

Reading Practice Set 1

Understanding the Problem of Bycatch

A topic of increasing importance for saving sea life is bycatch—fish and other animals caught by accident while fishing for a specific type of fish. This often happens in two ways: longline fishing, which uses a long fishing line with hooks, and trawling, which uses a big net dragged through the ocean. Many sea animals like dolphins, whales, and turtles get caught by mistake. It's hard to know exactly how much bycatch there is because it's often not reported. But it's estimated that 25-30% of the fish caught is bycatch, which is about 30 million metric tons.

Bycatch is a big problem in shrimp fishing. Shrimp nets have very small holes, so many small fish and baby fish get caught too. These small fish are not wanted and are thrown back into the ocean, usually dead or dying. Even nets with bigger holes do not stop bycatch because once the net is full, small fish get trapped too.

Bycatch causes problems for fishermen and the environment. For fishermen, bycatch fills the nets and makes the boats use more fuel. It also takes time to sort the catch, and some shrimp spoil during this time. For the environment, high numbers of young fish being caught can lead to fewer fish in the future. This is a problem for species like the red snapper and weakfish. Shrimp fishing near the shore, where many baby fish live, can reduce the number of fish that grow up.

When bycatch is thrown back into the ocean, it is eaten by other animals. This can be good for some fish, seabirds, crabs, and even shrimp. About 40-60% of the bycatch thrown back is eaten by other sea creatures, which helps their food chain.

Catching too many fish and throwing back too much bycatch can change the ocean's food web. This means that big predators and important fish species are caught, leaving the ocean with smaller, less valuable species like jellyfish and plankton. In the last 30 years of the 20th century, even though more boats and better technology were used, the number of valuable fish caught dropped by 25%.

Groups that protect the environment do not like the waste caused by bycatch. People were very worried about endangered turtles being caught in shrimp nets. In the 1980s, Turtle Excluder Devices (TEDs) were made to help turtles escape from shrimp nets. Also, Bycatch Reduction Devices (BRDs) were created to separate shrimp from other fish in the nets.

Directions: Now answer the questions.

1. Why does the author provide the information about the amount of bycatch?
 - (A) To show that it is not hard to know how much bycatch there is
 - (B) To show that longline and trawling methods are very effective
 - (C) To show that bycatch is a problem even if we do not know the exact amount
 - (D) To show that only some types of fishing gear provide bycatch data
2. According to paragraph 1, which is true about fishing methods and bycatch?
 - (A) Almost all fishing methods catch unwanted fish and animals.
 - (B) Changing from trawling to longline fishing saves seabirds and turtles.
 - (C) Longline fishing is very dangerous for dolphins and whales.
 - (D) Trawling on the ocean floor produces less bycatch than trawling in mid-ocean waters.
3. The word "acute" in the passage means:
 - (A) common
 - (B) severe
 - (C) complicated
 - (D) noticeable
4. Why have larger mesh sizes not solved the bycatch problem in shrimp fishing?
 - (A) Bigger holes make the nets get tangled or broken.
 - (B) Bigger holes let shrimp escape too.
 - (C) Fish get stuck in bigger holes, causing more deaths.
 - (D) Nets still trap fish when they get full.
5. Which is NOT a problem caused by bycatch in shrimp fishing?
 - (A) Fishermen need more fuel because of the extra fish in nets.
 - (B) Recreational and commercial species decline because their prey is caught.
 - (C) Fishermen spend time sorting shrimp, and some shrimp spoil.
 - (D) Young fish populations reduce because they are caught in nets.
6. How does bycatch sometimes help sport fish, seabirds, crabs, and shrimp?
 - (A) Discarded fish provide extra food.
 - (B) Fishing eliminates many predators of these species.
 - (C) Fish caught in crowded places are released in better environments.
 - (D) Fishing reduces competitors for food and resources.

7. Which sentence best expresses the idea of overfishing and overdiscarding in paragraph 5?

- (A) Overfishing and overdiscarding of small species like jellyfish is changing the ocean food web.
- (B) Bycatch disposal simplifies the food web by favoring predators of small species.
- (C) Overfishing and bycatch disposal cause the disappearance of top species, leaving smaller species.
- (D) Overfishing and overdiscarding affect both top predators and small species.

8. Why did landing rates of valuable species fall by 25% in the last three decades of the 20th century?

- (A) Technology made fishers shift to less valuable species.
- (B) Fewer people and ships were involved in fishing.
- (C) The total amount of fish in the ocean decreased.
- (D) Valuable species became a smaller part of the sea population.

Conservation groups do not like the waste caused by bycatch. (A) People were very worried about endangered turtles being caught in shrimp nets. This led to the creation of turtle exclusion devices (TEDs) in the 1980s. (B) Turtles were not the only sea animals to benefit from new fishing methods. (C) TEDs were added to the shrimp nets to help turtles escape without losing too many shrimps. (D) Engineers and fishers also made new shrimp nets with bycatch reduction devices (BRDs). These devices use the differences in behavior between shrimp and fish to separate them.

Where does the sentence best fit?

Turtles were not the only sea animals to benefit from new fishing methods.

Options:

- A. Option A
- B. Option B
- C. Option C
- D. Option D

Summary Practice

Directions:

Complete the summary by selecting the 3 answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Many fish and other animals are unintentionally caught during commercial fishing, a problem known as bycatch.

Answer choices:

(A) Bycatch occurs in both longline fishing and trawling and affects a range of species, although marine engineers have developed net devices that have lessened the problem for some species.

(B) Female fish are especially likely to become bycatch when they are near the ocean bottom spawning their eggs, which decreases the populations of commercially desirable fish such as salmon and tuna.

