Ability Enhancement Course

CS-12: MODERN INDIAN LANGUAGE

Objective:
• To enable students to develop basic proficiency in reading, writing, speaking and listening
in the target language.
• To introduce students to the script or writing system used in the language.

Prerequisites:
• Knowledge of communication and interpersonal skills
• Interest to develop language proficiency

● Technical and academic vocabulary

• What is Technical Vocabulary?

Technical vocabulary refers to words and phrases that are specific to a particular field or profession, often characterized by their precision and specificity. These terms are used by experts within the field to communicate complex ideas efficiently. Technical vocabulary is essential for effective communication within specialized domains such as medicine, engineering, computer science, law, and others. Examples of technical vocabulary include terms like "algorithm," "DNA sequencing," "quantum mechanics," and "constitutional law."

Academic vocabulary, on the other hand, encompasses words and expressions that are commonly used in scholarly settings, including educational institutions and academic publications. These words are not necessarily tied to a specific profession but are instead relevant across various disciplines.

Academic vocabulary tends to be more formal and sophisticated, often reflecting a higher level of education and intellectual discourse. Examples of academic vocabulary include words like "analyze," "synthesize," "hypothesis," "paradigm," and "methodology."

Both technical and academic vocabularies play crucial roles in their respective contexts. Technical vocabulary allows experts to communicate precisely within their fields, facilitating efficient knowledge transfer and collaboration. Academic vocabulary, meanwhile, enables scholars to engage in rigorous intellectual discourse and express complex ideas effectively in written and spoken communication.

Understanding and mastering both types of vocabulary are essential for success in many professional and academic pursuits. While technical vocabulary is necessary for specialized professions, academic vocabulary is valuable for broader intellectual engagement and critical thinking across disciplines.

Technical Vocabulary is the specialized vocabulary of any field that evolves due to the need for experts in a field to communicate with clarity, precision, relevance and brevity. Before developing your technical vocabulary, improving your general vocabulary in English is very essential. The thirst to learn new words should be a continuous process; whenever you learn new words, try your best to use them while you communicate so that the words register in your mind.

There are different strategies you can adopt learn the words. Learn by knowing their origin. A dictionary is an invaluable tool to build your vocabulary. Sometimes you infer the meaning of a word from the context, but the meaning may not be exact. Only the dictionary would provide with the exact meaning.

Once you have learned to use the dictionary, you can improve your vocabulary in various ways. The most important one is word formation. Some of the methods of word formation are blending, compounding, coinage, borrowing clipping, etc. It is only in the process of derivation, the form of the word changes. This derivation takes place with the help of affixes. Small bits of the English language are affixed to root words. Some of the affixes are un, mis, pre, ful, less, etc.

Affixes can be divided into two categories:

• **Prefixes**

• **Suffixes**

- **Word Formation**

How words are formed?

Words are formed from existing ones by adding smaller units either at the beginning (prefix) or at the end (suffix) of an existing word.

- **Principles of word formation**

• Affixation – Adding a unit/smaller word at the beginning (prefix) or end (suffix) of an existing word.

• **Conversion**

• **Compounding**

- **SUFFIX**

• Suffixation is adding a new unit/word at the end of an existing word.

• Suffix often alters the word class of the base word.

We shall now learn some important aspects of suffixation. Suffixes can alter the word class of the base ;

For e.g. "KIND" (root word – adjective) becomes "KINDNESS"(abstract noun) on adding „ - ness" as a suffix.

