CHINA'S LESSONS FOR THE WORLD BANK

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 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 economic 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 indefensible, rather than to help 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 American President, Ronald Reagan and British Prime Minister, Margaret Thatcher, 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 extreme free-market 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 also getting crucial help from China and other partners that are less wedded to extreme free-market ideology than the World Bank. Many African governments at the shanghai meeting declared their intention to act boldly by investing in infrastructure, agriculture modernistation, 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.

MULTIPLE-CHOICE QUSTIONS

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 isn't 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.
   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's 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.

ENVIRONMENTAL POLLUTION

Rapidly increasing environmental pollution has created a deep sense of awareness among the masses of the urgent need to safeguard our habitat. Among the different types of pollution affecting our cities, only air and water pollution have received adequate attention of the environmentalists. The concern for noise pollution, which has reached alarming proportions in a number of important cities of the world, including Karachi, has been minimal. It is because of this apathy that the average noise-level in Karachi far exceeds the safe level of 55-60 decibels. In certain areas of the city, the noise levels during the day- time, have been recorded in excess of 100 decibels. Empirical studies reveal that excessive noise levels pose a grave threat to human health and cause a number of complications. In a well-researched study on the impact of high noise-levels on human beings, it has been established that consistently high level of noise not only damages the ear drums, but also causes nausea, severe body pains and hypertension which lead to nervous breakdown and ulcers.

The real cost of noise-induced loss to industry is considered to be far greater than that of most other occupational hazards. Declining productivity among workers in certain industries, such as stone crushing, heavy steel and metal stamping and aeronautical engineering is attributable to high noise levels which adversely affect the mental and physical health of the workers. Workers exposed to high intensities of noise for prolonged periods are often found to be irritable and tense and prone to react violently even

to minor differences or disagreements. Extended periods of eight hours of daily exposure to high levels of noise can cause life-long deafness.

With growing environmental awareness, some countries in Europe are beginning to take the problems of noise most seriously. In the Netherlands, zoning regulations prohibit the construction of housing projects in areas which have high levels of noise pollution, like main highways or airports. In addition, construction of anti-noise surface-porous asphalt roads reduces traffic noise by up to 5 decibels. In the major cities of Pakistan, three-wheeler rickshaws and buses plying with defective silencers are the worst offenders. Besides, mechanical workshops in the residential areas also contribute to the menace of noise pollution. The citizens must take serious note of the threats posed by noise pollution.

MULTIPLE-CHOICE QUSTIONS

1. Give a suitable title to the passage.
   a) Environmental pollution in Pakistan
   b) Hazards of noise pollution in Karachi
   c) Environmental pollution; Pakistan vs. Foreign countries
   d) How noise pollution affects industrial workers
2. What are the three types of pollution mentioned in the above passage?
   a) Environmental pollution, air pollution and soil pollution
   b) Thermal pollution, water pollution and noise pollution
   c) air pollution, water pollution and noise pollution
   d) Noise pollution, soil pollution and industrial pollution.
3. Identify four types of dangers posed to human health by noise pollution as stated in the passage.
   a) nausea, body pain, hypertension and damage to ear drums
   b) Life-long deafness, ulcers, body pain and cancer
   c) Damage to ear drums, nervous breakdown, body pain and lung cancer
   d) Body pain, nausea, deafness and asthma.
4. Noise pollution affects industrial workers by:
   a) Making them grouchy, headstrong and quiet.
   b) Making them violent, shrewd and relentless.
   c) making them less productive, irritable and mentally and physically ill.
   d) Making them ruthless, argumentative and autonomous.

5. According to the passage, which types of vehicles and industries create the most noise on the roads and residential areas of Pakistan?
   a) Construction industry, inter-city transport and airports
   b) Industries in the residential area, heavy duty bikes and three wheeler rickshaws
   c) Buses with defective silencers, tinted cars and CNG rickshaws
   d) Three wheeler rickshaws, buses with defective silencers, and mechanical workshops.

HISTORY OF CHILD LABOR

Throughout most of human history, children had been working long hours in jobs that today are typically filled by adults. Children have worked as servants, apprentices (trainees), laborers, and more. They would be paid less than adults, work in dangerous conditions, and were easily controlled and managed compared to adults. Even a child's smaller size was used as an advantage because they could easily access some of the small spaces required with some tasks. Many child laborers supported their family and did not receive an education. They worked and did not attend school.

During Colonial Times, child labor was not unusual or controversial. Children did as much work as the adults, on family farms of with handicrafts. Children were a part of the economy, sometimes hired by nearby farmers. Boys would begin training for certain jobs or trades between ages ten and fourteen. Child labor on farms and with trades did begin to decline at the beginning of the nineteenth century (1800s), but the children moved to factory employment.

Factories in England and the United States began using children to run the machines used by factories. The machines did not require the strength of an adult and they could be paid less money. They may have worked between 12 to 18 hours each day, six days a week, and earn a total of one dollar. Some children began working at the age of seven in spinning mills and hauled heavy loads from place to place. The factories were not safe, often dark, damp, and dirty as well. Many children became sick. In addition, there were children who worked in coal mines. They had no time to play, go to school, or rest. Their days would consist of working, eating, and sleeping.

