvement
 - D. decoration
47. The word "revitalize" in line 22 is closest in meaning to
- A. show the importance of
 - B. promise to enlarge
 - C. bring new life to
 - D. provide artworks for
48. The word "that" in line 27 refers to
- A. contemporary art
 - B. opportunity
 - C. audience
 - D. distinction
49. The word "executing" in line 28 is closest in meaning to
- A. judging
 - B. selling
 - C. explaining
 - D. producing

50. According to paragraph 3, artists who work on public art projects are doing all of the following EXCEPT
- A. creating artworks that are unusual in size
 - B. raising funds to sponsor various public projects
 - C. exposing a large number of people to works of art
 - D. using new materials that are long-lasting.

10.4. Practice Test 3

Questions 1-9

In 1903 the members of the governing board of the University of Washington. In Seattle engaged a firm of landscape architects, specialists in the design of outdoor environments—Olmsted Brothers of Brookline, Massachusetts—to advise them on an appropriate layout for the university grounds. The plan impressed the university officials, and in time many of its recommendations were implemented. City officials in Seattle, the largest city in the northwestern United States, were also impressed, for they employed the same organization to study Seattle's public park needs. John Olmsted did the investigation and subsequent report on Seattle's parks. He and his brothers believed that parks should be adapted to the local topography, utilize the area's trees and shrubs, and be available to the entire community. They especially emphasized the need for natural, serene settings where hurried urban dwellers could periodically escape from the city. The essence of the Olmsted park plan was to develop a continuous driveway, twenty miles long that would tie together a whole series of parks, playgrounds, and parkways. There would be local parks and squares, too, but all of this was meant to supplement the major driveway, which was to remain the unifying factor for the entire system.

In November of 1903 the city council of Seattle adopted the Olmsted Report, and it automatically became the master plan for the city's park system. Prior to this report, Seattle's park development was very limited and funding meager. All this changed after the report. Between 1907 and 1913, city voters approved special funding measures amounting to \$4,000,000. With such unparalleled sums at their disposal, with the Olmsted guidelines to follow, and with the added incentive of wanting to have the city at its best for the Alaska-Yukon-Pacific Exposition of 1909, the Parks Board bought aggressively. By 1913 Seattle had 25 parks amounting to 1,400 acres, as well as 400 acres in playgrounds, pathways, boulevards, and triangles. More lands would be added in the (25) future, but for all practical purposes it was the great land surge of 1907-1913 that established Seattle's park system.

1. What does the passage mainly discuss?
- A. The planned development of Seattle's public park system
 - B. The organization of the Seattle city government
 - C. The history of the Olmsted Brothers architectural firm
 - D. The design and building of the University of Washington campus

2. The word "engaged" in line 2 is closest in meaning to
A. trained
B. hired
C. described
D. evaluated
3. The word "subsequent" in line 8 is closest in meaning to
A. complicated
B. alternate
C. later
D. detailed
4. Which of the following statements about parks does NOT reflect the views of the Olmsted Brothers firm?
A. They should be planted with trees that grow locally.
B. They should provide a quiet, restful environment.
C. They should be protected by limiting the number of visitors from the community.
D. They should be designed to conform to the topography of the area.
5. Why does the author mention "local parks and squares" in lines 13-14 when talking about the Olmsted plan?
A. To emphasize the difficulties facing adoption of the plan
B. To illustrate the comprehensive nature of the plan
C. To demonstrate an omission in the plan
D. To describe Seattle's landscape prior to implementation of the plan
6. Which of the following can be inferred from the passage about how citizens of Seattle received the Olmsted Report?
A. They were hostile to the report's conclusions.
B. They ignored the Olmsteds' findings.
C. They supported the Olmsteds' plans.
D. They favored the city council's seeking advice from another firm.
7. According to the passage, when was the Olmsted Report officially accepted as the master plan for the Seattle public park system?
A. 1903
B. 1907
C. 1909
D. 1913
8. The word "sums" in line 20 is closest in meaning to
A. problems
B. amounts
C. services
D. debts
9. According to the passage, which of the following was most directly influenced by the Alaska-Yukon-Pacific Exposition?
A. The University of Washington
B. Brookline, Massachusetts
C. The mayor of Seattle
D. The Seattle Parks Board