Let us now see some examples of suffixes that change the word-class

Common suffixes that alter word class –

NOUN to NOUN

‒ ster – gang/gangster

‒ er- teenage/teenager

‒ eer – profiteer (profit)

‒ ette – kitchenette/ kitchen

VERBS TO NOUNS

− er – work – worker

− ing – drive – driving

− age – cover – coverage

NOUN TO VERBS

− en – length – lengthen

− fy – beauty – beautify

− ze – apology – apologize

NOUN TO ADJECTIVE

− ful – cheer – cheerful

− less – care – careless

− ish – child – childish

ADJECTIVES TO NOUNS

− ness – bitter- bitterness

− th – deep – depth

− ce – distant – distance

VERBS TO ADJECTIVES

− ent – obey – obedient

− ant – please – pleasant

− tive – attend – attentive

LESS COMMON SUFFIXES

Less common suffixes associated with abstract nouns include

− ship – own – ownership

− dom – free – freedom

-th – deep – depth

− hood – adult – adulthood

COMPOUND ADJECTIVES

Adjectives made up of two parts, usually written with a hyphen. Examples – "well-dressed", "never-ending"

Its meaning is clear from the word it combines. The second part of the word is usually a present or past participle. A large number of compound adjectives are used to describe personal appearances and characters. (blue-eyed, curly-haired, easy-going, good-natured).

In some compound adjectives, the second word is often a preposition. For e.g.

• an all-out strike

• a broken-down bus

• a well-off gentleman

• Language games and activities

• What is Language games and activities?

Language games and activities are engaging and interactive ways to practice and improve language skills. These activities can be used in various educational settings, including classrooms, language learning centers, and even informal language exchange groups. They are designed to make language learning enjoyable, motivating, and effective. Here are some examples of language games and activities:

1. **Word Games**:

   • **Word Scramble**: Players unscramble letters to form words.

   • **Word Search**: Players search for words hidden in a grid of letters.

   • **Crossword Puzzles**: Players fill in a grid with words based on given clues.

   • **Hangman**: Players guess letters to reveal a hidden word before a stick figure is completed.

2. **Vocabulary Building Activities**:

- **Flashcards**: Create flashcards with words and their meanings for memorization.

- **Word Association**: Players say a word associated with the previously spoken word.

- **Vocabulary Bingo**: Players mark off words on a bingo card as they hear or read them.

3. **Grammar Games**:

- **Grammar Races**: Teams race to correctly complete sentences or identify grammar mistakes.

- **Grammar Auction**: Players bid on sentences with correct grammar, punctuation, and spelling.

- **Grammar Jigsaw**: Players match sentence fragments to form grammatically correct sentences.

4. **Conversation Activities**:

- **Role-Playing**: Participants act out scenarios using target language skills.

- **Debates**: Participants argue for or against a given topic, practicing persuasive language.

- **Storytelling**: Players take turns adding to a collective story, practicing narrative skills.

5. **Listening and Speaking Games**:

- **Guess the Sound**: Players listen to various sounds and guess what they are.

- **Describe and Draw**: One player describes an object while others try to draw it based on the description.

- **Telephone Game**: Players whisper a message to each other, passing it along until the last player says it aloud, often resulting in humorous mistranslations.

6. **Writing Activities**:

- **Story Starters**: Provide prompts or opening sentences for creative writing exercises.

- **Letter Writing**: Practice writing formal or informal letters to pen pals or imaginary characters.

- **Sentence Completion**: Provide incomplete sentences for students to finish creatively.

7. **Digital Language Learning Platforms**:

- Online platforms and apps offer interactive games and activities tailored to specific language learning goals. These can include vocabulary drills, grammar exercises, listening comprehension tasks, and more.

Language games and activities not only reinforce language skills but also foster teamwork, critical thinking, creativity, and cultural understanding. By making learning fun and interactive, they can significantly enhance language acquisition and retention.

Importance of Language Games in Learning English

Activities and games can prove to be really useful while learning a language even when you are learning via an online English speaking course. The learners understand better when they are active. If games are properly designed, they may help in making the teaching-learning process more effective. Games provide language practice in all the four skills, namely, reading, speaking, listening, and writing. For use of language, these games not only create a meaningful context but also can be fun while learning English.

Games offer an environment where the learners can practice using new words and are free to express themselves. Multiple research studies show that participating in such activities can be an efficient way to develop communication skills, strengthen relationships and face the world with confidence. Games are highly encouraging and increase cooperation. Speechify, as an online English-speaking course in India, language games is one of the most important ways to teach effectively in a language class.