In 1810, there were about 2 million school-aged children working more than 50 hours each week, and most of them came from poor families. If parents were unable to pay for their children's needs, they would be turned over to a mill or factory owner. In one location, a glass company in Massachusetts had been fenced in with barbed wire so the children would not escape.

By 1900, in the United States, about 18% of all workers in America were under the age of 16. In cotton mills, about 25% of the workers were under age 15, but and half of them were under the age of 12. Throughout the United States and England, people became outraged at the conditions and treatment of the children. Things first began to change in England when laws were passed between 1802 and 1878, which did not outlaw child labor, but shortened a child's work hours, improved conditions, and raised the age at which children could work.

In America, things did not change dramatically until the *Great Depression*, when the economy collapsed, and people believed that child workers must be replaced by adults who needed jobs. By 1899, 28 states passed laws related to child labor and many efforts took place to pass a national law, but the Supreme Court ruled them unconstitutional. In 1938, Congress finally passed the *Fair Labor Standards Act*, which set the minimum age of 16 for workers during school hours, 14 for after school hours, and 18 for dangerous work.

However, there are still some kinds of work not regulated, such as farming. The children of migrant workers are permitted to work alongside their parents and farmers may legally employ them outside of school hours. Finally, every country in the world does not have laws regarding child labor. As of the mid-2000s, there are still about 218 million child laborers in the world, and more than half of them are working in dangerous and hazardous jobs.

MULTIPLE-CHOICE QUSTIONS

1. Which of the following tells why a child's small size was helpful for labor?
   a) less food needs
   b) more could be hired
   c) access to small spaces
   d) less space needed for workplaces
2. During which time-period was child labor not unusual or controversial?
   a) Colonial Times
   b) World War I
   c) Great Depression
   d) Modern Times
3. Where did much of the child labor move to following its use on farms?
   a) factories
   b) jobs on ships
   c) textile mills
   d) handicrafts
4. About how many hours each week did children work in factories during the 1800s?
   a) 12 to 18
   b) 40 to 60
   c) 20 to 30
   d) 72 to 108

5. In America, which of the following led to a dramatic change related to child labor?
   a) Colonial Times events
   b) World War II
   c) England's laws
   d) Great Depression
6. Which of the following is the most accurate statement regarding child labor?
   a) Child labor still exists in America but it is not as prevalent
   b) Children over the age of 14 may work with restrictions, but there are places in the world where child labor is still a problem
   c) The Fair Labor Standards Act ended child labor throughout the world
   d) There are children who must still work because their families need the money, but in the U.S., it never happens

THE CAUSES OF FLOODS

Floods are second only to fire as the most common of all natural disasters. They occur almost everywhere in the world, resulting in widespread damage and even death. Consequently, scientists have long tried to perfect their ability to predict floods. So far, the best that scientists can do is to recognize the potential for flooding in certain conditions. There are a number of conditions, from deep snow on the ground to human error, that cause flooding.

When deep snow melts it creates a large amount of water. Although deep snow alone rarely causes floods, when it occurs together with heavy rain and sudden warmer weather, it can lead to serious flooding. If there is a fast snow melt on top of frozen or very wet ground, flooding is more likely to occur than when the ground is not frozen. Frozen ground or ground that is very wet and already saturated with water cannot absorb the additional water created by the melting snow. Melting snow also contributes to high water levels in rivers and streams. Whenever rivers are already at their full capacity of water, heavy rains will result in the rivers overflowing and flooding the surrounding land.

Rivers that are covered in ice can also lead to flooding. When ice begins to melt, the surface of the ice cracks and breaks into large pieces. These pieces of ice move and float down the river. They can form a dam in the river, causing the water behind the dam to rise and flood the land upstream. If the dam breaks suddenly, the large amount of water held behind the dam can flood the areas downstream too.

Broken ice dams are not the only dam problems that can cause flooding. When a large human-made dam breaks or fails to hold the water collected behind it, the results can be devastating. Dams contain such

huge amounts of water behind them that when sudden breaks occur, the destructive force of the water is like a great tidal wave. Unleashed dam waters can travel tens of kilometres, cover the ground in metres of mud and debris, and drown and crush everything and creature in their path.

Although scientists cannot always predict exactly when floods will occur, they do know a great deal about when floods are likely, or probably, going to occur. Deep snow, ice-covered rivers, and weak dams are all strong conditions for potential flooding. Hopefully, this knowledge of why floods happen can help us reduce the damage they cause.

