

Exercises on Comprehension

[Changing page margin for printing
will distort questions in some cases]

Passage 1

Bacteria are extremely small living things. While we measure our own sizes in inches or centimeters, bacterial size is measured in microns. One micron is a thousandth of a millimeter. A pinhead is about a millimeter across. Rod shaped bacteria are usually from two to four microns long, while rounded ones are generally one micron in diameter. Thus if you enlarged a founded bacterium a thousand times, it would be just about the size of a pinhead. An adult human magnified by the same amount would be over a mile (1.6 kilometers) tall.

Even with an ordinary microscope, you must look closely to see bacteria. Using a magnification of 100 times, one finds that bacteria are barely visible as tiny rods or dots. One cannot make out anything of their structure. Using special stains, one can see that some bacteria have attached to them wavy - looking "hairs" called flagella. Others have only one flagellum. The flagella rotate, pushing the bacteria through the water. Many bacteria lack flagella and cannot move about by their own power while others can glide along over surfaces by some little understood mechanism.

From the bacterial point of view, the world is a very different place from what it is to humans. To a bacterium water is as thick as molasses is to us. Bacteria are so small that they are influenced by the movements of the chemical molecules around them. Bacteria under the microscope, even those with no flagella, often bounce about in the water. This is because they collide with the water molecules and are pushed this way and that. Molecules move so rapidly that within a tenth of a second the molecules around a bacterium have all been replaced by new ones even bacteria without flagella are thus constantly exposed to a changing environment.

1. Which of the following is the main topic of the passage?

- (A) The characteristics of bacteria (B) How bacteria reproduce
(C) The various functions of bacteria (D) How bacteria contribute to disease

2. Bacteria are measured in

- (A) inches (B) centimeters (C) microns (D) millimeters

3. Which of the following is the smallest?

- (A) A pinhead (B) A rounded bacterium
(C) A microscope (D) A rod-shaped bacterium

Exercises on Comprehension

- 4. According to the passage, someone who examines bacteria using only a microscope that magnifies 100 times would see**
- (A) tiny dots
(B) small "hairs"
(C) large rods
(D) detailed structures
- 5. The relationship between a bacterium and its flagella is most nearly analogous to which of the following?**
- (A) A rider jumping on a horse's back
(B) A ball being hit by a bat
(C) A boat powered by a motor
(D) A door closed by a gust of wind
- 6. In line 16, the author compares water to molasses, in order to introduce which of the following topics?**
- (A) The bacterial content of different liquids
(B) What happens when bacteria are added to molasses?
(C) The molecular structures of different chemicals
(D) How difficult it is for bacteria to move through water

Passage 2

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty - five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty - five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became as the described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dean Howell Medal of the American Academy of

Exercises on Comprehension

Arts and Letters in addition to the Nobel and Pulitzer prizes. Pearl Buck as a total human being, not only a famous author is a captivating subject of study.

1. What is the author's main purpose in the passage?

- (A) To offer a criticism of the works of Pearl Buck.
- (B) To illustrate Pearl Buck's views on Chinese literature
- (C) To indicate the background and diverse interests of Pearl Buck
- (D) To discuss Pearl Buck's influence on the cultures of the East and the West

2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT

- (A) novels
- (B) children's books
- (C) poetry
- (D) short stories

3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?

- (A) The Nobel Prize
- (B) The Newberry Medal
- (C) The William Dean Howell medal
- (D) The Pulitzer prize

4. According to the passage, Pearl Buck was an unusual figure in American literature in that she

- (A) wrote extensively about a very different culture
- (B) published half of her books abroad
- (C) won more awards than any other woman of her time
- (D) achieved her first success very late in life

5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was

- (A) capable of resolving the differences between two distinct linguistic systems
- (B) keenly aware of how the past could influence the future
- (C) capable of producing literary works of interest to both adults and children
- (D) equally familiar with two different cultural environments

6. The author's attitude toward Pearl Buck could best be described as

- (A) indifferent
- (B) admiring
- (C) sympathetic
- (D) tolerant

Exercises on Comprehension

Passage 3

When we accept the evidence of our unaided eyes and describe the Sun as a yellow star, we have summed up the most important single fact about it-at this moment in time.

It appears probable, however, that sunlight will be the color we know for only a negligibly small part of the Sun's history. Stars, like individuals, age and change. As we look out into space, we see around us stars at all stages of evolution. There are faint blood-red dwarfs so cool that their surface temperature is a mere 4,000 degrees Fahrenheit, there are searing ghosts blazing at 100, 000 degrees Fahrenheit and almost too hot to be seen, for the great part of their radiation is in the invisible ultraviolet range. Obviously, the "daylight" produced by any star depends on its temperature; today(and for ages to come) our Sun is at about 10,000 degrees Fahrenheit, and this means that most of the Sun's light is concentrated in the yellow band of the spectrum, falling slowly in intensity toward both the longer and shorter light waves.

That yellow "hump" will shift as the Sun evolves, and the light of day will change accordingly. It is natural to assume that as the Sun grows older, and uses up its hydrogen fuel-which it is now doing at the spanking rate of half a billion tons a second- it will become steadily colder and redder.

1. What is the passage mainly about?

- (A) Faint dwarf stars (B) The evolutionary cycle of the Sun
(C) The Sun's fuel problem (D) The dangers of invisible radiation

2. What does the author say is especially important about the Sun at the present time?

- (A) It appears yellow (B) It always remains the same
(C) It has a short history (D) It is too cold

3. Why are very hot stars referred to as "ghosts"?

- (A) They are short- lived. (B) They are mysterious.
(C) They are frightening. (D) They are nearly invisible.

4. According to the passage as the Sun continues to age, it is likely to become what color?

- (A) Yellow (B) Violet (C) Red (D) White

Exercises on Comprehension

3. In line 11 the word "encroachment" refers to which of the following?

- (A) The smell of the factories (B) The growth of mill towns
(C) The development of waterways (D) The loss of jobs

4. Which of the following was NOT mentioned in the passage as a factor in nineteenth-century suburbanization?

- (A) Cheaper housing (B) Urban crowding
(C) The advent of an urban middle class (D) The invention of the electric streetcar

5. It can be inferred from the passage that after 1890 most people traveled around cities by

- (A) automobile (B) cart
(C) horse-draw trolley (D) electric streetcar

6. Where in the passage does the author describe the cities as they were prior to suburbanization?

- (A) Lines 3-5 (B) Lines 5-9
(C) Lines 12- 13 (D) Lines 15-18

Passage 5

The first English attempts to colonize North America were controlled by individuals rather than companies. Sir Humphrey Gilbert was the first Englishman to send colonists to the New World. His initial expedition, which sailed in 1578 with a patent granted by Queen Elizabeth was defeated by the Spanish. A second attempt ended in disaster in 1583, when Gilbert and his ship were lost in a storm. In the following year, Gilbert's half brother, Sir Water Raleigh, having obtained a renewal of the patent, sponsored an expedition that explored the coast of the region that he named "Virginia." Under Raleigh's direction efforts were then made to establish a colony on Roanoke Island in 1585 and 1587. The survivors of the first settlement on Roanoke returned to England in 1586, but the second group of colonists disappeared without leaving a trace. The failure of the Gilbert and Raleigh ventures made it clear that the tasks they had undertaken were too big for any one colonizer. Within a short time the trading company had supplanted the individual promoter of colonization.