Noted writer, Donn Byrne, has emphasized the importance of language games in English. He explains that games not only provide the much needed break in the lesson routine, but also form an integral part of learning. Jane Ellis in her book, "Teaching English - A Course in Classroom Language and Teaching", states that language games provide fun and entertainment.

Language games to make learning English fun

I've been an online English teacher for quite a while now. Activities and games in the classroom can enhance the learning process of the student. Here are a few language games that will integrate language learning with fun and help build vocabulary.

1) Fun with Words- Playing with words can be really creative and a fun way to learn English. The learner will be learning English as they play. Pictionary helps to practice vocabulary and it is a great way to check if your student is remembering and using the words.

HOW TO PLAY:

- -Before the class starts, prepare a group of words.

- -Tell the student to choose a word from the bag. Alternatively, in an online classroom, you can show a picture that represents a certain words and students will guess the word

- -The correct answer gets a point or a reward.

- -Then, encourage the student to draw and you guess the word.

- -You can also tell the students to tell synonyms and antonyms of the word that you've shown in order to enrich their vocabulary.

- -Tell them to make sentences from the words that have been used in the class.

2) 4 Pics 1 Word: It is an entertaining picture quiz that will force the learners to brainstorm and find the correct answer.

HOW TO PLAY:

- -Prepare a collage of four words which has something common with each other.

- -Share the picture collage to the student in the class and ask them to guess one word that is common in all the four pictures.

- -You can help the learner with hints, if required.

- -Once done, move to a different picture collage and continue till the learner learns some good new words in your class.

3) Comic Strips: Comic Strips are a great way to describe a picture and also to guess a story out of the given images.

HOW TO PLAY:

- o -Prepare a comic strip (sequence of cartoons without writing captions).

- o -Show the picture to the students and ask them to describe the images in correct order.

- o -After the students have described the images in the correct order, half of the work is done as the student is able to make a story out of the comic strip.

- o -Help the student to understand the images and tell a whole story in a comical way.

- o -The student will thereby, make a story and help the learners to understand a concept.

4) Impromptu Speaking: This activity will help the students to think and respond quickly and build self-confidence.

HOW TO PLAY:

- o -Prepare a list of topics that are engaging and your learners will be aware and able to speak.

- o -In an online classroom, you can give one topic or tell your student to choose one topic out of the different topics you give them.

- o -The student needs to speak for at least a minute.

- o -Later, you can tell your students the grammatical mistakes that they have made.

5) Story Telling: This will help the learners to communicate their thoughts and feelings and also encourage active participation.

HOW TO PLAY:

- o -Prepare the starting lines of the story. For Example- Meeta heard unusual voices in the forest while coming from work. Then……………………

- o -Tell the students to complete the story in their own words.

- o -Set the duration.

- o -Listen to the learners carefully and point out their grammatical errors or usage of repeated words, if any.

6) Scattergories- A fun game that boosts your brain and fosters creativity.

HOW TO PLAY

- o -Take 5 or at least 6 categories, such as animals, foods, countries, subjects, movies, books, colours, etc.

- o -Once you have them, randomly take one letter.

- o -Now, the learner needs to write a word starting with that letter for each category.

- o -Set a duration- When the time ends, the learner should stop writing and reveal the answers.

- o -The learner gains points for a word in each category.

7) Memory Game- This activity can improve attention, concentration and ability to focus. Research finds that memory games sharpen thinking skills and lead to improvements in memory and learning.

HOW TO PLAY

- o -Keep 10-15 words ready in your bucket.

- o -In the class, speak all the words that you have chosen.

- o -Tell the learner to remember the words without writing them anywhere.

- o -After you've shot all the words to the learner, ask the learners to recall and state the words in no specific order.

- o -After the student has revealed the words, you can tell the remaining words to him that he has forgotten.

- o -Thereafter, you can discuss the meanings of the words and tell the learner to make sentences using those words.

These games and activities for teaching English to learners can definitely help plan effective lessons for learners of all ages and levels and encourage them

to speak. Keep using a variety of activities and media, such as podcasts, videos, articles, and music, to keep your classes interesting and lively.