MULTIPLE-CHOICE QUSTIONS

1. Which of the following word is not a natural disaster?
   a) flood
   b) earthquake
   c) airplane crash
   d) hurricane
2. Which of the following are included as causes for floods in the reading passage?
   a) droughts
   b) large lakes
   c) poorly built roads
   d) melting snow
3. How does deep snow cause flooding?
   a) melting snow causes flooding
   b) too much rain causes flooding
   c) sudden warm temperatures combined with heavy rains causes flooding
   d) freezing water causes flooding
4. A broken human-made dam is compared to what?
   a) a tsunami
   b) a tidal wave
   c) a broken ice dam
   d) overflowing
5. Which of the following best describes how a frozen river can cause a flood.
   a) The ice in the river melts too quickly and causes a flood.
   b) The ice in the river cracks causing the water to overflow.
   c) The ice in the river cracks into pieces that eventually create a dam causing the water to overflow.
   d) The water behind the ice dam collects and when the dam breaks, it causes flooding upstream.
6. How far can dam water travel when it is unleashed from a broken dam?
   a) less than 10 kilometres
   b) tens of kilometres
   c) thousands of kilometres
   d) more than ten kilometres downstream

7. Why does saturated ground contribute to flooding problems?
   a) the ground cannot absorb more moisture
   b) the ground is too hard, so the water runs off
   c) the ground forms a kind of dam
   d) it remains frozen
8. What kinds of problems can floods cause?
   a) death
   b) widespread damage
   c) destruction of plants and animals
   d) all of the above
9. What is the most common natural disaster?
   a) flood
   b) fire
   c) wind damage
   d) rain
10. How does melting snow cause problems related to flooding?
   a) it makes the rivers run too fast
   b) it makes the water too cold
   c) it causes pieces of ice to block the river
   d) it makes the level of the river rise

THE EFFECTS OF STRESS

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact

to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

MULTIPLE-CHOICE QUSTIONS

1. Which of the following is not a common problem caused by stress?
   a) physical problems
   b) anecdotal problems
   c) mental problems
   d) emotional problems
2. According to the essay, which of the following parts of the body does not have physical problems caused by stress.
   a) the arms
   b) the stomach
   c) the lungs
   d) the heart
3. Which of the following does not show how stress can affect the emotions?
   a) it can make people feel nervous
   b) it can cause panic attacks
   c) it can make people feel elated
   d) it can make people feel angry
4. Which of the following cannot result from long-term stress?
   a) bliss
   b) depression
   c) alcoholism
   d) whimsy
5. Choose the best answer to explain how alcoholism is caused by stress.
   a) alcohol is used to relieve stress
   b) alcohol is popular
   c) alcohol is a chemical
   d) alcohol is similar to medicine
6. Which of the following is not caused by long-term stress?
   a) bloating
   b) addiction
   c) anorexia
   d) alcoholism

7. Stress can affect the respiratory system by _____.
   a) causing asthma
   b) a loss of carbon dioxide
   c) causing breathing problems
   d) all of the above
8. Symptoms of emotional stress include _____.
   a) feeling joyous
   b) feeling hungry
   c) feeling thirsty
   d) feeling tired

BLACK FRIDAY

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

MULTIPLE-CHOICE QUSTIONS

1. According to the text, why do stores set prices so low on some items that they lose money?
   a) They want people to enjoy the holidays.
   b) They hope people will buy other gifts while they are in the store.
   c) They are in a giving mood because the holiday season is just beginning.
   d) They are trying to get rid of old items from last year to make room for new items.
2. Which is not true about Black Friday?
   a) Black Friday is always the day after Thanksgiving.
   b) Black Friday is the busiest shopping day of the year.
   c) Black Friday is a national holiday.
   d) Black Friday is the start of the holiday shopping season.
3. Where does the name Black Friday come from?
   a) The police called this day Black Friday because there is a lot of traffic.
   b) The stores called this day Black Friday because it is a serious shopping day.
   c) The police called this day Black Friday to remember the victims of violence.
   d) The stores called this day Black Friday because they make a lot of money.
4. Which best explains the main idea of the third paragraph?
   a) People stand in long lines on Black Friday.
   b) Black Friday is the best time of the year to get good deals.
   c) Black Friday is a really disappointing time of the year.
   d) Black Friday deals are limited and not everyone will get one.
5. Which happened first?
   a) Stores tried to rename the day after Thanksgiving "Big Friday."
   b) Black Friday events began happening in Australia.
   c) Police began calling the day after Thanksgiving "Black Friday."
   d) Black Friday became the busiest shopping day of the year.

6. Which title best expresses the author's purpose in writing this text?
    a) Black Friday: Stories from the Parking Lot
    b) Black Friday: Why You Should Go This Year
    c) Black Friday: The Stuff That You Should Know
    d) Black Friday: How to Save Money on the Big Day
7. Which was not cited as one of the downsides of Black Friday?
    a) Stores run out of high demand items quickly.
    b) Nobody really saves any money on Black Friday.
    c) There are large crowds and lots of shoving.
    d) Sometimes violence occurs at Black Friday events.
8. Which country does not participate in Black Friday?
    a) France
    b) Costa Rica
    c) Brazil
    d) United Kingdom

THE FIVE SENSES

The *five senses* of the body include sight, hearing, taste, smell, and touch. Human beings and most other animals use the five senses to help them live and experience the world around them. The senses also help people to learn, protect themselves, and to enjoy the differences between foods, sounds, and other experiences a person has in life. The senses also work together to give you a clear picture of the activities around you.

The first sense is *sight*, which depends on the eyes. People use their eyes to see the people, objects, and other items around them. Of course, the sense of sight is also helpful for reading, traveling, driving, and moving from place to place each day. Inside the eye there are special lenses that take in light to help people see things. If it is too dark, a person will have trouble seeing. The eyes can also adjust to the amount of light available. Many people, though, young and old, may also need glasses to help them see clearly. Some people may be able to see things up close, but not far away, which means they are *nearsighted*. If a person can see far away but not up close, they are *farsighted*. If a person is blind, there are special books written in *braille* which helps them feel the raised letters. Some blind people also have special dogs to help guide them from place to place in their home and when they go places.