Questions 10-19

No two comets ever look identical, but they have basic features in common, one of the most obvious of which is a coma. A coma looks like a misty, patch of light with one or more tails often streaming from it in the direction away from the Sun. At the heart of a comet's coma lies a nucleus of solid material, typically no more than 10 kilometers across. The visible coma is a huge cloud of gas and dust that has escaped from the nucleus, which it then surrounds like an extended atmosphere. The coma can extend as far as a million kilometers outward from the nucleus. Around the coma there is often an even larger invisible envelope of hydrogen gas.

The most graphic proof that the grand spectacle of a comet develops from a relatively small and inconspicuous chunk of ice and dust was the close-up image obtained in 1986 by the European Giotto probe of the nucleus of Halley's Comet. It turned out to be a bit like a very dark asteroid, measuring 16 by 8 kilometers. Ices have evaporated from its outer layers to leave a crust of nearly black dust all over the surface. Bright jets of gas from evaporating ice burst out on the side facing the Sun, where the surface gets heated up, carrying dust with them. This is how the coma and the tails are created.

Comets grow tails only when they get warm enough for ice and dust to boil off. As a comet's orbit brings it closer to the Sun, first the coma grows, then two distinct tails usually form. One, the less common kind, contains electrically charged (i.e., ionized) atoms of gas, which are blown off directly in the direction away from the Sun by the magnetic field of the solar wind. The other tail is made of neutral dust particles, which get gently pushed back by the pressure of the sunlight itself. Unlike the ion tail, which is straight, the dust tail becomes curved as the particles follow their own orbits around the Sun.

10. The passage focuses on comets primarily in terms of their
 - A. orbital patterns
 - B. coma and tails
 - C. brightness
 - D. size
11. The word "identical" in line 1 is closest in meaning to
 - A. equally fast
 - B. exactly alike
 - C. near each other
 - D. invisible
12. The word "heart" in line 4 is closest in meaning to
 - A. center
 - B. edge
 - C. tail
 - D. beginning

13. Why does the author mention the Giotto probe in paragraph 3?
- A. It had a relatively small and inconspicuous nucleus.
 - B. It was very similar to an asteroid.
 - C. It was covered with an unusual black dust.
 - D. It provided visual evidence of the makeup of a comet's nucleus.
14. It can be inferred from the passage that the nucleus of a comet is made up of
- A. dust and gas
 - B. ice and dust
 - C. hydrogen gas
 - D. electrically charged atoms
15. The word "graphic" in line 9 is closest in meaning to
- A. mathematical
 - B. popular
 - C. unusual
 - D. vivid
16. Which of the following occurred as the ices from Halley's Comet evaporated?
- A. Black dust was left on the comet's surface.
 - B. The nucleus of the comet expanded.
 - C. The tail of the comet straightened out.
 - D. Jets of gas caused the comet to increase its speed.
17. All of the following statements about the tails of comets are true EXCEPT:
- A. They can contain electrically charged or neutral particles.
 - B. They can be formed only when there is sufficient heat.
 - C. They are formed before the coma expands.
 - D. They always point in the direction away from the Sun.
18. The word "distinct" in line 17 is closest in meaning to
- A. visible
 - B. gaseous
 - C. separate
 - D. new
19. Compared to the tail of electrically charged atoms, the tail of neutral dust particles is relatively
- A. long
 - B. curved
 - C. unpredictable
 - D. bright

Questions 20-29

Many prehistoric people subsisted as hunters and gatherers. Undoubtedly, game animals, including some very large species, provided major components of human diets. An important controversy centering on the question of human effects on prehistoric wildlife concerns the sudden disappearance of so many species of large animals at or near the end of the Pleistocene epoch. Most paleontologists suspect that abrupt changes in climate led to the mass extinctions. Others, however, have concluded that prehistoric people drove many of those species to extinction through overhunting. In their "Pleistocene overkill hypothesis," they cite what seems to be a remarkable coincidence between the arrival of prehistoric peoples in North and South America and the time during which mammoths, giant ground sloths, the giant bison, and numerous other large mammals became extinct.