1. Which of the following would be the most appropriate title for the passage?

Exercises on Comprehension

- (A) The Regulation of Trading Companies
- (B) British - Spanish Rivalry in the New World
- (C) Early Attempts at Colonizing North America
- (D) Royal Patents Issued in the 16th Century

2. The passage states which of the following about the first English people to be involved in establishing colonies in North America?

- (A) They were requested to do so by Queen Elizabeth.
- (B) They were members of large trading companies.
- (C) They were immediately successful.
- (D) They were acting on their own.

3. According to the passage, which of the following statements about Sir Humphrey Gilbert is true?

- (A) He never settled in North America.
- (B) His trading company was given a patent by the queen.
- (C) He fought the Spanish twice.
- (D) He died in 1587.

4. When did Sir Walter Raleigh's initial expedition set out for North America?

- (A) 1577
- (B) 1579
- (C) 1582
- (D) 1584

5. Which of the following can be inferred from the passage about members of the first Roanoke settlement?

- (A) They explored the entire coastal region.
- (B) Some did not survive.
- (C) They named the area "Virginia"
- (D) Most were not experienced sailors.

6. According to the passage, the first English settlement on Roanoke Island was established in

- (A) 1578
- (B) 1583
- (C) 1585
- (D) 1587

7. According to the passage, which of the following statements about the second settlement on Roanoke Island is true?

- (A) Its settlers all gave up and returned to England.
- (B) It lasted for several years.
- (C) The fate of its inhabitants is unknown.

Exercises on Comprehension

(D) It was conquered by the Spanish.

Passage 6

With its radiant color and plantlike shape, the sea anemone looks more like a flower than an animal. More specifically, the sea anemone is formed quite like the flower for which it is named, with a body like a stem and tentacles like petals in brilliant shades of blue, green, pink, and red its diameter varies from about six millimeters in some species to more than ninety centimeters in the giant varieties of Australia. Like corals, hydras, and jellyfish, sea anemones are coelenterates. They can move slowly, but more often they attach the lower part of their cylindrical bodies to rocks, shells, or wharf pilings. The upper end of the sea anemone has a mouth surrounded by tentacles that the animal uses to capture its food. Stinging cells in the tentacles throw out tiny poison threads that paralyze other small sea animals. The tentacles then drag this prey into the sea anemone's mouth. The food is digested in the large inner body cavity. When disturbed a sea anemone retracts its tentacles and shortens its body so that it resembles a lump on a rock. Anemones may reproduce by forming eggs, dividing in half or developing buds that grow and break off as independent animals.

- 1. The word "shape" in line 1 is closest in meaning to which of the following?**
(A) Length (B) Grace (C) Form (D) Nature
- 2. According to the passage, which of the following statements is NOT true of sea anemones?**
(A) They are usually tiny. (B) They have flexible bodies.
(C) They are related to jellyfish. (D) They are usually brightly colored.
- 3. It can be inferred from the passage that sea anemones are usually found**
(A) attached to stationary surfaces (B) hidden inside cylindrical objects
(C) floating among underwater flowers (D) chasing prey around wharf pilings
- 4. The word "capture" in line 10 is closest in meaning to which of the following?**
(A) Catch (B) Control (C) Cover (D) Clean
- 5. The word "disturbed" in line 14 is closest in meaning to which of the following?**
(A) Bothered (B) Hungry (C) Tired (D) Sick

Exercises on Comprehension

6. The sea anemone reproduces by

- (A) budding only
- (B) forming eggs only
- (C) budding or dividing only
- (D) budding, forming eggs, or dividing

7. Where does the author mention the sea anemone's food - gathering technique?

- (A) Lines 1-2
- (B) Lines 4-6
- (C) Lines 7-10
- (D) Lines 11-13

Passage 7

Steamships were first introduced into the United States in 1807, and John Molson built the first steamship in Canada (then called British North America) in 1809. By the 1830's dozens of steam vessels were in use in Canada. They offered the traveler reliable transportation in comfortable facilities—a welcome alternative to stagecoach travel, which at the best of times could only be described as wretched. This commitment to dependable river transport became entrenched with the investment of millions of dollars for the improvement of waterways which included the construction of canals and lock systems. The Lachine and Welland canals two of the most important systems were opened in 1825 and 1829, respectively. By the time that Upper and Lower Canada were united into the Province of Canada in 1841. The public debt for canals was more than one hundred dollars per capita an enormous sum for the time. But it may not seem such a great amount if we consider that improvements allowed steamboats to remain practical for most commercial transport in Canada until the mid-- nineteenth century.

1. What is the main purpose of the passage?

- (A) To contrast travel by steamship and stagecoach
- (B) To criticize the level of public debt in nineteenth - century Canada -
- (C) To describe the introduction of steamships in Canada
- (D) To show how Canada surpassed the United States in transportation improvements

2. The word "reliable" in line 4 is closest in meaning to which of the following

Exercises on Comprehension

(A) Quick (B) Safe (C) Dependable (D) Luxurious

3. Which of the following can be inferred from the passage about stagecoach travel in Canada in the 1831's?

- (A) It was reasonably comfortable. (B) It was extremely efficient.
(C) It was not popular. (D) It was very practical.