The second sense, *hearing*, depends on the ears. There are actually three parts of the ear, the outer ear, middle ear, and the inner ear. The *outer ear* is the part other people can see. The outer ear catches the sound waves as they travel to the person and then sends them into the ear. The outer ear acts like a funnel collecting the different sounds a person experiences. The *middle ear* contains the eardrum and several bones which transfers sound from the outer ear to the *inner ear*. The inner ear consists of tubes and passages that takes the sound vibrations and sends it to your brain for understanding.

The third sense, *smell*, depends on your nose. Inside the nose there is a substance that takes the fumes of an odor and then sends it to the brain. If a person gets a cold the sense of smell may not be as strong. The nose also helps clean the air a person breathes by filtering it. Inside the nose there are tiny hairs, called *cilia*, which act as cleaners to help keep substances in the air from entering a person's body through the nose. In addition, the nose affects the way a person speaks. If a person holds their nose while speaking, their voice will sound different. Smell also helps with the sense of taste. As a person tastes the food in their mouth, the aroma of the food enters a person's nose.

The next sense, *feeling*, or touch, can be experienced throughout the entire body through a person's skin. Some parts of the body are more sensitive to touch than other parts. The skin has parts in it that collect information and sends it the brain. Most of a person's feeling is done by the hands. In addition, when a person has a stomach ache or feel other kinds of pain, the sense of touch is working from inside the body.

The final sense, *taste*, comes from the taste buds on a person's tongue. As stated earlier, the sense of smell also affects the sense of taste. The tongue tastes four different flavors: salty, sweet, sour, and bitter. Many foods a person eats may be a combination of the four main flavors. The tongue can also feel whether something in a person's mouth is hot, cold, creamy, crunchy, or dry.

In summary, the five senses are sight, hearing, smell, feeling, and taste. The five senses work together to help you live, protect yourself, learn, and enjoy the world around you.

MULTIPLE-CHOICE QUSTIONS

1. Which of the following best explains what happens to a person's vision when they are farsighted?
   a) They can see things up close but not far away.
   b) They can see things far away but not up close.
   c) They cannot see things far away or up close.
   d) They can see everything as far as the eye can see.

2. Which of the following senses is most helpful for reading, traveling, and moving from place to place?
   a) Hearing
   b) Smell
   c) Sight
   d) Taste
3. If a person can see up close, but may need glasses to see far away, which of the following conditions to they have?
   a) Close-sightedness
   b) Nearsightedness
   c) Farsightedness
   d) Braille
4. Which part of a person's ear contains the eardrum?
   a) Inner ear
   b) Middle ear
   c) Outer ear
   d) Upper ear
5. Which of the following best explains how cilia works with the sense of smell?
   a) Helps with the taste of food
   b) Helps filter the food a person eats
   c) Helps filter the air a person breathes out
   d) Helps filter the air a person breathes in
6. Salty, sweet, sour, bitter, hot, cold, creamy, crunchy, and dry are all related to which of the following senses?
   a) Taste
   b) Smell
   c) Hearing
   d) Feeling

INTELLIGENCE QUOTIENT

I.Q. stands for Intelligence Quotient which is a measure of a person's intelligence found by means of an intelligence test. Before marks gained in such a test can be useful as information about a person, they must be compared with some standard, or norm. It is not enough simply to know that a boy of thirteen has scored, say, ninety marks in a particular test. To know whether he is clever, average or dull, his marks must be compared with the average achieved by boys of thirteen in that test.

In 1906 the psychologist, Alfred Binet (1857–1911), devised the standard in relation to which intelligence has since been assessed. Binet was asked to find a method of selecting all children in the schools of Paris who should be taken out of ordinary classes and put in special classes for defectives.

The problem brought home to him the need for a standard of intelligence, and he hit upon the very simple concept of mental age.

First of all, he invented a variety of tests and put large numbers of children of different ages through them. He then found at what age each test was passed by the average child. For instance, he found that the average child of seven could count backwards from 20 to 1 and the average child of three could repeat the sentence: 'We are going to have a good time in the country.' 'Binet arranged the various tests in order of difficulty, and used them as a scale against which he could measure every individual. If, for example, a boy aged twelve could only do tests that were passed by the average boy of nine, Binet held that he was three years below average, and that he had a mental age of nine.

The concept of mental age provided Binet, and through him, other psychologists, with the required standard. It enabled him to state scores in intelligence tests in terms of a norm. At first, it was usual to express the result of a test by the difference between the mental and the chronological age. Then the boy in the example given would be three years retarded. Soon, however, the mental ratio was introduced; that is to say, the ratio of the mental age to the chronological age. Thus a boy of twelve with a mental age of nine has a mental ratio of 0.75.

The mental age was replaced by the intelligence quotient or I.Q. The I.Q. is the mental ratio multiplied by 100. For example, a boy of twelve with a mental age of nine has an I.Q. of 75. Clearly, since the mental age of the average child is equal to the chronological age, the average I.Q. is 100.