Unit-3 Activities

Creating

- ## Short-Story

What is a Short-Story?

A short story is a brief fictional tale that usually focuses on one event, character, or theme. It's shorter than a novel but longer than a typical anecdote or joke. Short stories often have a beginning, middle, and end, where characters face a problem or challenge that gets resolved by the end of the story. They can be funny, scary, sad, or exciting, and they're a great way to enjoy a complete story in a shorter amount of time. Short stories often aim to convey a complete narrative arc within a limited word count, typically ranging from a few hundred to a few thousand words.

Short stories are also an excellent place to take risks, to create things that interest you but which may not work in a whole novel. As the prolific novelist, short story writer, and comic book author Neil Gaiman says: "Short stories are tiny windows into other worlds and other minds and other dreams. They're journeys you can make to the far side of the universe and still be back in time for dinner."

Key elements of a short story include:

1. **Plot**: Short stories typically have a concise plot structure, consisting of exposition (introduction of setting and characters), rising action (development of conflict), climax (the highest point of tension or action), falling action (resolution of conflict), and conclusion (wrap-up or resolution).

2. **Characters**: Short stories usually feature a small cast of characters, allowing for in-depth exploration of their personalities, motivations, and relationships within the limited space.

3. **Setting**: The setting of a short story provides the backdrop for the events to unfold. It may be described in detail or hinted at subtly, depending on the author's style and the story's focus.

4. **Theme**: Short stories often explore universal themes such as love, loss, identity, betrayal, or redemption. Themes may be explicitly stated or subtly woven into the narrative.

5. **Narrative Perspective**: Short stories can be told from various narrative perspectives, including first-person (narrator as a character in the story), third-person limited (narrator focuses on the thoughts and feelings of one character), or third-person omniscient (narrator knows all characters' thoughts and feelings).

Short stories are valued for their ability to deliver a powerful and compact narrative experience, often leaving a lasting impact on readers despite their brevity. They are commonly found in literary magazines, anthologies, and online publications, and they offer writers an opportunity to experiment with storytelling techniques and explore diverse themes and genres.

7 Different Types of Short Stories

There are a number of different kinds of short stories, each with its own distinct characteristics.

1. **Anecdote**: A brief account of something interesting and often humorous whose purpose is to support a point. They function much like parables: short narratives with a core moral lesson.

2. **Drabble**: A short story of about 100 words whose main purpose is to test the author's skill, both in prose and in successfully getting a meaningful point across in so few words.

3. **Feghoot**: A funny short story that ends in a pun.

4. **Fable**: A short story featuring anthropomorphic creatures, usually animals, whose narrative reveals some kind of a moral point at the end. (Note: while a parable serves the same function, it does not use animals to make its point, while a fable almost always does. Aesop's Fables are a great example.)

5. **Flash fiction or micro-fiction**: Flash fiction or micro-fiction refers to stories shorter than 1,000 words. One of the most famous examples of the form is the following short story, often attributed to Ernest Hemingway: "For sale: baby shoes, never worn."

6. **Sketch**: A piece of writing that doesn't typically contain a plot. Instead, the point of a sketch is to illuminate a particular character, setting, or location.

7. **Vignette**: A short scene which can be part of a larger body of work. The point of a vignette is to capture a single moment or detail about an element in the story, such as a character, idea, or object.

5 Things Every Good Short Story Needs

There are some common elements across all fiction writing, but short stories specifically feature:

1. **A clearly defined mood or feeling**. This can be a genre (humor, romance, horror); an idea (adultery, childbirth, life lessons); or an emotion (loss, grief, joy). Or it can be a combination—as long as it is cohesive and the point is clear.

2. **Clear, descriptive language** that sets up the concept of the story quickly and without being superfluous.

3. **A small cast of characters**, including a main character and supporting character(s) who must serve a vital role in the story.

4. **A strong point of view**. Know from the beginning what it is you want to say with your short story. Ask yourself: what do you want people to feel or think as they read your story? Make sure this point of view is clearly reflected throughout the story.