Perhaps the human species was driving others to extinction long before the dawn of history. Hunter-gatherers may have contributed to Pleistocene extinctions in more indirect ways. Besides overhunting, at least three other kinds of effects have been suggested: direct competition, imbalances between competing species of game animals, and early agricultural practices. Direct competition may have brought about the demise of large carnivores such as the saber-toothed cats. These animals simply may have been unable to compete with the increasingly sophisticated hunting skills of Pleistocene people. Human hunters could have caused imbalances among game animals, leading to the extinctions of species less able to compete. When other predators such as the gray wolf prey upon large mammals, they generally take high proportions of each year's crop of young. Some human hunters, in contrast, tend to take the various age-groups of large animals in proportion to their actual occurrence. If such hunters first competed with the larger predators and then replaced them. They may have allowed younger to survive each year, gradually increasing the populations of favored species. As these populations expanded, they in turn may have competed with other game species for the same environmental niche, forcing the less hunted species into extinction. This theory, suggests that human hunters played an indirect role in Pleistocene extinctions by hunting one species more than another.

20. What does the passage mainly discuss?
- A. The effects of human activities on prehistoric wildlife
 - B. The origins of the hunter-gatherer way of life
 - C. The diets of large animals of the Pleistocene epoch
 - D. The change in climate at the end of the Pleistocene epoch
21. The word "Undoubtedly" in line 1 is closest in meaning to
- A. occasionally
 - B. unexpectedly
 - C. previously
 - D. certainly

22. The word "components" in line 2 is closest in meaning to
A. parts
B. problems
C. changes
D. varieties
23. Which of the following is mentioned as supporting the Pleistocene overkill hypothesis?
A. Many of the animals that became extinct were quite large.
B. Humans migrated into certain regions around the time that major extinctions occurred.
C. There is evidence that new species were arriving in areas inhabited by humans.
D. Humans began to keep and care for certain animals.
24. The word "Besides" in line 13 is closest in meaning to
A. caused by
B. whereas
C. in addition to
D. in favor of
25. The author mentions saber-toothed cats in line 16 as an example of a carnivore that
A. became extinct before the Pleistocene epoch
B. was unusually large for its time
C. was not able to compete with humans
D. caused the extinction of several species
26. The word "they" in line 20 refers to
A. human hunters
B. game animals
C. other predators
D. large mammals
27. According to the passage, what is one difference between the hunting done by some humans and the hunting done by gray wolves?
A. Some humans hunt more frequently than gray wolves.
B. Gray wolves hunt in larger groups than some humans.
C. Some humans can hunt larger animals than gray wolves can hunt.
D. Some humans prey on animals of all ages, but gray wolves concentrate their efforts on young animals.
28. The word "favored" in line 24 is closest in meaning to
A. large
B. escaping
C. preferred
D. local
29. According to the passage, the imbalances discussed in paragraph 3 may have resulted from
A. the effect of climate changes on large game animals
B. large animals moving into a new environment
C. humans hunting some species more than others
D. older animals not being able to compete with younger animals

Questions 30-39

Tulips are Old World, rather than New World, plants, with the origins of the species lying in Central Asia. They became an integral part of the gardens of the Ottoman Empire from the sixteenth century onward, and, soon after, part of European life as well. Holland, in particular, became famous for its cultivation of the flower.