MULTIPLE-CHOICE QUSTIONS

1. To judge a child's standard, his marks in a test must be compared with marks gained by …
   a) others of the same age
   b) older and younger children
   c) a number of children age thirteen
   d) the same child when at different ages
2. A 'psychologist' is …
   a) an educationalist
   b) a school inspector
   c) a kind of doctor
   d) a person who studies the working of the mind
3. The world 'defectives' is used of …
   a) average children
   b) poor children
   c) children of low intelligence
   d) very intelligent children

4. Which of the following words could best be used to replace ‘concept’ without changing its meaning?
   a) device
   b) trick
   c) thought
   d) idea
5. Binet used large numbers of children in his tests because he wanted to find …
   a) who were the brightest
   b) the defective
   c) out what a bright child could do
   d) a norm
6. A child of seven who can count backwards from 20 to 1 has a mental age of …
   a) seven
   b) nine
   c) twelve
   d) four
7. The expression ‘a variety of tests’ means …
   a) a number of different sorts of test
   b) a large number of tests
   c) a number of similar kinds of tests
   d) as large a number of tests as possible
8. A boy of nine who is ‘three years retarded’ has a mental age of …
   a) six
   b) nine
   c) twelve
   d) three
9. To work out a person’s chronological age, one must …
   a) know his date of birth
   b) give him a test
   c) find out his mental age
   d) compare his performance in a test with that of people of the same age
10. The I.Q. is …
   a) the mental age divided by the chronological age and multiplied by a hundred
   b) the mental age multiplied by the chronological age and divided by a hundred
   c) the chronological age divided by the mental age and multiplied by a hundred
   d) the average age divided by the mental age and multiplied by a hundred

JOHN HUNTER: The First Surgeon

If you had to have an operation in the 18th century, your chance of surviving it would have been very poor. Many operations which today are quite simple and from which patients recover quickly, such as removing an appendix, would not have been attempted at all, or if attempted, the victim would probably have died without anyone really knowing why. One of the reasons for this was that doctors knew very little about anatomy – the way the body is built up, and even less about physiology – the way the different parts of the body work. It was left to John Hunter, son of a poor Scots farmer to show the value of knowledge of anatomy and surgery.

John Hunter had three advantages. He had a brother who was a doctor, and he was thus able to learn about diseases and their effects. His natural curiosity led him to observe and study the lives of wild animals in the countryside, and he had strong and skillful hands so essential to a surgeon. In fact he became in a short time so famous that he was asked to lecture, but John preferred the practical work of the surgeon.

Soon after becoming a surgeon Hunter joined the army. He learnt a great deal from his experience of dealing with soldiers' wounds. In particular, he studied how to prevent a wounded man from bleeding too much, learning thereby how the nerve system functioned in the bodies of animals and humans. But there were many things he did not know about and which could only be learnt by dissection. And this posed a great problem.

The Christian church which had overall authority that time refused to allow dissection. Cutting up dead animals to find out about their organs and how these functioned was thought a disgusting thing to do, and to cut up a human body, though dead, was thought to be evil. Surgeons had to pay grave-diggers to steal bodies for dissection; Hunter once paid $3,500 for the body of an eight-foot Irishman whose skeleton can still be seen in the Royal College of Surgeons museum. Thus, to become a surgeon was considered an inferior occupation and many operations were carried out by barbers.

But Hunter continued with his experiments all the time learning more about how our bodies worked and he found new ways of operating on people in order to save both their limbs and their lives. If a man was brought to him with a bad tumour on his leg, Hunter didn't cut off his leg as most surgeons would have done, but tried first to remove the tumour and treat the leg so that the leg might be saved.

There were two main reasons which prevented John Hunter from being able to do many operations which he could otherwise have done. One of these was pain as operations had in the early days to be done

without anesthetics. The other was infection. However well the operation was done, the patient often died afterwards from infection in the open wound. About 50 years after Hunter's death when chloroform was first used in Britain, infection could be prevented with antiseptics, and surgeons could do many more operations.

Today, surgery is more concerned with repairing and restoring functions than with the outright removal of organs. Sometimes, plastic parts are used to replace diseased ones and in the case of the now-famous heart operations, complete replacement of hearts has been possible. Some of these advances in the field of surgery would not have been possible if the early efforts by John Hunter had not been made. By revolutionizing surgery, John Hunter was able to change people's views of surgeons so much that by the time of his death, the King of England had appointed a royal surgeon.

MULTIPLE-CHOICE QUSTIONS

1. The chances of surviving an operation in the 18th century were considered poor because
   a) there were not enough trained doctors.
   b) little was known about anatomy and physiology.
   c) only the rich could afford operations.
   d) barbers conducted most of the operations.
2. Hunter's service in the army was useful in his career as a surgeon because
   a) his father was a poor Scots farmer.
   b) he had to lecture to the soldiers.
   c) it taught him about wounds and how to stop bleeding.
   d) he was able to dissect bodies.
3. Pain and infection were later overcome by
   a) repairing organs rather than removing them.
   b) the use of chloroform and antiseptics.
   c) removing tumours instead of amputation.
   d) performing many more operations.
4. Today, surgery is different from that of the past because it is more concerned with
   a) heart-transplant operations.
   b) the use of chloroform in operations.
   c) peoples' changed opinion of surgeons.
   d) repairing and restoring the functions of the organs.

