KEY Text Structure Pre-Test KEY

Name_____ **Hour** _____ **Date** _____

Directions: Read the following passages and answer the questions below. Choose the one best answer to each question.

Excerpt from: "Park Etiquette: How to Visit a National Park"

When visiting an archeological site, **DO NOT SIT, STAND, LEAN, OR CLIMB ON THE WALLS:** In many cases, the walls are the only thing that is left as evidence of Ancestral Puebloan habitation. Not only is repair costly, but once the original material is altered so is the information that we are able to gain from it. Of course, a wall will not fall if one person sits or leans on it, but imagine what would happen if everyone who came to the park leaned on the same wall. Over time, it would crack and begin to fall. As you go to various sites in the park, you may notice darker, smoother areas in the sandstone of various dwellings. These areas are not natural to the rock, rather they are caused from the oils of many human hands that have touched the stone. As rocks go, sandstone is not very hard and every touch removes a little bit of the rock surface and deposits oils onto the sandstone, which contributes to its erosion. Please don't become part of this destructive process.

D (1.4.6) 1. The paragraph above uses cause and effect as its text structure mainly to show
a. that cliffs and overlooks can be dangerous.
b. what to do when you find an archeological article.
c. how you can avoid getting injured in a national park.
d. what happens when visitors climb and lean on walls.

Sugar-Rich Fruits: Dried Fruits

Dried Fruits

The wrinkled skins of dried fruits indicate that there has been a loss of some material. The
1 water of fresh fruits evaporates as they are dried. Hence dried fruits contain very much less water than fresh fruits. But weight for weight they contain a greater quantity of sugar and ash.

2 Like all fruits, dried fruits are especially valuable for their ash. They are also valuable for their sugar. Three-fourths of the weight of most dried fruit is sugar.

Dried fruits such as raisins, dates, figs, and prunes are valuable sweets for boys and girls. It is much better to eat one of these fruits than candy. This is because the sugar is mixed with
3 other materials and as explained previously does not irritate the digestive organs as does the concentrated sugar existing in most candies. The fact that mineral materials exist along with sugar is another point in favor of the sweet fruits. All the above-mentioned fruits contain iron.

The unpopularity of prunes is unfortunate. This may be because prunes were formerly one of the cheapest fruits or because they are cooked and served in the same way too often. A
4 pleasing variation may be made by combining them with other food materials. Many kinds of very tasty desserts containing prunes may be made. Many varieties of prunes may be cooked

without the addition of any sugar. Desirable results can often be secured by combining prunes and other dried fruits with tart fruits such as apricots, apples, and rhubarb.

Raisins are a favorite food of mountain climbers and those tramping long distances. They
5 serve as a satisfying diet on such trips because of their high sugar content. Since they are a dried fruit, a small quantity furnishes much food. This is an advantageous factor in carrying them.

General Rules for Cooking Dried Fruits

Wash the fruit carefully. Place it in the saucepan in which it is to be cooked and pour enough
6 cold water over the fruit to cover it. Cover the saucepan and allow the fruit to soak for several hours or overnight. Then cook the fruit at simmering temperature in the water in which it was soaked. When the fruit is tender, remove the saucepan from the fire, add sugar if desired, and stir carefully until the sugar is dissolved. Serve cold.

Prunes

Prepare according to the general rule. For each 2 cupfuls of prunes add about 1/4 cupful of
7 sugar and one tablespoonful of lemon juice. The sugar may be omitted and only the lemon juice added.

Apricots

8 Prepare according to the general rule. For 1/2 pound of apricots add 1/2 cupful of sugar.

To Prepare Raisins for Cooking

Raisins that are sold in packages need only slight washing. Before using, they should be
9 separated and examined for any bits of stem that have not been removed before packing. It is desirable to cut each raisin in halves when used for cakes and breads.

Raisins that are sold by "bulk" need careful washing. Place seeded raisins in a strainer and
10 pour cold water over them; drain well. If the raisins are to be used at once or in a cake, dry them on a towel.

11 If raisins are to be seeded, cover them with boiling water. When they are soft, drain and press out the seeds.

To Prepare Currants for Cooking

"Package" currants need but little washing, but they should be examined carefully for bits of
12 stem before using. To clean "bulk" currants place them in a colander or strainer, shake flour over them, and rub the floured currants between the hands. Pour water through the strainer until the water comes through clear. If the currants are to be used in a cake, dry them in the sun, on a towel, or in a "cool" oven.

B (1.4.8) 2. Raisins are a favorite food of mountain climbers mainly because they
a. need only a little washing.
b. are small and high in sugar.
c. are one of the cheapest foods.
d. can be combined with other fruits.

D (1.4.8) 3. According to the passage, prunes may be unpopular because they
a. contain way too much sugar.
b. are too large to carry on walks.
c. must be combined with other fruits.
d. are served the same way too often.

