

Reading Homework Sheet - I

Passage 1

Math poses difficulties. There's little room for eyewitness testimony, seasoned judgment, a skeptical eye or transcendental rhetoric.

1

As used in line 2, "seasoned" most nearly means

- A) determined
- B) tasteful
- C) experienced
- D) objective

Passage 2

Around the middle of the 20th century, science dispensed with the fantasy that we could easily colonize the other planets in our solar system. Science fiction writers absorbed the new reality: soon, moon and 5 asteroid settings replaced Mars and Venus.

1

As used in line 4 "dispensed with" most nearly means

- A) distributed
- B) disposed of
- C) identified with
- D) renewed

Passage 3

Until the past few years, physicists agreed that the entire universe is generated from a few mathematical truths and principles of symmetry, perhaps throwing in a handful of parameters like the mass of an electron. 5 It seemed that we were closing in on a vision of our universe in which everything could be calculated, predicted, and understood. However, two theories, eternal inflation and string theory, now suggest that the same fundamental principles from which the laws of 10 nature derive may lead to many different self-consistent universes, with many different properties.

1

As used in line 4, "parameters" most nearly means

- A) restrictions
- B) hypotheses
- C) calculations
- D) theories

2

As used in line 5, "closing in on" most nearly means

- A) experimenting
- B) approaching
- C) hypothesizing
- D) shutting down

Passage 4

The world is complex and interconnected, and the evolution of our communications system from a broadcast model to a networked one has added a new dimension to the mix. The Internet has made us all less dependent on professional journalists and editors for information about the wider world, allowing us to seek out information directly via online search or to receive it from friends through social media. But this enhanced convenience comes with a considerable risk: that we will be exposed to what we want to know at the expense of what we need to know. While we can find virtual communities that correspond to our every curiosity, there's little pushing us beyond our comfort zones to or into the unknown, even if the unknown may have serious implications for our lives. There are things we should probably know more about—like political and religious conflicts in Russia or basic geography. But even if we knew more than we do, there's no guarantee that the knowledge gained would prompt us to act in a particularly admirable fashion.

Passage 5

Citrus greening, the plague that could wipe out Florida's \$9 billion orange industry, begins with the touch of a jumpy brown bug on a sun-kissed leaf. From there, the bacterial disease incubates in the tree's roots, then moves back up the trunk in full force, causing nutrient flows to seize up. Leaves turn yellow, and the oranges, deprived of sugars from the leaves, remain green, sour, and hard. Many fall before harvest, brown necrotic flesh ringing failed stems.

For the past decade, Florida's oranges have been literally starving. Since it first appeared in 2005, citrus greening, also known by its Chinese name, huanglongbing, has swept across Florida's groves like a flood. With no hills to block it, the Asian citrus psyllid—the invasive aphid relative that carries the disease—has infected nearly every orchard in the state. By one estimate, 80 percent of Florida's citrus trees are infected and declining.

The disease has spread beyond Florida to nearly every orange-growing region in the United States. Despite many generations of breeding by humanity, no citrus plant resists greening; it afflicts lemons, grapefruits, and other citrus species as well. Once a tree is infected, it will die. Yet in a few select Floridian orchards, there are now trees that, thanks to innovative technology, can fight the greening tide.

1

As used in line 10 “at the expense of” most nearly means

- A) in the event of
- B) without consideration of
- C) with the understanding that
- D) with the sacrifice of

2

As used in line 15 “serious” most nearly means

- A) profound
- B) focused
- C) concentrated
- D) sincere

3

As used in line 19 “prompt” most nearly means

- A) advocate
- B) require
- C) motivate
- D) instruct

1

As it is used in line 9, “ringing” most nearly means

- A) nourishing
- B) implanting
- C) growing
- D) surrounding

2

As it is used in line 24, “select” most nearly means

- A) exclusive
- B) preferred
- C) particular
- D) conventional

Passage 6

Chimps do it, birds do it, even you and I do it. Once you see someone yawn, you are compelled to do the same. Now it seems that wolves can be added to the list of animals known to spread yawns like a 5 contagion.

Among humans, even thinking about yawning can trigger the reflex, leading some to suspect that catching a yawn is linked to our ability to empathize with other humans. For instance, contagious yawning activates the 10 same parts of the brain that govern empathy and social know-how. And some studies have shown that humans with more fine-tuned social skills are more likely to catch a yawn.