5. **Experimental elements**. Short stories don't necessarily have to stick to traditional storytelling techniques, which means that you can feel free to play around with certain conventions. For example, while the general advice is that every scene in a story should have a "turn"—shifting the emotional charge to its opposite—this doesn't have to be the case in a short story. Don't feel shy about breaking a few rules and see what works best for you.

- # What is a Poem?

Poetry has been around for almost four thousand years. Like other forms of literature, poetry is written to share ideas, express emotions, and create imagery. Poets choose words for their meaning and acoustics, arranging them to create a tempo known as the meter.

A poem is a piece of writing that uses words in a special way to create emotions, paint pictures, or tell a story. It's like painting with words instead of colors. Poems can be short or long, and they often use rhythm, rhyme, and expressive language to make them sound beautiful or meaningful. They can be about anything - love, nature, sadness, joy, or even just everyday things. Reading or writing poems can be a way to express feelings or share experiences in a creative and artistic way.

Unlike prose, which typically follows conventional grammatical structure and narrative form, poetry often prioritizes musicality, conciseness, and aesthetic impact.

Key elements of a poem include:

1. **Form**: Poems can take a wide range of forms, including traditional forms like sonnets, haikus, ballads, and villanelles, as well as free verse, which lacks a fixed meter or rhyme scheme. The form of a poem can contribute to its overall meaning and effect.

2. **Structure**: Poems may be structured into stanzas, lines, and verses, with each component contributing to the poem's rhythm and visual presentation on the page.

3. **Language**: Poets often use language in innovative and expressive ways, playing with words, sounds, and meanings to create vivid imagery and evoke sensory experiences. Figurative language, such as metaphor, simile, and personification, is commonly employed to convey deeper layers of meaning.

4. **Sound**: Sound is an integral aspect of poetry, with poets paying close attention to the musicality of language through techniques such as rhyme, rhythm, alliteration, and assonance. These elements contribute to the poem's auditory appeal and can enhance its emotional impact.

5. **Theme**: Like other forms of literature, poems explore a wide range of themes, including love, nature, identity, mortality, politics, and

spirituality. Themes may be explicitly stated or subtly woven into the fabric of the poem.

6. **Emotion**: Poetry often aims to evoke emotional responses in readers, whether through themes, imagery, or the musicality of language. Poets may convey joy, sorrow, longing, anger, or any other human emotion through their work.

Poetry is a versatile and dynamic form of artistic expression that has been employed across cultures and centuries. It can be deeply personal or widely universal, offering readers insight into the human experience and the world around them. Through its imaginative use of language and form, poetry invites readers to engage with language on a visceral and emotional level, making it a rich and rewarding genre to explore.

What Is Meter in Poetry?

A poem can contain many elements to give it structure. Rhyme is perhaps the most common of these elements: countless poetic works, from limericks to epic poems to pop lyrics, contain rhymes. But equally important is meter, which imposes specific length and emphasis on a given line of poetry. Learn more about meter in poetry here.

What Is a Stanza?

In poetry, a stanza is used to describe the main building block of a poem. It is a unit of poetry composed of lines that relate to a similar thought or topic—like a paragraph in prose or a verse in a song. Every stanza in a poem has its own concept and serves a unique purpose. A stanza may be arranged according to rhyming patterns and meters—the syllabic beats of a line. It can also be a free-flowing verse that has no formal structure. Learn more about stanzas in poetry here.

What Is a Rhyme Scheme?

There are many different types of rhymes that poets use in their work: internal rhymes, slant rhymes, eye rhymes, identical rhymes, and more. One of the most common ways to write a rhyming poem is to use a rhyme scheme composed of shared vowel sounds or consonants. Learn about 10 different poetry rhyme schemes here.

15 Types of Poetic Forms

From sonnets and epics to haikus and villanelles, learn more about 15 of literature's most enduring types of poems.

1. 1. **Blank verse**. Blank verse is poetry written with a precise meter—almost always iambic pentameter—that does not rhyme.

2. 2. **Rhymed poetry**. In contrast to blank verse, rhymed poems rhyme by definition, although their scheme varies.