A (1.4.8) 4. Based on the passage, raisins that are sold in bulk are most likely not
a. washed well.
b. very popular.
c. high in sugar.
d. used in cakes.

D (1.4.6) 5. Paragraph 3 uses comparison and contrast as its text structure to
a. show how to prepare dried fruits.
b. explain why dried fruits are unpopular foods.
c. describe how dried fruits are made.
d. show why dried fruits are better than cotton candy.

C (1.4.6) 6. Paragraph 6 uses sequence as its text structure to
a. compare dried and fresh fruits.
b. describe what dried fruits taste like.
c. list the steps for preparing dried fruits.
d. explain what makes dried fruits so sugary.

Bats Can Be Farmer-Friendly!
by Linda McGraw

Bats have a reputation for being scary, but they actually do a lot of good — especially for farmers. They love to eat insects, the way you probably love cookies or ice cream. One insect that bats will devour is the corn earworm moth, which costs American corn and cotton growers about $2 billion a year to control and in crop losses.

Agricultural Research Service (ARS) researchers in College Station, Texas, have been studying whether the great big appetite of one bat — called the Mexican free-tailed bat — includes corn earworm moths. A million of these bats can gobble up nearly 10 tons of insects in just one night. That means the 20 million bats living in Bracken Cave — the most famous of bat "hang-outs" — near San Antonio, Texas, can put a huge dent in moth populations. ARS meteorologist John K. Westbrook at College Station has studied moth migration — the way moths travel from one location to another — for 17 years. He knows that bats and moths

typically fly in the air at about the same altitude.

In early June, billions of corn earworm moths emerge from the Lower Rio Grande Valley along the border of Texas and Mexico. Some moths feed on cotton after feasting on southern corn, while others travel northward to gobble their way through midwestern corn, cotton, and other field crops.

Cotton and corn farmers are controlling the moths mostly by spraying their crops with pesticides. But the ARS researchers are looking for cheaper and more environmentally friendly ways to control the damaging moths. Dr. Westbrook and bat specialist Gary F. McCracken of the University of Tennessee and Merlin Tuttle of Bat Conservation International think that bats could help farmers reduce the numbers of moths chomping on their corn crop and their profits.

In studies to confirm the bats' appetite for moths, Dr. McCracken and Dr. Westbrook attached radiomicrophones to helium-filled balloons called "tetroons." While the tetroons were drifting 2,500 feet above the ground, the microphones picked up the high-frequency sounds of bats searching for and feeding on moths. Now, if more farmers built bat houses instead of bird houses, there might be a big reduction in moths!

A (1.4.7) 7.. According to the passage, bats and moths are **alike** because they both
- a. fly at the same altitude.
- b. cost farmers a lot of money.
- c. like to feed on corn and cotton.
- d. can be controlled with pesticides.

D (1.4.6) 8. The author uses problem and solution as the **main** text structure of the passage most likely to
- a. compare the habits of bats with the habits of moths.
- b. outline the sequence by which bats hunt and eat moths
- c. describe to readers how researchers are able to study bats.
- d. convince readers that bats are a natural remedy for crop loss.

D (1.4.6) 9. The last paragraph of the passage uses description as its **main** text structure to
- a. contrast bird houses with bat houses.
- b. explain what bats sound like.
- c. persuade readers to build bat houses.
- d. show how scientists study bats.

Rail Transportation Occupations

More than a century ago, freight and passenger railroads were the ties binding the Nation together and the engine driving the economy. Today, rail transportation remains a vital link in

our Nation's transportation network and economy. Railroads deliver billions of tons of freight and thousands of travelers to destinations throughout the Nation, while subways and light-rail systems transport millions of passengers within metropolitan areas.

Locomotive engineers are among the most experienced and skilled workers on the railroad. Locomotive engineers operate large trains carrying cargo and passengers between stations. Most engineers run diesel locomotives, while a few operate electrically powered locomotives.

Before and after each run, engineers check the mechanical condition of their locomotive and make minor adjustments on the spot. Engineers receive starting instructions from conductors and move controls such as throttles and airbrakes to drive the locomotive. They monitor gauges and meters that measure speed, amperage, battery charge, and air pressure, both in the brake lines and in the main reservoir.

On the open rail and in the yard, engineers confer with conductors and traffic control center personnel via two-way radio or mobile telephone to issue or receive information concerning stops, delays, and train locations. They interpret and comply with orders, signals, speed limits, and railroad rules and regulations. They must have a thorough knowledge of the signaling systems, yards, and terminals on routes over which they operate. Engineers must be constantly aware of the condition and makeup of their train, because trains react differently to acceleration, braking, and curves, depending on the grade and condition of the rail, the number of cars, the ratio of empty to loaded cars, and the amount of slack in the train.

Rail yard engineers, dinkey operators, and hostlers drive switching or small "dinkey" engines within railroad yards, industrial plants, mines and quarries, or construction projects.