4. According to the passage, when was the Welland Canal opened?

- (A) 1807 (B) 1809 (C) 1825 (D) 1829

5. The word "sum" in line 13 is closest in meaning to which of the following?

- (A) Size (B) Cost (C) Payment (D) Amount

6. According to the passage, steamships became practical means of transportation in Canada because of

- (A) improvements in the waterways (B) large subsidies from John Molson
(C) a relatively small population (D) the lack of alternate means

Passage 8

Archaeology is a source of history, not just a humble auxiliary discipline. Archaeological data are historical documents in their own right, not mere illustrations to written texts. Just as much as any other historian, an archaeologist studies and tries to reconstitute the process that has created the human world in which we live—and use ourselves in so far as we are each creatures of our age and social environment. Archaeological data are all changes in the material world resulting from human action or more succinctly the fossilized results of human behavior. The sum total of these constitute what may be called the archaeological record. This record exhibits certain peculiarities and deficiencies the consequences of which produce a rather superficial contrast between archaeological history and the more familiar kind based upon written records.

Not all human behavior fossilizes. The words I utter and you hear as vibrations in the air are certainly human changes in the material world and may be of great historical significance. Yet they leave no sort of trace in the archaeological records unless they are captured by a Dictaphone or written down by a clerk. The movement of troops on the battlefield may "change

Exercises on Comprehension

the course of history", but this is equally ephemeral from the archaeologist's standpoint. What is perhaps worse, most organic materials are perishable. Everything made of wood, hide wool, linen, grass, hair and similar materials will decay and vanish in dust in a few years or centuries, save under very exceptional conditions. In a relatively brief period the archaeological record is reduced to mere scraps of stone, bone, glass, metal, and earthenware. Still modern archaeology, by applying appropriate techniques and comparative methods aided by a few lucky finds from peat bogs, deserts and frozen soils is able to fill up a good deal of the gap.

1. What is the author's main purpose in the passage?

- (A) To point out the importance of recent advances in archaeology
- (B) To describe an archaeologist's education
- (C) To explain how archaeology is a source of history
- (D) To encourage more people to become archaeologists

2. According to the passage, the archaeological record consists of

- (A) spoken words of great historical significance
- (B) the fossilize results of human activity
- (C) organic materials
- (D) ephemeral ideas

3. The word "they" in line 15 refers to

- (A) scraps (B) words (C) troops (D) humans

4. Which of the following is NOT mentioned as an example of an organic material?

- (A) Stone (B) Wool (C) Grass (D) Hair

5. The author mentions all of the following archaeological discovery sites EXCEPT

- (A) urban areas (B) peat bogs
- (C) very hot and dry lands (D) earth that has been frozen

6. The paragraph following the passage most probably discusses

- (A) techniques for recording oral histories
- (B) certain battlefield excavation methods
- (C) some specific archaeological discoveries

Exercises on Comprehension

(D) building materials of the nineteenth and twentieth centuries

Passage 9

Many artists late in the last century were in search of a means to express their individuality. Modern dance was one of the ways some of these people sought to free their creative spirit. At the beginning there was no exacting technique, no foundation from which to build. In later years trial, error, and genius founded the techniques and the principles of the movement. Eventually, innovators even drew from what they considered the dread ballet, but first they had to discard all that was academic so that the new could be discovered. The beginnings of modern dance were happening before Isadora Duncan, but she was the first person to bring the new dance to general audiences and see it accepted and acclaimed.

Her search for a natural movement form sent her to nature. She believed movement should be as natural as the swaying of the trees and the rolling waves of the sea, and should be in harmony with the movements of the Earth. Her great contributions are in three areas.

First, she began the expansion of the kinds of movements that could be used in dance. Before Duncan danced, ballet was the only type of dance performed in concert. In the ballet the feet and legs were emphasized, with virtuosity shown by complicated, codified positions and movements. Duncan performed dance by using all her body in the freest possible way. Her dance stemmed from her soul and spirit. She was one of the pioneers who broke tradition so others might be able to develop the art.

Her second contribution lies in dance costume. She discarded corset, ballet shoes and stiff costumes. These were replaced with flowing Grecian tunics, bare feet, and unbound hair. She believed in the natural body being allowed to move freely, and her dress displayed this ideal.

Her third contribution was in the use of music. In her performances she used the symphonies of great masters, including Beethoven and Wagner, which was not the usual custom. She was as exciting and eccentric in her personal life as in her dance.

1. Which of the following would be the best title for the passage?

- (A) The Evolution of Dance in the Twentieth Century
- (B) Artists of the Last Century
- (C) Natural Movement in Dance
- (D) A Pioneer in Modern Dance

2. According to the passage, what did nature represent to Isadora Duncan?

- (A) Something to conquer
- (B) A model for movement

Exercises on Comprehension

(C) A place to find peace

(D) A symbol of disorder

3. Which of the following is NOT mentioned in the passage as an area of dance that Isadora Duncan worked to change?

(A) The music

(B) The stage sets

(C) Costumes

(D) Movements

4. Compared to those of the ballet, Isadora Duncan's costumes were less

(A) costly

(B) colorful

(C) graceful

(D) restrictive

5. What does the paragraph following the passage most probably discuss?

(A) Isadora Duncan's further contribution to modern dance

(B) The music customarily used in ballet

(C) Other aspects of Isadora Duncan's life

(D) Audience acceptance of the new form of dance

Passage 10

The theory of plate tectonics describes the motions of the lithosphere, the comparatively rigid outer layer of the Earth that includes all the crust and part of the underlying mantle. The lithosphere is divided into a few dozen plates of various sizes and shapes, in general the plates are in motion with respect to one another. A mid - ocean ridge is a boundary between plates where new lithospheric material is injected from below. As the plates diverge from a mid - ocean ridge they slide on a more yielding layer at the base of the lithosphere.

Since the size of the Earth is essentially constant, new lithosphere can be created at the mid - ocean ridges only if an equal amount of lithospheric material is consumed elsewhere. The site of this destruction is another kind of plate boundary: a subduction zone. There one plate dives under the edge of another and is reincorporated into the mantle. Both kinds of plate boundary are associated with fault systems, earthquakes and volcanism, but the kinds of geologic activity observed at the two boundaries are quite different.

The idea of sea-floor spreading actually preceded the theory of plate tectonics. In its original version, in the early 1960,s, it described the creation and destruction of the ocean floor, but it did not specify rigid lithospheric plates. The hypothesis was substantiated soon afterward by

Exercises on Comprehension

the discovery that periodic reversals of the Earth's magnetic field are recorded in the oceanic crust. As magma rises under the mid - ocean ridge ferromagnetic minerals in the magma become magnetized in the direction of the geomagnetic field. When the magma cools and solidifies, the direction and the polarity of the field are preserved in the magnetized volcanic rock. Reversals of the field give rise to a series of magnetic stripes running parallel to the axis of the rift. The oceanic crust thus serves as a magnetic tape recording of the history of the geomagnetic field that can be dated independently the width of the stripes indicates the rate of the sea - floor spreading.