3. 3. **Free verse**. Free verse poetry is poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form.

4. 4. **Epics**. An epic poem is a lengthy, narrative work of poetry. These long poems typically detail extraordinary feats and adventures of characters from a distant past.

5. 5. **Narrative poetry**. Similar to an epic, a narrative poem tells a story. Henry Wadsworth Longfellow's "The Midnight Ride of Paul Revere" and Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" exemplify this form. Learn more about narrative poetry here.

6. 6. **Haiku**. A haiku is a three-line poetic form originating in Japan. The first line has five syllables, the second line has seven syllables, and the third line again has five syllables.

7. 7. **Pastoral poetry**. A pastoral poem is one that concerns the natural world, rural life, and landscapes. These poems have persevered from Ancient Greece (in the poetry of Hesiod) to Ancient Rome (Virgil) to the present day (Gary Snyder).

8. 8. **Sonnet**. A sonnet is a 14 line poem, typically (but not exclusively) concerning the topic of love. Sonnets contain internal rhymes within their 14 lines; the exact rhyme scheme depends on the style of a sonnet.

9. 9. **Elegies**. An elegy is a poem that reflects upon death or loss. Traditionally, it contains themes of mourning, loss, and reflection. However, it can also explore themes of redemption and consolation.

10. 10. **Ode**. Much like an elegy, an ode is a tribute to its subject, although the subject need not be dead—or even sentient, as in John Keats' "Ode on a Grecian Urn".

11.11. **Limerick**. A limerick is a five-line poem that consists of a single stanza, an AABBA rhyme scheme, and whose subject is a short, pithy tale or description.

12.12. **Lyric poetry**. Lyric poetry refers to the broad category of poetry that concerns feelings and emotion. This distinguishes it from two other poetic categories: epic and dramatic.

13.13. **Ballad**. A ballad (or ballade) is a form of narrative verse that can be either poetic or musical. It typically follows a pattern of rhymed quatrains. From John Keats to Samuel Taylor Coleridge to Bob Dylan, it represents a melodious form of storytelling.

14.14. **Soliloquy**. A soliloquy is a monologue in which a character speaks to him or herself, expressing inner thoughts that an audience might not otherwise know. Soliloquies are not definitionally poems, although they often can be—most famously in the plays of William Shakespeare.

15.15. **Villanelle**. A nineteen-line poem consisting of five tercets and a quatrain, with a highly specified internal rhyme scheme. Originally a variation on a pastoral, the villanelle has evolved to describe obsessions and other intense subject matters, as exemplified by Dylan Thomas, author of villanelles like "Do Not Go Gentle Into That Good Night."

What Is Imagery in Poetry?

In poetry and literature, imagery is the use of figurative language to evoke a sensory experience in the reader. When a poet uses descriptive language well, they play to the reader's senses, providing them with sights, tastes, smells, sounds, internal and external feelings, and even internal emotion.

• Reading Comprehension

What is reading comprehension and why is it important?

"Real reading has to do with thinking, learning, and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information, and connecting with the minds of those you've never met."

-Zimmerman, S. and Hutchins, C. (2003)

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head.

Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading.

Strong readers think actively as they read. They use their experiences and knowledge of the world, morphology, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They think about the text structure as they read. They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up. These elements enable a skilled reader to create a mental model of the text as they read.

- **Examples for Practice**

Here are ten short reading comprehension passages followed by questions:

1. Passage:

John went to the store to buy some apples. He picked out five red apples and three green ones. Then, he paid for them and went home.
Question:
How many apples did John buy in total?

2. Passage:

Sarah loves to read books. Her favorite genre is mystery. She enjoys trying to solve the puzzles before the end of the story.
Question:
What is Sarah's favorite genre of books?

3. Passage:

The cat chased the mouse around the garden. It jumped over the fence and hid in the bushes. The cat searched for it but couldn't find it.

Question:
Where did the mouse hide?

4. Passage:
Timmy went to the park with his dog, Max. They played fetch with a ball, and then Timmy gave Max a treat. After that, they went home.
Question:
What did Timmy and Max do at the park?