1

As used in line 10, “govern” most nearly means

- A) elect
- B) control
- C) charge
- D) rule

Passage 7

The following passage is adapted from Daniel Webster’s speech to the Senate in support of the Compromise of 1850, the congressional effort to resolve the issues propelling the United States toward a civil war.

I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American, and a member of the Senate of the United States. It is fortunate that there is a Senate of the United States; a 5 body not yet moved from its propriety, not lost to a just sense of its own dignity and its own high responsibilities, and a body to which the country looks, with confidence, for wise, moderate, patriotic, and healing counsels.

It is not to be denied that we live in the midst of strong 10 agitations, and are surrounded by very considerable dangers to our institutions and government. The imprisoned winds are let loose. The East, the North, and the stormy South combine to throw the whole sea into commotion, to toss its billows to the skies, and 15 disclose its profoundest depths. I do not affect to regard myself, Mr. President, as holding, or as fit to hold, the helm in this combat with the political elements; but I have a duty to perform, and I mean to perform it with fidelity, not without a sense of existing dangers, but not 20 without hope. I have a part to act, not for my own security or safety, for I am looking out for no fragment upon which to float away from the wreck, if wreck there must be, but for the good of the whole, and the preservation of all; and there is that which will keep me 25 to my duty during this struggle, whether the sun and the stars shall appear, or shall not appear for many days. I speak to-day for the preservation of the Union.

1

As used in line 15, “affect” most nearly means

- A) object
- B) claim
- C) influence
- D) defend

2

As used in line 19, “fidelity” most nearly means

- A) rebellion
- B) excitement
- C) disbelief
- D) steadfastness

Passage 8

To understand what the new software—that is, analytics—can do that's different from more familiar software like spreadsheets, word processing, and graphics, consider the lowly photograph. Here the relevant facts aren't how many bytes constitute a digital photograph, or a billion of them. That's about as instructive as counting the silver halide molecules used to form a single old-fashioned print photo. The important feature of a digital image's bytes is that, unlike crystalline molecules, they are uniquely easy to store, transport, and manipulate with software. In the first era of digital images, people were fascinated by the convenience and malleability (think PhotoShop) of capturing, storing, and sharing pictures. Now, instead of using software to manage photos, we can mine features of the bytes that make up the digital image. Facebook can, without privacy invasion, track where and when, for example, vacationing is trending, since digital images reveal at least that much. But more importantly, those data can be cross-correlated, even in real time, with seemingly unrelated data such as local weather, interest rates, crime figures, and so on. Such correlations associated with just one photograph aren't revealing. But imagine looking at billions of photos over weeks, months, years, then correlating them with dozens of directly related data sets (vacation bookings, air traffic), tangential information (weather, interest rates, unemployment), or orthogonal information (social or political trends). With essentially free super-computing, we can mine and usefully associate massive, formerly unrelated data sets and unveil all manner of economic, cultural, and social realities.

For science fiction aficionados, Isaac Asimov anticipated the idea of using massive data sets to predict human behavior, coining it “psychohistory” in his 1951 Foundation trilogy. The bigger the data set, Asimov said then, the more predictable the future. With big-data analytics, one can finally see the forest, instead of just the capillaries in the tree leaves. Or to put it in more accurate terms, one can see beyond the apparently random motion of a few thousand molecules of air inside a balloon; one can see the balloon itself, and beyond that, that it is inflating, that it is yellow, and that it is part of a bunch of balloons en route to a birthday party. The data/software world has, until now, been largely about looking at the molecules inside one balloon.

1

As in line 15, “mine” most nearly means

- A) exploit
- B) contain
- C) respond
- D) describe

2

As used in line 31, “unveil” most nearly means

- A) reveal
- B) analyze
- C) alter
- D) uphold

3

As used in line 34 “anticipated” most nearly means

- A) waited for
- B) accumulated
- C) foresaw
- D) explained

Passage 9

This passage is from Samuel Gompers, "What Does the Working Man Want?" 1890. Gompers, a Scottish Immigrant, was the founder of the American Federation of Labor and helped workers to organize and fight for fairer working conditions.