1. What is the main topic of the passage?

- (A) Magnetic field reversal (B) The formation of magma
(C) The location of mid - ocean ridges (D) Plate tectonic theory

2. According to the passage, there are approximately how many lithospheric plates?

- (A) Six (B) Twelve
(C) Twenty - four or more (D) One thousand nine hundred

3. Which of the following is true about tectonic plates?

- (A) They are moving in relationship to one other
(B) They have unchanging borders
(C) They are located far beneath the lithosphere
(D) They have the same shape

4. According to the passage, which of the following statements about the lithosphere is LEAST likely to be true?

- (A) It is a relatively inflexible layer of the Earth
(B) It is made up entirely of volcanic ash
(C) It includes the crust and some of the mantle of the Earth
(D) It is divided into plates of various shapes and sizes

5. What does the author imply about the periodic reversal of the Earth's magnetic field?

- (A) It is inexplicable
(B) It supports the hypothesis of sea-floor spreading
(C) It was discovered before the 1960's
(D) It indicates the amount of magma present

Exercises on Comprehension

6. The author states that the width of the stripes preserved in magnetized volcanic rock give information about the

- (A) date of a volcanic eruption
- (B) speed of sea - floor spreading
- (C) width of oceanic crust
- (D) future behavior of the geomagnetic field

Passage 11

By the late nineteenth century, the focus for the engineers and builders of tunnels was beginning to shift from Europe to the United States and especially New York, where the rivers encircling Manhattan captured the imagination of tunnelers and challenged their ingenuity. The first to accept the challenge was a somewhat mysterious Californian named DeWitt Clinton Haskin, who turned up in New York in the 1870's with a proposal to tunnel through the silt under the Hudson River between Manhattan and Jersey City.

Haskin eventually abandoned the risky project. But a company organized by William McAdoo resumed the attack in 1902, working from both directions. McAdoo's men were forced to blast when they ran into an unexpected ledge of rock, but with this obstacle surmounted. The two headings met in 1904 and McAdoo donned oilskins to become the Hudson's first underwater bank - to - bank pedestrian. *World's Work* magazine proudly reported in 1906 that New York could now be described as a body of land surrounded by tunnels. Three one - way shafts beneath the Hudson and two under the Harlem River were already holed through; three more Hudson tubes were being built. Eight separate tunnels were under construction beneath the East River.

1. According to the passage, DeWitt Clinton Haskin came from

- A) Jersey City (B) Europe (C) California (D) New York

2. What does the author imply about DeWitt Clinton Haskin's background?

- (A) It did not qualify him to handle explosives.
- (B) It was not something people knew much about.
- (C) It included diverse work experiences.
- (D) It included many inferior projects.

Exercises on Comprehension

- 3. According to the passage, when did William McAdoo begin to work on the Hudson River tunnel?**
(A) 1870 (B) 1902 (C) 1904 (D) 1906
- 4. According to the passage, the workers tunneling for William McAdoo were surprised to find which of the following where they were working?**
(A) Oil (B) Silt (C) Rock (D) Shafts
- 5. The quotation from *World's Work* magazine in line 14 introduces facts about**
(A) cities that were building new tunnels to Manhattan
(B) people' s concern eve the weakening of the city's foundation
(C) the role of New York City in promoting engineering
(D) the number of tunnels being built at the time
- 6. Where in the passage does the author refer to the first person to walk beneath the Hudson River?**
(A) Lines 1 – 3 (B) Lines 4 – 6
(C) Lines 8 – 11 (D) Lines 14 – 15

Passage 12

Icebergs are among nature's most spectacular creations, and yet most people have never seen one. A vague air of mystery envelops them. They come into being somewhere-in faraway, frigid waters, amid thunderous noise and splashing turbulence, which in most cases no one hears or sees. They exist only a short time and then slowly waste away just an unnoticed.

Objects of sheerest beauty, they have been called. Appearing in an endless variety of shapes they may be dazzlingly white, or they may be glassy blue, green or purple, tinted faintly or in darker hues. They are graceful, stately, inspiring-in calm, sunlit seas.

But they are also called frightening and dangerous, and that they are-in the night, in the fog, and in storms. Even in clear weather one is wise to stay a safe distance away from them. Most of their bulk is hidden below the water, so their underwater parts may extend out far beyond the visible top. Also, they may roll over unexpectedly, churning the waters around them.

Exercises on Comprehension

Icebergs are parts of glaciers that break off, drift into the water, float about awhile, and finally melt. Icebergs afloat today are made of snowflakes that have fallen over long ages of time. They embody snows that drifted down hundreds, or many thousands, or in some cases maybe a million years ago. The snows fell in Polar Regions and on cold mountains, where they melted only a little or not at all, and so collected to great depths over the years and centuries.

As each year's snow accumulation lay on the surface, evaporation and melting caused the snowflakes slowly to lose their feathery points and become tiny grains of ice. When new snow fell on top of the old, it too turned to icy grains. So blankets of snow and ice grains mounted layer upon layer and were of such great thickness that the weight of the upper layers compressed the lower ones. With time and pressure from above, the many small ice grains joined and changed to larger crystals, and eventually the deeper crystals merged into a solid mass of ice.

1. Which of the following is the best title for the passage?

- (A) The Melting of Icebergs
- (B) The Nature and Origin of Icebergs
- (C) The Size and Shape of Icebergs
- (D) The Dangers of Icebergs

2. The author states that icebergs are rarely seen because they are

- (A) surrounded by fog
- (B) hidden beneath the mountains
- (C) located in remote regions of the world
- (D) broken by waves soon after they are formed

3. The passage mentions all of the following colors for icebergs EXCEPT

- (A) yellow (B) blue (C) green (D) purple

4. According to the passage, icebergs are dangerous because they

- (A) usually melt quickly
- (B) can turn over very suddenly
- (C) may create immense snowdrifts
- (D) can cause unexpected avalanches

5. According to the passage, icebergs originate from a buildup of

- (A) turbulent water
- (B) feathers
- (C) underwater pressure
- (D) snowflakes

Exercises on Comprehension

6. The formation of an iceberg is most clearly analogous to which of the following activities?

- (A) Walking on fluffy new snow, causing it to become more compact and icy
- (B) Plowing large areas of earth, leaving the land flat and barren
- (C) Skating across a frozen lake and leaving a trail behind
- (D) Blowing snow into one large pile to clear an area

7. In line 23, the expression "from above" refers to

- (A) sunlit seas
- (B) polar regions
- (C) weight of mountains
- (D) layers of ice and snow

8. The attitude of the author toward icebergs is one of

- (A) disappointment
- (B) humor
- (C) disinterest
- (D) wonder

Passage 13

Born in 1830 in rural Amherst, Massachusetts, Emily Dickinson spent her entire life in the household of her parents. Between 1858 and 1862, it was later discovered, she wrote like a person possessed, often producing a poem a day. It was also during this period that her life was transformed into the myth of Amherst.