5. The king of England appointed a royal surgeon because
   a) of the great advances in surgery during his reign.
   b) he did not want to die from infection.
   c) of the discovery of anesthetics.
   d) hunter had served in the army.
6. Three advantages that John hunter had were
   a) his curiosity to study the lives of wild animals in the countryside, having his brother in the same profession and having the required skills in being a surgeon.
   b) his joining the army, having enough money to pay grave diggers and being able to dissect human bodies.
7. John Hunter decided not to become a lecturer although was asked to was because
   a) he wanted to perform many operations to become a royal surgeon.
   b) he was interested in using anesthesia and antiseptics.
   c) he preferred the practical work of the surgeon to simply becoming a lecturer.
8. Surgeons at one time had to pay a large sum of money to grave diggers to steal bodies for dissection because
   a) the dead bodies were hard to be found
   b) it was against religious practices
   c) it was unlawful

THE STANDARD OF LIVING

The 'standard of living' of any country means the average person's share of the goods and services which the country produces. A country's standard of living, therefore, depends first and foremost on its capacity to produce wealth. 'Wealth' in this sense is not money, as we do not live on money but on 'goods' that money can buy such as food and clothing, and 'services' such as transport and entertainment.

A country's capacity to produce wealth depends upon many factors, most of which have an effect on one another. Wealth depends to a great extent upon a country's natural resources, such as coal, gold, other minerals, water supply and so on. Some regions of the world are well supplied with coal and minerals, and have a fertile soil and a favourable climate; other regions possess perhaps only one of these things, and some regions possess none of them. The USA is one of the wealthiest regions of the world because

it has vast natural resources within its borders, its soil is fertile, and its climate is varied. The Sahara Desert, on the other hand, is one of the least wealthy.

Next to natural resources comes the ability to turn them to use. China is perhaps as well off as the USA in natural resources, but has suffered for many years from civil and external wars, and for this and other reasons has been unable to develop its resources. Sound and stable political conditions and freedom from foreign invasion enable a country to develop its natural resources peacefully and steadily, and to produce more wealth than another country equally well served by nature but less well ordered. Another important factor is the technical efficiency of a country's people. Old countries that have, through many centuries, trained up numerous skilled craftsmen and technicians are better placed to produce wealth than countries whose workers are largely unskilled. Wealth also produces wealth. As a country becomes wealthier, its people have a larger margin for saving, and can put their savings into factories and machines which will help workers to turn out more goods in their working day.

A country's standard of living does not only depend upon the wealth that is produced and consumed within its own borders, but also upon what is indirectly produced through international trade. For example, Britain's wealth in foodstuffs and other agricultural products would be much less if it had to depend only on those grown at home. Trade makes it possible for its surplus manufactured goods to be traded abroad for the agricultural products that would otherwise be lacking. A country's wealth is, therefore, much influenced by its manufacturing capacity, provided that other countries can be found ready to accept its manufactures.

To calculate the average standard of living of any country, one divides its 'national income' by the number of people in it. Strictly, the term 'national income' means the total of goods and services produced for consumption in that country in a year; but such a total cannot be divided unless it is expressed in money. There are in the United Kingdom over 50 million people to share the national income. If its money value is divided between them, the average share of each person in 1960 was approximately £300, and was increasing each year by about five per cent. Averages, though convenient to use, do not always show clearly the true facts, and some groups of our population receive more than the equivalent of £300 a year, and other groups less. Tradition and habit influence the standard of living of different kinds of people, and once a group has got used to a certain standard of living, it does not like to give it up. Just as there are varying standards of living for different groups within a country, so also there are varying standards between different countries.

MULTIPLE-CHOICE QUSTIONS

1. A country's wealth depends upon its
   a) standard of living.
   b) Money.
   c) transport and entertainment.
   d) ability to provide goods and services.
2. The main idea of the second paragraph is that
   a) the USA is one of the wealthiest countries in the world.
   b) a country's wealth depends upon many factors which influence each other.
   c) the Sahara desert is a very poor region.
   d) natural resources are an important factor in the wealth or poverty of a country.
3. The third paragraph discusses the importance of the ability of a country to make use of what natural resources it has and mentions some of the advantages which one country may have over another. How many such advantages are mentioned in this paragraph?
   a) Two
   b) Three
   c) Four
   d) More than four
4. The word 'surplus' means
   a) exported.
   b) more than is needed in Britain.
   c) made in Britain.
   d) made by machines.
5. According to the last paragraph, in 1960
   a) everybody in England earned £300.
   b) everybody in England received 5 percent of the national income.
   c) the national income divided by the total population came to £300.
   d) most people received more than £300.
6. Average standard of living figures do not always show clearly the true facts because
   a) they do not always reveal the marked differences in incomes.
   b) they do not take into account the incomes of all the people in the country.
   c) they only take into account the incomes of the very poor and the very rich.
   d) they only take into account the incomes of the middle class.