My friends, we have met here today to celebrate the idea that has prompted thousands of working-people of Louisville and New Albany to parade the streets; that prompts the toilers of Chicago to turn out by their
5 fifty or hundred thousand of men; that prompts the vast army of wage-workers in New York to demonstrate their enthusiasm and appreciation of the importance of this idea; that prompts the toilers of England, Ireland, Germany, France, Italy, Spain, and Austria to defy the
10 manifestos of the autocrats of the world and say that on May the first, 1890, the wage-workers of the world will lay down their tools in sympathy with the wage-workers of America, to establish a principle of limitations of hours of labor to eight hours for sleep,
15 eight hours for work, and eight hours for what we will.

It has been charged time and again that were we to have more hours of leisure we would merely devote it to the cultivation of vicious habits. They tell us that the eight-hour movement can not be enforced, for the
20 reason that it must check industrial and commercial progress. I say that the history of this shows the reverse. I say that is the plane on which this question ought to be discussed—that is the social question. As long as they make this question economic one, I am willing to
25 discuss it with them. I would retrace every step I have taken to advance this movement did it mean industrial and commercial stagnation. But it does not mean that. It means greater prosperity it means a greater degree of progress for the whole people.

30 They say they can't afford it. Is that true? Let us see for one moment. If a reduction in the hours of labor causes industrial and commercial ruination, it would naturally follow increased hours of labor would increase the prosperity, commercial and industrial. If that were true, England and America ought to be at
35 the tail end, and China at the head of civilization.

Why, when you reduce the hours of labor, just think what it means. Suppose men who work ten hours a day had the time lessened to nine, or men who work nine hours a day have it reduced to eight; what
40 does it mean? It means millions of golden hours and opportunities for thought. Some men might say you will go to sleep. Well, the ordinary man might try to sleep sixteen hours a day, but he would soon find he could not do it long. He would probably become interested in

45 some study and the hours that have been taken from manual labor are devoted to mental labor, and the mental labor of one hour produce for him more wealth than the physical labor of a dozen hours.

I maintain that this is a true proposition—that
50 men under the short-hour system not only have opportunity to improve themselves, but to make a greater degree of prosperity for their employers. Why, my friends, how is it in China, how is it in Spain, how is it in India and Russia, how is it in Italy?
55 Cast your eye throughout the universe and observe the industry that forces nature to yield up its fruits to man's necessities, and you will find that where the hours of labor are the shortest the progress of invention in machinery and the prosperity of the people are the greatest.
60 It has only been under the great influence of our great republic, where our people have exhibited their great senses, that we can move forward, upward and onward, and are watched with interest in our movements of progress and reform.

1

As used in line 16, "charged" most nearly means

- A) convicted
- B) ridiculed
- C) claimed
- D) endangered

2

As used in line 18, "vicious" most nearly means

- A) idle
- B) cruel
- C) severe
- D) ferocious

3

As used in line 20, "check" most nearly means

- A) ensure
- B) restrict
- C) control
- D) observe

4

As used in line 49, “proposition” most nearly means

- A) offer
- B) reminder
- C) plan
- D) assertion

5

As used in line 52, “degree” most nearly means

- A) amount
- B) measurement
- C) temperature
- D) stage

Passage 10

The following passage is adapted from Mark Twain's memoir, *Life on the Mississippi* (1883). Twain worked for several years as a steamboat pilot on the Mississippi River before becoming a writer.

Now when I had mastered the language of this water and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a
Line valuable acquisition. But I had lost something, too. I had lost
5 something which could never be restored to me while I lived.
All the grace, the beauty, the poetry had gone out of the majestic river! I still keep in mind a certain wonderful sunset which I witnessed when steamboating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red
10 hue brightened into gold, through which a solitary log came floating, black and conspicuous; in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings, that were as many-tinted as an opal; where the ruddy flush was faintest, was a smooth spot
15 that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the somber shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy
20 bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances; and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it, every passing moment, with new marvels of coloring.
25 I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me, and I had never seen anything like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's
30 face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture, and should have commented upon it, inwardly, in this fashion: This sun means that we are going to have wind tomorrow; that floating log means that the

35 river is rising, small thanks to it; that slanting mark on the water refers to a bluff reef which is going to kill somebody's steamboat one of these nights, if it keeps on stretching out like that; those tumbling.“boils” show a dissolving bar and a changing channel there; the lines and circles in the slick water over yonder are a
40 warning that that troublesome place is shoaling up dangerously; that silver streak in the shadow of the forest is the “break” from a new snag, and he has located himself in the very best place he could have found to fish for steamboats; that tall dead tree, with a single living branch, is not going to last long, and then how is a
45 body ever going to get through this blind place at night without the friendly old landmark?