A tenuous line marked the advance of the tulip to the New World, where it was unknown in the wild. The first Dutch colonies in North America had been established in New Netherlands by the Dutch West India Company in 1624, and one individual who settled in New Amsterdam (today's Manhattan section of New York City) in 1642 described the flowers that bravely colonized the settlers' gardens. They were the same flowers seen in Dutch still-life paintings of the time: crown imperials, roses, carnations, and of course tulips. They flourished in Pennsylvania too, where in 1698 William Penn received a report of John Tateham's "Great and Stately Palace," its garden full of tulips. By 1760, Boston newspapers were advertising 50 different kinds of mixed tulip "roots." But the length of the journey between Europe and North America created many difficulties. Thomas Hancock, an English settler, wrote thanking his plant supplier for a gift of some tulip bulbs from England, but his letter the following year grumbled that they were all dead.

Tulips arrived in Holland, Michigan, with a later wave of early nineteenth-century Dutch immigrants who quickly colonized the plains of Michigan. Together with many other Dutch settlements, such as the one at Pella, Iowa, they established a regular demand for European plants. The demand was bravely met by a new kind of tulip entrepreneur, the traveling salesperson. One Dutchman, Hendrick van de Schoot, spent six months in 1849 traveling through the United States taking orders for tulip bulbs. While tulip bulbs were traveling from Europe to the United States to satisfy the nostalgic longings of homesick English and Dutch settlers, North American plants were traveling in the opposite direction. In England, the enthusiasm for American plants was one reason why tulips dropped out of fashion in the gardens of the rich and famous.

30. Which of the following questions does the passage mainly answer?
- A. What is the difference between an Old World and a New World plant?
 - B. Why are tulips grown in many different parts of the world?
 - C. How did tulips become popular in North America?
 - D. Where were the first Dutch colonies in North America located?
31. The word "integral" in line 2 is closest in meaning to
- A. interesting
 - B. fundamental
 - C. ornamental
 - D. overlooked

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32. The passage mentions that tulips were first found in which of the following regions?
- Central Asia
 - Western Europe
 - India
 - North America
33. The word "flourished" in line 11 is closest in meaning to
- were discovered
 - were marketed
 - combined
 - thrived
34. The author mentions tulip growing in New Netherlands, Pennsylvania, and Michigan in order to illustrate how
- imported tulips were considered more valuable than locally grown tulips
 - tulips were commonly passed as gifts from one family to another
 - tulips grew progressively more popular in North America
 - attitudes toward tulips varied from one location to another
35. The word "grumbled" in line 16 is closest in meaning to
- denied
 - warned
 - complained
 - explained
36. The passage mentions that one reason English and Dutch settlers planted tulips in their gardens was that tulips
- were easy to grow
 - had become readily available
 - made them appear fashionable
 - reminded them of home
37. The word "they" in line 20 refers to
- tulips
 - plains
 - immigrants
 - plants
38. According to the passage, which of the following changes occurred in English gardens during the European settlement of North America?
- They grew in size in order to provide enough plants to export to the New World.
 - They contained a wider variety of tulips than ever before.
 - They contained many new types of North American plants.
 - They decreased in size on the estates of wealthy people.
39. The passage mentions which of the following as a problem associated with the importation of tulips into North America?
- They were no longer fashionable by the time they arrived.
 - They often failed to survive the journey.
 - Orders often took six months or longer to fill.
 - Settlers knew little about how to cultivate them.

Questions 40-50

Pheromones are substances that serve as chemical signals between members of the same species. They are secreted to the outside of the body and cause other individuals of the species to have specific reactions. Pheromones, which are sometimes called "social hormones," affect a group of individuals somewhat like hormones do an individual animal. Pheromones are the predominant medium of communication among insects (but rarely the sole method). Some species have simple pheromone systems and produce only a few pheromones, but others produce many with various functions. Pheromone systems are the most complex in some of the so-called social insects, insects that live in organized groups.