7. The USA is one of the wealthiest regions of the world is because
   a) of having coal, gold and other minerals more than China.
   b) of the technical efficiency of its people.
   c) its stable political conditions and freedom from foreign invasion.
   d) of being blessed abundantly with natural resources, productive soil and a favorable climate.
8. The fact that China has not fully developed its natural resources is because
   a) it has suffered for a long time from civil and external wars.
   b) of not being as well off as America.
   c) of lack of manpower to turn its natural resources to use.
   d) it has been wasting them.
9. _____ makes the bigger contribution to Britain's wealth.
   a) agriculture b) manufacturing

SELF–MEDICATION

Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so has the development of scientific techniques made it possible for some of the causes of symptoms to be understood, so that more accurate diagnosis has become possible. The doctor is now able to follow up the correct diagnosis of many illnesses with specific treatment of their causes. In many other illnesses, of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause: this is the essential difference between medical prescribing and self-medication.

The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving, and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry, which has tended to influence both patients and doctors and has led to the over-use of drug generally. The other is the emergence of the sedentary society with its faulty ways of life: lack of exercise, over-eating, unsuitable eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from

faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market.

Clever advertising, aimed at chronic suffers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if sharply priced, that it will produce a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and coughs, which clear up by themselves within a short time.

These are the main reasons, why laxatives, indigestion-remedies, painkillers, coughs mixture, tonics, vitamin and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health; it may even make it worse. Worse because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken in excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be masked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

MULTIPLE-CHOICE QUSTIONS

1. Which of the following statements does the writer not make?
   a) The history of making and selling drugs is linked with belief in magic.
   b) The history or medicine is linked with belief in magic.
   c) Accurate diagnosis has only recently become possible.
   d) Self-medication has been practiced only in the last hundred years.
2. According to the writer the difference between medicine as it is now and as it was practiced over a hundred years ago is that
   a) Previously only the symptoms of illness were treated.
   b) Today the symptoms are never treated, only the causes.
   c) Today both symptoms and causes of illness are treated.
   d) Today accurate diagnosis is always possible.
3. The 'beneficial trends' refer to:
   a) the advance of technology.
   b) better public health organization and food.
   c) better advertising.
   d) the availability of more drugs.

4. Most medicine that we buy for ourselves is designed to deal with
   a) symptom only.
   b) causes of illness only.
   c) symptoms and causes.
   d) none of the above.
5. By ‘sedentary society’ the writer means a society that includes people who
   a) resort to self-medication.
   b) do not get on well together.
   c) are suffering from various illnesses.
   d) who exercise and sleep too little but who eat, smoke and drink too much.
6. Chronic illness is one that
   a) is very serious.
   b) has been suffered for a long time without cure.
   c) leads to death.
   d) can be cured only by self-medication.
7. The writer implies that after self-medication people sometimes find relief from their illnesses. He gives several reasons for this. Which of the following reasons does he not give?
   a) People have faith in the medicine and this makes them feel that it has made them better.
   b) The high price of the medicine convinces them that it must be good.
   c) People recover from certain ailments from which they would have recovered even if they had not taken the medicine.
   d) Some of the medicines are good and really do cure people.
8. When the writer says, ‘Self-diagnosis is a greater danger than self-medication’, he is referring to the danger
   a) of poisoning oneself.
   b) that the medicines may contain harmful ingredients.
   c) that the medicines may injure the health rather than improve it.
   d) a person with a serious illness may buy medicine instead of seeing a doctor.

THE FIRST BOATS

Long before the dawn of the earliest civilizations man began to build boats. Probably the first boats in the true sense were tree trunks hollowed out by fire and crude stone tools. But even before this, primitive man must have discovered and made use of floating tree trunks to carry him along a river or across a lake. First he would have clung to the tree trunk and then climbed astride it, using his hands to propel himself, later making some form of paddle.

Whatever caused man to make use of a floating tree trunk as an elementary form of vessel, whether it was observation of shells or reeds floating on water or watching the nautilus, an animal which floats on the surface of water and is common in the Mediterranean, certainly the discovery was made in every corner of the earth.

Primitive forms of the boat have survived in various parts of the world. In Africa and Australia, rushes are still bound together to form a raft. In Tibet, inflated animal skins such as those shown on carvings found in Nineveh and dating from 700 B.C., are still used. Catamarans, consisting of several logs bound together, can be found on the Asiatic coats. The coracle, an early boat form, made up of a skeleton of wooden ribs bound together and covered with hides of animals or canvas, is still found in several parts of the world. The method of boat building employed by the Maoris and recorded by early settlers in New Zealand may be typical of the techniques which early man developed in order to transform a tree trunk into a boat by means of the fire and hand tools.

The earliest settlements were almost certainly never very far from water and man took to the rivers to hunt fish and later used them to travel from one place to another. Most of what is said about the prehistory of the boat is guess-work. There are few records and little real evidence, but the probable course of development is clear enough.

The oldest pictures of ships come from Egypt. Drawings on vases, although crude, crude, suggest skillfully constructed boats propelled by paddles with two, three or more steering oars at the stern; these probably date from about 4000 B.C. The Nile was undoubtedly one of the earliest centers of shipbuilding, but it is possible that people on the south-east coast of Asia, in Malaya, Polynesia and, above all, in China, were building boats at an even earliest date. It has been suggested, for instance, that the Chinese sailed and explored the oceans long before the Europeans did.