Withdrawing more and more, keeping to her room sometimes even refusing to see visitors who called, she began to dress only in white—a habit that added to her reputation as an eccentric.

In their determination to read Dickinson's life in terms of a traditional romantic plot biographers have missed the unique pattern of her life—her struggle to create a female life not yet imagined by the culture in which she lived. Dickinson was not the innocent, lovelorn and emotionally fragile girl sentimentalized by the Dickinson myth and popularized by William Luce's 1976 play, *The Belle of Amherst*. Her decision to shut the door on Amherst society in the 1950's transformed her house into a kind of magical realm in which she was free to engage her poetic genius. Her seclusion was not the result of a failed love affair but rather a part of a more general pattern of renunciation through which she, in her quest for self – sovereignty, carried on an argument with the Puritan fathers, attacking with wit and irony their cheerless Calvinist doctrine, their stern patriarchal God, and their rigid notions of "true womanhood."

Exercises on Comprehension

- 1. What is the author's main purpose in the passage?**
 - (A) To interpret Emily Dickinson's eccentric behavior
 - (B) To promote the popular myth of Emily Dickinson
 - (C) To discuss Emily Dickinson's failed love affair
 - (D) To describe the religious climate in Emily Dickinson's time

- 2. According to the passage, the period from 1858 to 1862 was for Emily Dickinson a period of great**
 - (A) tragedy
 - (B) sociability
 - (C) productivity
 - (D) frivolity

- 3. Which of the following is NOT mentioned as being one of Emily Dickinson's eccentricities?**
 - (A) Refusing to eat
 - (B) Wearing only white
 - (C) Avoiding visitors
 - (D) Staying in her room

- 4. According to the passage, biographers of Emily Dickinson have traditionally**
 - (A) criticized most of her poems
 - (B) ignored her innocence and emotional fragility
 - (C) seen her life in romantic terms
 - (D) blamed her parents for restricting her activities

- 5. Why does the author mention William Luce's play *The Belle of Amherst*?**
 - (A) To give an example of the sentimentalized Emily Dickinson myth
 - (B) To show how popular Emily Dickinson's poems have become
 - (C) To show that Emily Dickinson was also an actress
 - (D) To illustrate the theatrical quality of Emily Dickinson's poems

- 6. The author implies that many people attribute Emily Dickinson's seclusion to**
 - (A) physical illness
 - (B) a failed love affair
 - (C) religious fervor
 - (D) her dislike of people

- 7. The author suggests all of the following as reasons for Emily Dickinson's unusual behavior EXCEPT the**

Exercises on Comprehension

- (A) struggle to create a new female identity
- (B) desire to develop her genius undisturbed
- (C) search for her own independence
- (D) attempt to draw attention to her poetry

8. It can be inferred from the passage that Emily Dickinson lived in a society that was characterized by

- (A) strong Puritan beliefs
- (B) equality of men and women
- (C) the encouragement of nonconformity
- (D) the appreciation of poetic creativity

Passage 14

Native Americans from the southeastern part of what is now the United States believed that the universe in which they lived was made up of three separate, but related, worlds, the Upper World, the Lower World, and This World. In the last there lived humans, most animals, and all plants.

This World, a round island resting on the surface of waters, was suspended from the sky by four cords attached to the island at the four cardinal 'points of the compass. Lines drawn to connect the opposite points of the compass, from north to south and from east to west, intersected This World to divide it into four wedge - shaped segments. Thus a' symbolic representation of the human world was a cross within a circle, the cross representing the intersecting lines and the circle the shape of This World.

Each segment of This World was identified by its own color. According to Cherokee doctrine,' east was associated with the color red because it was the direction of the Sun, the greatest deity of all. Red was also the color of fire, believed to be directly connected with the Sun, with blood, and therefore' with life. Finally, red was the color of success. The west was the Moon segment; it provided no warmth and was not life - giving as the Sun was. So its color was black. North was the direction of cold, and so its color was blue (sometimes purple), and it represented trouble and defeat. South was the direction of warmth, its color, white, was associated with peace and happiness.

The southeastern Native Americans' universe was one in which opposites were constantly at war with each other, red against black, blue against white. This World hovered somewhere between the perfect order and predictability of the Upper World and the total disorder and instability of

Exercises on Comprehension

the Lower World. The goal was to find some kind of halfway path, or balance, between those other worlds.

1. Which of the following is the best title for the passage?

- (A) One Civilization's View of the Universe
- (B) The Changing of the Seasons in the Southeast
- (C) The Painting of Territorial Maps by Southeastern Native Americans
- (D) The War between Two Native American Civilizations

2. In line 3, the phrase "the last" refers to

- (A) all plants
- (B) This World
- (C) the universe
- (D) the Upper World

3. The author implies that This World was located

- (A) inside the Upper World
- (B) inside the Lower World
- (C) above the Upper World
- (D) between the Upper World and Lower World

4. According to the passage, southeastern Native Americans compared This World to

- (A) waters
- (B) the sky
- (C) an animal
- (D) an island

5. According to the passage, lines divided This World into how many segments?

- (A) Two
- (B) Three
- (C) Four
- (D) Five

6. According to the passage, southeastern Native Americans associated red with all of the following EXCEPT

- (A) fire
- (B) trouble
- (C) blood
- (D) success

7. According to the passage, which of the following colors represented the west for southeastern Native Americans?

- (A) Blue
- (B) White
- (C) Black
- (D) Purple

8. The shape of This World is closest to that of which of the following?

- (A) A circle
- (B) A triangle
- (C) A square
- (D) A cube

Exercises on Comprehension

Passage 15

At this stage of civilization, when many nations are brought in to close and vital contact for good and evil, it is essential, as never before, that their gross ignorance of one another should be diminished, that they should begin to understand a little of one another's historical experience and resulting mentality. It is the fault of the English to expect the people of other countries to react as they do, to political and international situations. Our genuine goodwill and good intentions are often brought to nothing, because we expect other people to be like us. This would be corrected if we knew the history, not necessarily in detail but in broad outlines, of the social and political conditions which have given to each nation its present character.