Chemical communication differs from that by sight or sound in several ways. Transmission is relatively slow (the chemical signals are usually airborne), but the signal can be persistent, depending upon the volatility of the chemical, and is sometimes effective over a very long range. Localization of the signal is generally poorer than localization of a sound or visual stimulus and is usually effected by the animal's moving upwind in response to the stimulus. The ability to modulate a chemical signal is limited, compared with communication by visual or acoustic means, but some pheromones may convey different meanings and consequently result in different behavioral or physiological responses, depending on their concentration or when presented in combination. The modulation of chemical signals occurs via the elaboration of the number of exocrine glands that produce pheromones. Some species, such as ants, seem to be very articulate creatures, but their medium of communication is difficult for humans to study and appreciate because of our own olfactory insensitivity and the technological difficulties in detecting and analyzing these pheromones.

Pheromones play numerous roles in the activities of insects. They may act as alarm substances, play a role in individual and group recognition, serve as attractants between sexes, mediate the formation of aggregations, identify foraging trails, and be involved in caste determination. For example, pheromones involved in caste determination include the "queen substance" produced by queen honey bees. Aphids, which are particularly vulnerable to predators because of their gregarious habits and sedentary nature, secrete an alarm pheromone when attacked that causes nearby aphids to respond by moving away.

40. What does the passage mainly discuss?
- A. How insects use pheromones to communicate
 - B. How pheromones are produced by insects
 - C. Why analyzing insect pheromones is difficult
 - D. The different uses of pheromones among various insect species
41. The word "serve" in line 1 is closest in meaning to
- A. improve
 - B. function
 - C. begin
 - D. rely

42. The purpose of the second mention of "hormones" in line 4 is to point out
A. chemical signals that are common among insects
B. specific responses of various species to chemical signals
☒ C. similarities between two chemical substances
D. how insects produce different chemical substances
43. The word "sole" in line 6 is closest in meaning to
A. obvious
B. best
☒ C. only
D. final
44. The passage suggests that the speed at which communication through pheromones occurs is dependent on how quickly they
A. lose their effectiveness
B. evaporate in the air
☒ C. travel through the air
D. are produced by the body
45. According to the passage, the meaning of a message communicated through a pheromone may vary when the
☒ A. chemical structure of the pheromone is changed
B. pheromone is excreted while other pheromones are also being excreted
C. exocrine glands do not produce the pheromone
D. pheromone is released near certain specific organisms
46. The word "detecting" in line 23 is closest in meaning to
A. controlling
B. storing
C. questioning
☒ D. finding
47. According to paragraph 2, which of the following has made the study of pheromones difficult?
A. Pheromones cannot be easily reproduced in chemical laboratories.
☒ B. Existing technology cannot fully explore the properties of pheromones.
C. Pheromones are highly volatile.
D. Pheromone signals are constantly changing.
48. The word "They" in line 24 refers to
☒ A. pheromones
B. roles
C. activities
D. insects
49. The word "sedentary" in line 29 is closest in meaning to
☒ A. inactive
B. inefficient
C. unchangeable
D. unbalanced

50. Pheromone systems are relatively complex in insects that
- A. also communicate using sight and sound
 - B. live underground
 - C. prey on other insects
 - D. live in organized groups

10.5. Answers

Solution of Past paper 2016

61. Answer D

Because as all the religions strongly believe that death is inevitable and there is no escape, no matter how much advance you are in science and technology. It overtakes the living things at the appointed time as every soul shall have a taste of death.

62. Answer: B

It is stressed that humans can understand and utilize the principles of natural phenomenon in a restricted domain because scientific knowledge spins around observations of Allah's creations. The healing of the body is a natural process. We can bandage an injury or sew it or remove the unusual growth from our body, but we are unable to make the body heal.

63. Answer: C

That scientists cannot make energy themselves is elaborated in the paragraph 4 which explains that we can just extract or use energy from natural resources, not produce by ourselves. It means we understand and utilize the principles of natural phenomenon - scientific laws, for our own benefits in a very restricted domain. If scientists do so, again they utilize the natural resources.

64. Answer: A

The distances of heavenly objects in space have been termed as mind boggling because of their sheer magnitude.