Railroad conductors coordinate the activities of freight and passenger train crews. Railroad conductors assigned to freight trains review schedules, switching orders, waybills, and shipping records to obtain loading and unloading information regarding their cargo. Conductors assigned to passenger trains also ensure passenger safety and comfort as they go about collecting tickets and fares, making announcements for the benefit of passengers, and coordinating activities of the crew to provide passenger services.

Before a train leaves the terminal, the conductor and engineer discuss instructions received from the dispatcher concerning the train's route, timetable, and cargo. During the run, conductors use two-way radios and mobile telephones to communicate with dispatchers, engineers, and conductors of other trains. Conductors use dispatch or electronic monitoring devices that relay information about equipment problems on the train or the rail. They may arrange for the removal of defective cars from the train for repairs at the nearest station or stop. In addition, conductors may discuss alternative routes if there is a defect or obstruction on the rail.

Yardmasters coordinate activities of workers engaged in railroad traffic operations. These activities include making up or breaking up trains and switching inbound or outbound traffic to

a specific section of the line. Some cars are sent to unload their cargo on special tracks, while other cars are moved to other tracks to await assemblage into new trains destined for different cities. Yardmasters inform engineers where to move the cars to fit the planned train configuration. Switches, many of them operated remotely by computer, divert the locomotive or cars to the proper track for coupling and uncoupling.

Railroad brake, signal, and switch operators perform a variety of activities, such as operating track switches to route cars to different sections of the yard. They may signal engineers and set warning signals, help to couple and uncouple rolling stock to make up or break up trains, or inspect couplings, airhoses, and handbrakes. Traditionally, freight train crews included either one or two brake operators — one in the locomotive with the engineer and another who rode with the conductor in the rear car. Brake operators worked under the direction of conductors and did the physical work involved in adding and removing cars at railroad stations and assembling and disassembling trains in railroad yards. In an effort to reduce costs and take advantage of new technology, most railroads have phased out brake operators. Many modern freight trains use only an engineer and a conductor, stationed with the engineer, because new visual instrumentation and monitoring devices have eliminated the need for crewmembers located at the rear of the train.

In contrast to other rail transportation workers, subway and streetcar operators generally work for public transit authorities instead of railroads.

Subway operators control trains that transport passengers throughout a city and its suburbs. The trains run in underground tunnels, on the surface, or on elevated tracks. Operators must stay alert to observe signals along the track that indicate when they must start, slow, or stop their train. They also make announcements to riders, may open and close the doors of the train, and ensure that passengers get on and off the subway safely.

To meet predetermined schedules, operators must control the train's speed and the amount of time spent at each station. Increasingly, however, these functions are controlled by computers and not by the operator. When breakdowns or emergencies occur, operators contact their dispatcher or supervisor and may have to evacuate cars.

Streetcar operators drive electric-powered streetcars, trolleys, or light-rail vehicles that are similar to streetcars that transport passengers in metropolitan areas. Some tracks may be recessed in city streets or have grade crossings, so operators must observe traffic signals and cope with car and truck traffic. Operators start, slow, and stop their cars so that passengers may get on and off with ease. Operators may collect fares and issue change and transfers. They also answer questions from passengers concerning fares, schedules, and routes.

A (1.4.7) 10. Subway operators and light-rail operators are **alike** because they both
- a. carry passengers.
- b. run diesel locomotives.
- c. transport freight.
- d. must observe car traffic.

KEY Text Structure Pre-Test KEY

C (1.4.6) 11. The author uses description as the structure of the passage **mainly** to
- a. compare other jobs to railway jobs.
- b. persuade readers to get a railway job.
- c. explain the nature of each railway job.
- d. tell readers how to apply for railway jobs.

A (1.4.8) 12. Engineers must be aware of the ratio of empty to loaded cars on their trains and the condition of the rails because these can affect the
- a. way the train reacts to braking and acceleration.
- b. collection of fares and issuing of transfers to passengers.
- c. method used to assemble the train in the yard.
- d. relay of information about equipment problems to operators.

D (1.4.8) 13. Switch operators route cars to different sections of the yard in order to
- a. issue transfers.
- b. review schedules.
- c. let passengers off.
- d. inspect equipment.

C (1.4.8) 14. A conductor might choose an alternative route for a train if the
- a. conductor has to inspect equipment.
- b. passengers are not comfortable during fare collection.
- c. rail has a defect or obstruction.
- d. conductor does not want to comply with speed limits.

B (1.4.8) 15.Based on the passage, railroads often choose to use computers instead of brake operators **most likely** because computers are
- a. more helpful.
- b. less expensive.
- c. more dependable.
- d. less complicated.

Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.4.6 *Text Structure*	X				X	X		X	X		X				
1.4.7 *Compare-Contrast*							X			X					
1.4.8 *Cause-Effect*		X	X	X								X	X	X	X