1. According to the author of 'Mentality' of a nation is mainly product of its ...

- A. present character
- B. international position
- C. politics
- D. history

2. The character of a nation is the result of its...

- A. gross ignorance
- B. cultural heritage
- C. socio-political conditions
- D. mentality

3. The need for a greater understanding between nations..

- A. is more today than ever before
- B. was always there
- C. is no longer there
- D. will always be there

4. Englishmen like others to react to political situations like..

- A. others
- B. us
- C. themselves
- D. each others

5. According to the author his countrymen should..

- A. read the story of other nations
- B. not react to other actions
- C. have a better understanding of other nations
- D. have vital contacts with other nations

Exercises on Comprehension

Passage 16

On the surface, the conquest of the Aztec empire by Herman Cortes is one of the most amazing military accomplishments in history. With a small fighting force numbering in the hundreds, Cortes led the Spanish explorers into victory against an Aztec population that many believe topped 21 million. In light of such a seemingly impossible victory, the obvious question is: how did a small group of foreign fighters manage to topple one of the world's strongest, wealthiest, and most successful military empires?

Several factors led to Cortes' success. First, the Spanish exploited animosity toward the Aztecs among rival groups and convinced thousands of locals to fight. In one account of a battle, it is recorded that at least 200,000 natives fought with Cortes. Next, the Spanish possessed superior military equipment in the form of European cannons, guns, and crossbows, leading to effective and efficient disposal of Aztec defenses. For example, Spanish cannons quickly defeated large Aztec walls that had protected the empire against big and less technically advanced armies.

Despite the Spanish advantages, the Aztecs probably could have succeeded in defending their capital city of Tenochtitlan had they leveraged their incredible population base to increase their army's size and ensured that no rogue cities would ally with Cortes. In order to accomplish this later goal, Aztec leader Motecuhzoma needed to send envoys to neighboring cities telling their inhabitants about the horrors of Spanish conquest and the inevitability of Spanish betrayal.

In addition, the Aztecs should have exploited the fact that the battle was taking place on their territory. No reason existed for the Aztecs to consent to a conventional battle, which heavily favored the Spanish. Motecuhzoma's forces should have thought outside the box and allowed Cortes into the city, only to subsequently use hundreds of thousands of fighters to prevent escape and proceed in surprise "door-to-door" combat. With this type of battle, the Aztecs would have largely thwarted Spanish technological supremacy. However, in the end, the superior weaponry of the Spanish, the pent-up resentment of Aztec rivals, the failure of Aztec diplomacy, and the lack of an unconventional Aztec war plan led to one of the most surprising military outcomes in the past one thousand years.

1. Which of the following best characterizes the main point the author is trying to convey in the passage?

- A. Aztec failure to fight an unconventional war led to an unnecessary defeat
- B. Spanish victory was neither as impressive nor as surprising as it may first appear
- C. Herman Cortes masterminded an amazing military accomplishment
- D. The myopic vision of the Aztecs led to their unnecessary downfall

2. The passage is sequentially organized in which of the following ways?

- A. Define a problem; explain the sources of the problem; offer a solution to the problem
- B. Pose a question; offer an answer to the question; offer an alternative answer to the question

Exercises on Comprehension

- C. Introduce a mystery; offer an explanation for the mystery; provide an alternative explanation for the mystery
- D. Introduce an enigma; explain the reasons for the enigma; discuss the inevitability of the enigma

3. According to the passage, all of the following led to Cortes success except:

- A. Advanced crossbows
- B. Local Spanish allies
- C. Nimble military force
- D. Local tribal friction

4. The author implies which of the following about the nature of Aztec regional influence and power?

- A. Achieved with a non-traditional military campaign
- B. Engendered some anger
- C. Achieved through alliances
- D. Based upon small yet swift and brutal military force

5. The author's tone can best be described as ?

- A. Analytical
- B. Anger
- C. Frustrated
- D. Optimistic

Passage 17

China's rising power is based on its remarkable economic success. Shanghai's overall economy is currently growing at around 13% per year, thus doubling in size every five or six years. Everywhere there are start-ups, innovations, and young entrepreneurs hungry for profits. In a series of high level meetings between Chinese and African officials, the advice that the African leaders received from the Chinese was sound, and more practical than they typically get from the World Bank. Chinese officials stress the crucial role of public investments, especially in agriculture and infrastructure, to lay the basis for private sector-led growth. In a hungry and poor rural economy, as China was in the 1970s and as most of Africa is today, a key starting point is to raise farm productivity. Farmers need the benefits of fertilizer, irrigation and high-yield seeds, all of which were a core part of China's economical take off. Two other equally critical investments are also needed: roads and electricity, without which there cannot be a modern economy. Farmers might be able to increase their output, but it won't be able to reach the cities, and the cities won't be able to provide the countryside with inputs. The government has taken pains to ensure that the electricity grids and transportation networks reach every village in China. China is prepared to help Africa in substantial ways in agriculture, roads, power, health and education. And that is not an empty boast. Chinese leaders are prepared to share new high yield rice varieties, with their African counterparts and, all over Africa, China is financing and constructing basic infrastructure.

This illustrates what is wrong with the World Bank. The World Bank has often forgotten the most basic lessons of development, preferring to lecture the poor and force them to privatize basic infrastructure, which is untenable, rather than to help

Exercises on Comprehension

the poor to invest in infrastructure and other crucial sectors. The Bank's failure began in the early 1980s when under the ideological sway of the American President and British Prime Minister it tried to get Africa and other poor regions to cut back or close down government investments and services. For 25 years, the bank tries to get governments out of agriculture, leaving impoverished peasants to fend for themselves. The result has been a disaster in Africa, with farm productivity stagnant for decades. The bank also pushed for privatization of national health systems, water utilities, and road and power networks, and has grossly underfinanced these critical sectors. This extreme free-market ideology, also called "structural adjustment", went against the practical lessons of development successes in China and the rest of Asia. Practical development strategy recognizes that public investments - in agriculture, health, education, and infrastructure- are necessary complements to private investments. The World Bank has instead wrongly seen such vital public investments as an enemy of private sector development. Whenever the bank's ideology failed, it has blamed the poor for corruption, mismanagement, or lack of initiative. Instead of focusing its attention on helping the poorest countries to improve their infrastructure, there has been a crusade against corruption. The good news is that African governments are getting the message on how to spur economic growth and are getting crucial help from China and other partners that are less wedded to extreme free-market ideology than the World Bank. They have declared their intention to invest in infrastructure, agriculture modernization, public health, and education. It is clear the Bank can regain its relevance only if it becomes practical once again, by returning its focus to financing public investments in priority sectors. If that happens, the Bank can still do justice to the bold vision of a world of shared prosperity that prompted its creation after World War II.