65. Answer: A

A heart that beats for so many years with minimal input and without maintenance is a proof that it is an example of Allah's creation. It is stressed that with the progress of science, the scientists are still unable to make a machine which can grow, reproduce or work itself like heart, with a very little input; obviously not possible.

66. Answer: A

If a natural energy resource becomes unavailable, scientists, engineers and technologists become totally helpless and cannot make it available. Allah Almighty has created human beings as the crown of creature. Humans are superior to all creations and are blessed with the knowledge of

natural phenomenon. Using cognition, and remaining in a very restricted domain, they use rationale to make things by using the natural resources. If these become extinct, the scientists, engineers and technologists would be totally unable and helpless to make it available.

67. Answer: D

Scientists, engineers and technologists, by using their scientific knowledge - the knowledge of natural phenomenon that Allah has blessed them, can make a machine, made from Allah's creations, and that runs by using the natural resources available. However, they cannot make a machine that flies, grows or reproduces itself, nor it can catch a fly and extract the food particles picked by it. An airplane cannot fly by itself unless ignited with the fuel.

68. Answer: D

As stated in the Qur'an that Adam (AS) was taught all the names which the angels were not. It implies that humans are a superior creation. Humans understand and utilize the natural process for their own benefits.

69. Answer: B

The crux of the paragraph is that Allah alone is the creator, and maker. Humans merely utilize these creations.

70. Answer: C

Silicon which is used to fabricate integrated Circuits is extracted from sand - a natural phenomenon that Allah has blessed us. It is based on observations of working of natural phenomenon.

Answers for the practice exercise

SHORT PASSAGES

Passage 1	1.	D	2.	C
Passage 2	1.	B	2.	D
Passage 3	1.	C	2.	D
Passage 4	1.	C	2.	B
Passage 5	1.	D	2.	B
Passage 6	1.	B	2.	C
Passage 7	1.	B	2.	D
Passage 8	1.	A	2.	D
Passage 9	1.	B	2.	C
Passage 10	1.	D	2.	D

PRACTICE TEST 1

1.	D	11.	C	21.	B	31.	D	41.	D
2.	A	12.	D	22.	D	32.	D	42.	C
3.	A	13.	B	23.	A	33.	A	43.	D
4.	B	14.	C	24.	C	34.	B	44.	B
5.	A	15.	B	25.	B	35.	C	45.	C
6.	D	16.	D	26.	D	36.	D	46.	C
7.	D	17.	C	27.	D	37.	C	47.	A
8.	B	18.	B	28.	B	38.	B	48.	D
9.	A	19.	B	29.	A	39.	B	49.	C
10.	B	20.	A	30.	A	40.	A	50.	B

PRACTICE TEST 2

1.	C	11.	D	21.	D	31.	C	41.	A
2.	D	12.	B	22.	A	32.	D	42.	A
3.	A	13.	A	23.	A	33.	D	43.	C
4.	C	14.	D	24.	C	34.	B	44.	C
5.	D	15.	B	25.	A	35.	D	45.	B
6.	B	16.	D	26.	D	36.	B	46.	C
7.	D	17.	C	27.	B	37.	C	47.	C
8.	A	18.	A	28.	C	38.	B	48.	D
9.	B	19.	C	29.	B	39.	A	49.	D
10.	C	20.	B	30.	D	40.	B	50.	B

PRACTICE TEST 3

1.	A	11.	B	21.	D	31.	B	41.	B
2.	B	12.	A	22.	A	32.	A	42.	C
3.	C	13.	D	23.	B	33.	D	43.	C
4.	C	14.	B	24.	C	34.	C	44.	C
5.	B	15.	D	25.	C	35.	C	45.	A
6.	C	16.	A	26.	C	36.	D	46.	D
7.	A	17.	C	27.	D	37.	C	47.	B
8.	B	18.	C	28.	C	38.	C	48.	A
9.	D	19.	B	29.	C	39.	B	49.	A
10.	B	20.	A	30.	C	40.	D	50.	D