Shipbuilding in Egypt was made difficult by the fact that no large trees grew there, which meant that the hulls had to be made up of short pieces of wood joined together by wooden pegs. Since the Egyptians had no real need to develop as a maritime power the evolution of the ship was slow.

MULTIPLE-CHOICE QUSTIONS

1. Primitive man's first experience of the use of a boat-like object might have come from
   a) seeing floating tree trunks
   b) watching shells or reeds
   c) making paddles
   d) observing the nautilus
2. It is believed that the discovery of the boat was made in all parts of the world because
   a) The nautilus is common to all parts of the world
   b) Various types of crude boats are still used in various parts of the world
   c) Everywhere man has the ability to observe and build
   d) Boats must be used everywhere in the world
3. The author says that primitive forms of boats survived until
   a) The present day
   b) The early settlers arrived in New Zealand
   c) About 700 B.C.
   d) Catamarans were no longer used to Asia
4. The author believes that early settlements were set up near water so that
   a) Boats could be discovered by early settlers
   b) The early settlers could make use of floating tree trunks
   c) Early man could watch shells or need floating in the water
   d) Early man could fish and use water for travel
5. The author thinks it possible that ships were first built
   a) in Egypt
   b) on the river Nile
   c) in south-east Asia
   d) in Tibet

EXPLORING THE OCEAN'S DEPTHS

At one time it was thought that little or nothing could possibly live very deep down in the oceans because there would be no light there and it would be very, very cold. However, no one could really be sure of this until someone had gone down to find out. It was not until 1930 that a vessel for the purpose of descending into the depths of the ocean was ready for use. This was designed by an American inventor, Otis Barton, and named the 'bathysphere'. It was a hollow steel ball, four and a half feet in diameter, with just enough space inside for two men to sit down. With the aid of a powerful searchlight, they could see out into the darkness of the ocean's depths through windows of solid quartz. Weighing two tons, the bathysphere had attached to it thirty five hundred feet of non-twisting steel cable, and half a mile of solid rubber hose containing telephone and electric light wires; it was lowered into the water from a winch on an open-decked barge. After the bathysphere had been tested, the inventor and Dr. William Beebe, an expert on sea life, went down to eight hundred feet on their first descent. This was successful, and a few days later they prepared to go down to a depth of a quarter of a mile. As the bathysphere sank lower and lower the brilliant blue of the sea became darker until at last all was blackness. Switching on the searchlight, Dr. Beebe saw for the very first time that the dark parts of the ocean was thronged with life. Many of the fish found at just over 1,000 feet down were familiar and had also been seen near the surface; the amazing thing was that they were able to adapt themselves to the immense changes of pressure, varying from fifteen pounds per square inch at the surface to nearly five hundred pounds per square inch in the depths.

MULTIPLE-CHOICE QUSTIONS

1. The bathysphere was
   a) shaped like a ship
   b) of spherical shape
   c) made of solid steel
   d) made of solid rubber
2. The greatest problem in building a vessel able to go very deep down in the sea is:
   a) water pressure
   b) the darkness
   c) the cold
   d) communicating with the surface
3. When lowered into the water the bathysphere did not rotate because.
   a) It was lowered from a winch
   b) The steel cable could not twist
   c) It weighted two tons
   d) It was attached to half a mile of solid rubber hose

4. How many people went on the first descent?
   a) one
   b) two
   c) three
   d) four
5. The most remarkable thing discovered by Dr. Beebe on the first descent was that
   a) The water was a brilliant blue
   b) The people in the bathysphere did not feel the pressure of the water
   c) There were many fish to be seen
   d) Many of the fish were familiar

KEY

CHINA'S LESSONS FOR THE WORLD BANK

1. b 2. d 3. a 4. c 5. b

ENVIRONMENTAL POLLUTION

1. a 2. c 3. a 4. c 5. d

HISTORY OF CHILD LABOR

1. c 2. a 3. a 4. d 5. d 6. b

THE CAUSES OF FLOODS

1. c 2. d 3. c 4. b 5. c 6. b 7. a 8. d 9. b 10. d

THE EFFECTS OF STRESS

1. b 2. a 3. c 4. d 5. a 6. a 7. d 8. d

BLACK FRIDAY

1. b 2. c 3. a 4. d 5. c 6. c 7. b 8. a

THE FIVE SENSES

1. b 2. c 3. b 4. b 5. d 6. a

INTELLIGENCE QUOTIENT

1. a 2. d 3. c 4. d 5. d 6. a 7. a 8. a 9. a 10. a

JOHN HUNTER: The First Surgeon

1. b 2. c 3. b 4. d 5. a 6. a 7. c 8. b

THE STANDARD OF LIVING

1. d 2. d 3. b 4. b 5. c 6. b 7. d 8. a 9. b

SELF–MEDICATION

1. c
2. d
3. a
4. c
5. d
6. b
7. b
8. a/b

THE FIRST BOATS

1. b/d 2. b 3. a 4. d 5. c

EXPLORING THE OCEAN'S DEPTHS

1. c 2. a 3. b 4. b 5. c