1. The author's main objective in writing the passage is to

- A. Illustrate how China can play a more concrete role in Africa.
- B. Use China's Success as an example of the changes required in World ideology.
- C. Recommend that China adopt the guidelines of the World Bank to sustain growth.
- D. Make a case for the closure of the World Bank since it promotes US interests over those of other countries.

2. What effect has the World Bank policy had on African nations?

- A. The African government has restricted private sector investment in agriculture.
- B. Africa has focused more on health and education rather than on agriculture.
- C. US and Britain have volunteered substantial aid to Africa as Africa has complied with World Bank ideology.
- D. The agriculture sector in these countries is not as productive as it could be.

3. Which of the following cannot be said about structural adjustment?

- A. It is the World Bank's free market ideology adapted by Asian countries.

Exercises on Comprehension

- B. Under this strategy public sector investment in priority sectors is discouraged.
- C. As a development strategy it has failed in Africa.
- D. With this strategy there has been a lack of adequate investment in critical sectors.

4. Why is the author optimistic about Africa's future?

- A. Africa has decided to adopt a structural adjustment ideology which has benefited many nations.
- B. China has urged the World Bank to waive the interest on its loans to Africa.
- C. Africa has committed itself to adopting China's strategy for economic growth.
- D. The World Bank has committed itself to invest huge sums in Africa's development.

5. What advice has the author given the World Bank?

- A. Adopt a more practical ideology of structural adjustment.
- B. Change its ideology to one encouraging both public and private sector investment in basic infrastructure.
- C. Reduce the influence of the US and Britain in its functioning.
- D. Support China's involvement in developing Africa.

Passage 18

The classical realist theory of international relations has long dominated both academic institutions and the American government. Even at the birth of the nation, early political thinkers, such as Alexander Hamilton, promoted a realist view of international relations and sought to influence the actions of the government based on this perspective. While the classical realist school of international relations is not entirely homogeneous in nature, there are certain premises that all classical realists share.

The primary principle underlying classical realism is a concern with issues of war and peace. Specifically, classical realists ask, what are the causes of war and what are the conditions of peace? The members of the classical realist school mainly attribute war and conflict to what is termed the security dilemma. In the absence of any prevailing global authority, each nation is required to address its own security needs. However, each nation's quest for security—through military buildups, alliances, or territorial defenses—necessarily unsettles other nations. These nations react to feelings of insecurity by engaging in their own aggressive actions, which leads other nations to react similarly, perpetuating the cycle.

It is important to note that for realists, unlike idealists or liberal internationalists, international conflict is a necessary consequence of the structural anarchy that nations find themselves in. Whereas other schools may see international conflict as the result of evil dictators, historical chance, flawed socio political systems, or ignorance of world affairs, classical realists see war as the logical result of a system that by its nature lacks a true central authority.

Exercises on Comprehension

Hand in hand with this view of conflict as an inevitable condition of the global power structure is the realists' view of the nation as a unitary factor. Because classical realists see international relations as a continuing struggle for dominance, the nation cannot be viewed as a collection of individuals with disparate wants, goals, and ideologies. The realist view requires the formulation of a national interest, which in its simplest terms refers to the nation's ability to survive, maintain its security, and achieve some level of power relative to its competitors.

Realism is not without its critics, many of whom challenge the premise that war is the natural condition of international relations or that there can be a truly national interest. However, the realist school of international relations continues to shape foreign policy because of the successes it has had in describing real world interactions between nations.

1. Which of the following, if true, would best support the classical realist theory of international conflict as it is described in the passage?

- A. Some countries ruled by dictators maintain peaceful relations with their neighbours
- B. Despite the presence of a world superpower, many countries continue to fight wars with their neighbours.
- C. War has existed from the beginning of recorded history.
- D. After the nations of the world form an authoritative world court, wars decrease dramatically.

2. It can be inferred from the passage that members of the classical realist school would be LEAST likely to support.

- A. a domestic policy that attempts to unify the nation's citizens behind a common cause
- B. an international policy that seeks to reduce threats of war by providing humanitarian aid to potential aggressor countries
- C. an international policy based on building a strong military force to deter threats
- D. an international policy based on joining a common defense contract with other nations

3. According to the passage, the formation of a national interest serves what function in the classical realist theory of war and peace?

- A. It provides the necessary justification for the classical realist view of a continuous global power struggle.
- B. It is a convenience used by theorists to describe national interests where none exist.
- C. It is less important to the theory than is the idea of the nation as a unitary actor
- D. It is the part of the theory that receives the most criticism from opponents.

4. The author most likely regards the classical realist theory of international relations with

- A. general apathy
- B. skeptical dismissal
- C. qualified acceptance
- D. glowing approval

Exercises on Comprehension

Passage 19

A fundamental principle of pharmacology is that all drugs have multiple actions. Actions that are desirable in the treatment of disease are considered therapeutic, while those that are undesirable or pose risks to the patient are called "effects." Adverse drug effects range from the trivial, e.g., nausea or dry mouth, to the serious, e.g., massive gastrointestinal bleeding or thromboembolism; and some drugs can be lethal. Therefore, an effective system for the detection of adverse drug effects is an important component of the health care system of any advanced nation. Much of the research conducted on new drugs aims at identifying the conditions of use that maximize beneficial effects and minimize the risk of adverse effects.

The intent of drug labeling is to reflect this body of knowledge accurately so that physicians can properly prescribe the drug; or, if it is to be sold without prescription, so that consumers can properly use the drug.

The current system of drug investigation in the United States has proved very useful and accurate in identifying the common side effects associated with new prescription drugs. By the time a new drug is approved by the Food and Drug Administration, its side effects are usually well described in the package insert for physicians. The investigational process, however, cannot be counted on to detect all adverse effects because of the relatively small number of patients involved in premarketing studies and the relatively short duration of the studies.

Animal toxicology studies are, of course, done prior to marketing in an attempt to identify any potential for toxicity, but negative results do not guarantee the safety of a drug in humans, as evidenced by such well known examples as the birth deformities due to thalidomide.