No, the romance and the beauty were all gone from the river. All the value any feature of it had for me now was the amount of usefulness it could furnish toward compassing the safe piloting
50 of a steamboat. Since those days, I have pitied doctors from my heart. What does the lovely flush in a beauty's cheek mean to a doctor but a “break” that ripples above some deadly disease? Are not all her visible charms sown thick with what are to him the signs and symbols of hidden decay? Does he ever see her beauty
55 at all, or doesn't he simply view her professionally, and comment upon her unwholesome condition all to himself? And doesn't he sometimes wonder whether he has gained most or lost most by learning his trade?

1

As used in line 4, “acquisition” most nearly means

- A) conquest.
- B) beauty.
- C) gain.
- D) question.

2

The author's attitude toward the "sunset scene" (line 31) after working on the river for several years is best described as

- A) reticent.
- B) nostalgic.
- C) sophomoric.
- D) pragmatic.

3

As used in line 11, "conspicuous" most nearly means

- A) hidden.
- B) noticeable.
- C) ugly.
- D) destroyed.

4

As used in line 17, "somber" most nearly means

- A) despondent.
- B) cheerful.
- C) consistent.
- D) vital.

5

As used in line 20, "splendor" most nearly means

- A) destruction.
- B) melancholy.
- C) boredom.
- D) beauty.

6

As used in line 25, “bewitched” most nearly means

- A) cursed.
- B) fascinated.
- C) bored.
- D) fictionalized.

7

As used in line 29, “wrought” most nearly means

- A) fought.
- B) bought.
- C) taught.
- D) made.

8

Which of the following words could be substituted for “yonder” (line 39) without changing the meaning of the sentence?

- A) This
- B) That
- C) There
- D) Who

The primary purpose of the passage is to show that technical knowledge can detract from *aesthetic* appreciation. Based on the context of the passage, “aesthetic” most nearly means

- A) artful.
- B) pertaining to beauty or art.
- C) majestic.
- D) appreciation of nature.

Passage II

Defining a uniquely American educational system was one of the challenges faced by the Revolutionary generation. The following passage discusses the views on education of two of America's most important 18th-century political figures.

Benjamin Franklin and Thomas Jefferson shared basic ideas about the importance of education and its social implications in the early American Republic because both were greatly influenced by the liberal Enlightenment thinkers, but they Line 5 differed on more specific points of organization, funding, and subject matter.

Benjamin Franklin's outlook on education was tempered by his humble background and his rise to fame through self-motivation and hard work. He did not feel that publicly funded education was necessary because personal ability and initiative to educate oneself would be (as it had been in his case) enough to drive the most worthy candidates to the top. Education beyond the elementary level, he claimed, was simply not necessary or desirable to all people. Franklin was critical of a strictly classical education, for he felt it served no purpose in the new era and perpetuated the elitist trend in higher education, a trend which ran counter to the democratic ideals of the age. His model for a new private academy, as put forth in his "Proposals Relating to the Education of Youth in Pennsylvania" of 1743, 10 15 20 25 answered growing middle class needs while still including traditional elements of the classical model. The curriculum of the private academy would reflect the current trends of the day—empiricism, sense realism, and science—as well as Franklin's personal utilitarian and commercial interests.

True to his deistic inclinations, scientific study was included in the curriculum, as were basic moral principles, but sectarian religious views were not.

In contrast to Franklin, whose ideas against publicly funded education found a wide audience, Thomas Jefferson 30 felt that universal education was imperative for democratic participation in community development; therefore, he strongly advocated state control of secular education. Like Franklin, Jefferson acknowledged that there were those who had a greater predilection for scholarship, but while Franklin seemed content

35 to let the more able students scramble to the top on their own with no state assistance, Jefferson wanted the state to fund secondary schooling for more academically capable youth, as well as universal elementary education for all children. Jefferson also strongly advocated the retention of the classical curriculum
40 in higher education. In 1779 he tried unsuccessfully to reform the college of William and Mary, which at that time offered only religious instruction for future church leaders and a liberal curriculum for the aristocracy. Jefferson felt that a classical education was still the most appropriate for the training of
45 leaders who must understand basics of democracy and human political interaction; in short, he wanted education for civic leadership to be part of university curriculum. Jefferson, like the French philosophers Condorcet and Rousseau before him, was a little ahead of his time on this issue; eventually his models for
50 both state-supported, secular education and university curricula for civic leadership were more widely accepted in the nineteenth century than they were in his own time.