5. Passage:
Emily had a birthday party last Saturday. She invited ten friends to celebrate with her. They played games, ate cake, and opened presents.
Question:
What did Emily do for her birthday?

Example for practice

Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean.

During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great _____ exploration.

1. cosmic

2. land

3. mental

4. common man

5. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political _____.

1. entanglement

2. discussion

3. negotiation

4. problem

5. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a _____ direction.

1. north and south

2. crosswise

3. easterly

4. south east

5. north and west

4. One of Magellan's ships explored the _____ of South America for a passage across the continent.

1. coastline

2. mountain range

3. physical features

4. islands

5. None of the above

5. Four of the ships sought a passage along a southern _____.

1. coast

2. inland

3. body of land with water on three sides

4. border

5. Answer not available

6. The passage was found near 50 degrees S of _____.

1. Greenwich

2. The equator

3. Spain

4. Portugal

5. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

1. imaginary circle passing through the poles

2. imaginary line parallel to the equator

3. area

4. land mass

5. Answer not available

The following passage refers to questions 8 through 14.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

8. The Curies' _____ collaboration helped to unlock the secrets of the atom.

1. friendly
2. competitive

3. courteous

4. industrious

5. chemistry

9. Marie had a bright mind and a _____ personality.

1. strong

2. lighthearted

3. humorous

4. strange

5. envious

10. When she learned that she could not attend the university in Warsaw, she felt _____.

1. hopeless

2. annoyed

3. depressed

4. worried

5. None of the above

11. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

1. challenged authority

2. showed intelligence

3. behaved

4. was distressed

5. Answer not available

12. _____ she remembered their joy together.

1. Dejectedly

2. Worried

3. Tearfully

4. Happily

5. Irefully

13. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

1. misfortune

2. anger

3. wretchedness

4. disappointment

5. ambition

14. Even though she became fatally ill from working with radium, Marie Curie was never _____.

1. troubled

2. worried

3. disappointed

4. sorrowful

5. disturbed

The following passage refers to questions 15 through 19.

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the

combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulfuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin. The eruption of Mount Vesuvius and its tragic consequences have provided everyone with a wealth of data about the effects that volcanoes can have on the surrounding area. Today, volcanologists can locate and predict eruptions, saving lives and preventing the destruction of other cities and cultures.

15. Herculaneum and its harbor were buried under _____ lava.

1. liquid

2. solid

3. flowing

4. gas

5. Answer not available

16. The poisonous gases were not _____ in the air.

1. able to float

2. visible

3. able to evaporate

4. invisible

5. able to condense

17. Scientists analyzed data about Vesuvius in the same way that a zoologist _____ a specimen.

1. describes in detail

2. studies by cutting apart

3. photographs

4. chart

5. Answer not available

18. _____ have concluded that the volcanic eruption caused a tidal wave.

1. Scientists who study oceans

2. Scientists who study atmospheric conditions

3. Scientists who study ash

4. Scientists who study animal behavior

5. Answer not available in article

19. Scientists have used _____ water to wash away volcanic ash from the skeletons of victims.

1. bottled

2. volcanic

3. purified

4. sea

5. fountain

The following passage refers to questions 20-24.

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's supremacy.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards

recognized the superiority of the English fleet and returned home, defeated.

20. Sir Francis Drake added wealth to the treasury and diminished Spain's _____.

1. unlimited power

2. unrestricted growth

3. territory

4. treaties

5. Answer not available in article

21. King Philip recruited many _____ soldiers and sailors.

1. warlike

2. strong

3. accomplished

4. timid

5. inexperienced

22. The _____ Armada set sail on May 9, 1588.

1. complete

2. warlike

3. independent

4. isolated

5. Answer not available

23. The two battles left the Spanish fleet _____.

1. open to change

2. triumphant

3. open to attack

4. defeated

5. discouraged

24. The Armada was _____ on one side.

1. closed off

2. damaged

3. alone

4. circled

5. Answer not available in this article

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