This recognition prompted the establishment in many countries of programs to which physicians report adverse drug effects. The United States and other countries also send reports to an international program operated by the World Health Organization. These programs, however, are voluntary reporting programs and are intended to serve a limited goal: alerting a government or private agency to adverse drug effects detected by physicians in the course of practice. Other approaches must be used to confirm suspected drug reactions and to estimate incidence rates. These other approaches include conducting retrospective control studies; for example, the studies associating endometrial cancer with estrogen use, and systematic monitoring of hospitalized patients to determine the incidence of acute common side effects, as typified by the Boston Collaborative Drug Surveillance Program.

Thus, the overall drug surveillance system of the United States is composed of a set of information bases, special studies, and monitoring programs, each contributing in its own way to our knowledge about marketed drugs. The system is decentralized among a number of governmental units and is not administered as a coordinated function. Still, it would be inappropriate at this time to attempt to unite all of the disparate elements into a comprehensive surveillance program. Instead, the challenge is to improve each segment of the system and to take advantage of new computer strategies to improve coordination and communication.

Exercises on Comprehension

1. The author is primarily concerned with discussing:

- A. the importance of having accurate information about the effects of drugs
- B. methods for testing the effects of new drugs on humans
- C. procedures for determining the long-term effects of new drugs
- D. attempts to curb the abuse of prescription drugs

2. The author implies that a drug with adverse side effects:

- A. will not be approved for use by consumers without a doctor's prescription
- B. must wait for approval until lengthy studies prove the effects are not permanent
- C. should be used only if its therapeutic value outweighs its adverse effects
- D. should be withdrawn from the marketplace pending a government investigation

3. Which of the following can be inferred from the given passage?

- A. A centralized drug oversight function would improve public health.
- B. Most physicians are not aware that prescription drugs have side effects.
- C. Some rare adverse drug effects are not discovered during the limited testing.
- D. Consumers are seldom unable to understand directions for proper use of a drug.

4. The author introduces the example of thalidomide to show that some:

- A. drug testing procedures are ignored by careless laboratory workers
- B. drugs do not have the same actions in humans that they do in animals
- C. drugs have no therapeutic value for humans
- D. drugs are prescribed by physicians who have not read the manufacturer's recommendations

5. The author of the passage regards current drug investigation procedures as:

- A. important but generally ineffectual
- B. lackadaisical and generally in need of improvement
- C. comprehensive but generally unnecessary
- D. necessary and generally effective

Exercises on Comprehension

Economists have long recognized a persistent and unfounded belief among the population which has come to be known as the anti-foreign bias. As a result of this bias, most people systematically underestimate the economic benefits of interactions with foreign nations. Some psychologists believe that this bias is rooted in a natural distrust of the "other," while others believe that a form of folk wisdom, seemingly in accord with common sense but nonetheless incorrect, explains the bias. This wisdom asserts that in any transaction there is a winner and a loser and any foreign nation that wants to engage in trade must be doing so because it seeks its own advantage. But nothing could be further from truth.

No less an authority than Adam Smith, one of the fathers of the modern free market system, spoke glowingly of foreign trade in his influential treatise *Wealth of Nations*. "What is prudence in the conduct of every private family, can scarce be folly in a great kingdom," said Smith. His point is simple. A baker trades his bread to the cobbler for shoes and both men benefit from the trade because of the value of specialization. The same principle works for nations. Even more startling, a basic economic theorem, the Law of Comparative Advantage, states that mutually beneficial trade is possible even if one nation is less productive than the other.

Suppose a citizen of Country X can produce either 10 computers or five bushels of wheat and a citizen of Country Y can produce either three computers or two bushels of wheat. If one citizen from Country X switches from producing wheat to computers and three citizens from Country Y switch from producing computers to wheat, there is a net gain of one computer and one bushel of wheat.

1. The passage is primarily concerned with which of the following?

- A. Arguing for an increase in trade with foreign nations.
- B. Providing a historical context for a long-standing belief.
- C. Demonstrating the fallacy of a particular way of thinking.
- D. Illustrating an economic principle through an example.

2. The author most likely mentions the "baker" and the "cobbler" in order to:

- A. provide a concrete illustration of an economic principle
- B. discuss the types of goods available during Adam Smith's time
- C. evaluate an example used in Smith's *Wealth of Nations*
- D. show that all trade is based on specialization

3. The author most probably uses the word "startling" in reference to the Law of Comparative Advantage because:

- A. it is puzzling that no one before Adam Smith thought of the Law
- B. the Law of Comparative Advantage holds even when there is an imbalance in the capabilities of the nations
- C. it is surprising that the general public is unaware of the Law of Comparative Advantage
- D. most countries do not consider the Law of Comparative Advantage when devising their trade policies

4. As it is described in the passage, which of the following most closely resembles "folk wisdom?"

Exercises on Comprehension

- A. A farmer decides that it is going to rain after scanning the sky for dark clouds.
- B. A child asks his parents why the sky is blue and the parents reply
- C. A person spends 10 dollars on lottery tickets every week because he believes that
- D. A mother tells her child to put on a jacket so he won't catch cold, even though colds are caused by viruses.

Exercises on Comprehension

Answer sheet

Qn. No	Ans
Passage-1	
1	A
2	C
3	B
4	A
5	C
6	D
Passage-2	
1	C
2	C
3	B
4	A
5	D
6	B
Passage-3	
1	B
2	A
3	D
4	C
5	C
Passage-4	
1	B
2	A
3	B
4	A
5	D
6	A
Passage-5	
1	C
2	D
3	A
4	D
5	B
6	C
7	C

Qn. No	Ans
Passage-6	
1	C
2	A
3	A
4	A
5	A
6	D
7	C
Passage-7	
1	C
2	C
3	C
4	D
5	D
6	A
Passage-8	
1	C
2	B
3	B
4	A
5	A
6	C
Passage-9	
1	D
2	B
3	B
4	D
5	C
Passage-10	
1	D
2	C
3	A
4	B
5	B
6	B

Qn. No	Ans
Passage-11	
1	C
2	B
3	B
4	C
5	D
6	C
Passage-12	
1	B
2	C
3	A
4	B
5	D
6	A
7	D
8	D
Passage-13	
1	A
2	C
3	A
4	C
5	A
6	B
7	D
8	A
Passage-14	
1	A
2	B
3	D
4	D
5	C
6	B
7	C
8	A

Qn. No	Ans
Passage-15	
1	D
2	C
3	A
4	C
5	C
Passage-16	
1	B
2	D
3	C
4	B
5	A
Passage-17	
1	B
2	D
3	A
4	C
5	B
Passage-18	
1	D
2	B
3	A
4	C
Passage-19	
1	A
2	C
3	C
4	B
5	D
Passage-20	
1	C
2	C
3	B
4	D