Overall, the disparities between the educational views of Jefferson and Franklin are attributable in large part to the fact
55 that the two men concerned themselves with different elements of education, even though they were influenced by the same philosophical beliefs. Franklin's efforts targeted secondary schooling, while Jefferson concerned himself with improving higher level curriculum. Franklin's reforms benefited the
60 commercial classes, with whom he had many contacts and a personal interest in assisting, while the efforts of Jefferson, who mistrusted capitalism and the mercantile mentality, were intended to improve the lot of the democratic political elite.

However, there is still much the two men had in common;
65 both Franklin and Jefferson envisioned the building of a democratic society in the new Republic. They were both against strong central government, religious authoritarianism, and elitism in public institutions. They both felt that the educational structure should serve the greater needs of society
70 and produce citizens, not just religious leaders and aristocrats. Both were also hostile to organized religion because European history had already shown the kind of violence and cultural

stagnation that resulted from the dogmatic, intolerant strains of religious sectarianism. A democratic state by definition required a citizenry that identified itself as members of a larger community—of humanity—as opposed to a specific religious group. This was one of the primary goals of Enlightenment education in America—to educate all people in order to enable them to fulfill their civic responsibilities.

1

As used in line 2, “implications” most nearly means

- A) hints.
- B) ramifications.
- C) intellectualizations.
- D) dangers.

2

As used in line 7, “tempered” most nearly means

- A) formed.
- B) angered.
- C) timed.
- D) hindered.

3

As used in line 16, “elitist” most nearly means

- A) wealthy person.
- B) uneducated person.
- C) privileged person.
- D) traditional person.

4

As used in line 23, “empiricism” most nearly means

- A) faith.
- B) religious zeal.
- C) scientific observation.
- D) diligence.

5

As used in line 24, “utilitarian” most nearly means

- A) practical.
- B) impractical.
- C) profitable.
- D) unprofitable.

6

As used in line 25, “deistic” most nearly means

- A) rejecting morality.
- B) elevating science above all other concerns.
- C) promoting sectarian religious views.
- D) allowing for variations in religious belief.

7

As used in line 30, “imperative” most nearly means

- A) necessary.
- B) unnecessary.
- C) optional.
- D) detrimental to.

8

As used in line 32, “secular” most nearly means

- A) religious.
- B) nonreligious.
- C) scientific.
- D) artistic.

9

As used in line 34, “predilection” most nearly means

- A) aptitude.
- B) ineptitude.
- C) foreknowledge.
- D) speed.

10

As used in line 39, “advocated” most nearly means

- A) spoke out against.
- B) called out.
- C) summoned.
- D) spoke in favor of.

11

As used in line 53, “disparities” most nearly means

- A) similarities.
- B) differences.
- C) sad events.
- D) conflicts.

12

Which of the following phrases most relates to capitalism (line 62)?

- A) “the same philosophical beliefs” (lines 56-57)
- B) “secondary schooling” (lines 57-58)
- C) “the commercial classes” (lines 59-60)
- D) “political elite” (line 63)

13

As used in line 73, “stagnation” most nearly means

- A) flowering.
- B) lack of growth.
- C) embrace of knowledge.
- D) civic responsibility.

14

As used in line 73, “dogmatic” most nearly means

- A) open-minded.
- B) stubborn.
- C) curious.
- D) violent.

Homework Sheet - I (Student Response Sheet)

Passage - I

1.

Passage - 2

1.

Passage - 3

1. 2.

Passage - 4

1. 2. 3.

Passage - 5

1. 2.

Passage - 6

1.

Passage - 7

1. 2.

Passage - 8

1. 2. 3.

Passage - 9

1. 2. 3. 4. 5.

Passage - 10

1. 2. 3. 4. 5. 6. 7. 8. 9.

Passage - 11

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11.
12. 13. 14.