(C) Trawling with small mesh nets for shrimp results in large amounts of bycatch, especially of small, young, or unwanted species of fish, causing a range of problems for shrimp fishers and the ecosystem.

(D) Efforts are being made to come up with productive uses for bycatch, such as providing food for fish farms or being used in agricultural products such as animal feed and fertilizers.

(E) When bycatch is disposed of in the ocean, the extra food is eaten by predators, detritivores, and decomposers but may ultimately cause the most valuable species to decline.

(F) Much of the equipment designed to prevent bycatch has so far proven to be largely ineffective, with TEDs failing to significantly reduce the number of sea turtles captured in fishing nets.

Reading Practice Set 2
Ancient Rome and Greece

The Roman world was very strong and unified. Like the stones in a Roman wall, the parts of the Roman Empire were held together by physical, organizational, and psychological controls. The physical controls included military garrisons and roads connecting the provinces to Rome. The organizational controls were based on common laws and administration, and a universal army of officials. The psychological controls were built on fear and punishment.

Rome grew from one single city, unlike Greece, which grew from many scattered cities. Rome expanded by conquering land, while Greece expanded along the sea lanes. The key to Roman power lay in its army, while the key to Greek power lay in its ships. Romans were attached to the land, while Greeks were attached to the sea.

Roman priorities were in organizing, exploiting, and defending their territory. The fertile plain of Latium, where the founders of Rome originated, created the habits and skills of landed settlement and a land-based society. This fostered the Roman virtues of gravitas (a sense of responsibility), pietas (a sense of devotion to family and country), and iustitia (a sense of natural order).

Modern attitudes to Roman civilization vary. Some historians admire the strength of Rome, while others dislike it. Some think Rome was just an imitator of Greece on a larger scale. Greek civilization was original and had quality, while Roman civilization was derivative and had quantity. Greek civilization had style, while Rome had money. Greek civilization was the inventor, while Rome was the research and development division.

Rome's debt to Greece was enormous. The Romans adopted Greek religion and moral philosophy. Greek writers were used as models by their Latin successors. An educated Roman was expected to be fluent in Greek. In speculative philosophy and sciences, the Romans made virtually no advance on early achievements.

However, Rome was not just a junior partner in Greco-Roman civilization. The Roman genius was projected into new spheres, especially law, military organization, administration, and engineering. The tensions within the Roman state produced literary and artistic sensibilities of the highest order. Many leading Roman soldiers and statesmen were also writers of high caliber.

Directions: Now answer the questions.

1. According to paragraph 1, all of the following are controls that held together the Roman world EXCEPT

- A. administrative and legal systems
- B. the presence of the military
- C. a common language

D. transportation networks

2. According to paragraph 2, which of the following was NOT characteristic of Rome's early development?

- A. Expansion by sea invasion
- B. Territorial expansion
- C. Expansion from one original settlement
- D. Expansion through invading armies

3. Why does the author mention "Alexander the Great" in the passage?

- A. To acknowledge that Greek civilization also expanded by land conquest
- B. To compare Greek leaders to Roman leaders
- C. To give an example of a Greek leader whom Romans studied
- D. To indicate the superior organization of the Greek military

4. The word "fostered" in the passage is closest in meaning to

- A. accepted
- B. combined
- C. introduced
- D. encouraged

5. Paragraph 3 suggests which of the following about the people of Latium?

- A. Their economy was based on trade relations with other settlements.
- B. They held different values than the people of Rome.
- C. Agriculture played a significant role in their society.
- D. They possessed unusual knowledge of animal instincts.

6. Paragraph 4 indicates that some historians admire Roman civilization because of

- A. the diversity of cultures within Roman society
- B. its strength
- C. its innovative nature
- D. the large body of literature that it developed

7. According to paragraph 4, intellectual Romans such as Horace held which of the following opinions about their civilization?

- A. Ancient works of Greece held little value in the Roman world.
- B. The Greek civilization had been surpassed by the Romans.
- C. Roman civilization produced little that was original or memorable.

D. Romans valued certain types of innovations that had been ignored by ancient Greeks.

8. Which of the following statements about leading Roman soldiers and statesmen is supported by paragraphs 5 and 6?

- A. They could read and write the Greek language.
- B. They frequently wrote poetry and plays.
- C. They focused their writing on military matters.
- D. They wrote according to the philosophical laws of the Greeks.

9. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage.

They esteem symbols of Roman power, such as the massive Colosseum.

Modern attitudes to Roman civilization range from the infinitely impressed to the thoroughly disgusted. (A) As always, there are the power worshippers, especially among historians, who are predisposed to admire whatever is strong, who feel more attracted to the might of Rome than to the subtlety of Greece. (B) At the same time, there is a solid body of opinion that dislikes Rome. (C) For many, Rome is at best the imitator and the continuator of Greece on a larger scale. (D) Greek civilization had quality; Rome, mere quantity. Greece was original; Rome, derivative. Greece had style; Rome had money. Greece was the inventor; Rome, the research and development division. Such indeed was the opinion of some of the more intellectual Romans. "Had the Greeks held novelty in such disdain as we," asked Horace in his Epistles, "what work of ancient date would now exist?"

- A. Option A
- B. Option B
- C. Option C
- D. Option D

Summary Practice

Directions:

Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

The Roman world drew its strength from several important sources.

Answer Choices:

- A. Numerous controls imposed by Roman rulers held its territory together.
- B. The Roman military was organized differently from older military organizations.
- C. Romans valued sea power as did the Latins, the original inhabitants of Rome.
- D. Roman values were rooted in a strong attachment to the land and the stability of rural life.
- E. Rome combined aspects of ancient Greek civilization with its own contributions in new areas.
- F. Educated Romans modeled their own literature and philosophy on the ancient Greeks.

Vocab

[illegible]

