



English Language

I

**For First Year University
Students**

2019/2020

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WRITING

TOPIC SENTENCES

Writers often express their main idea in a clearly defined sentence known as a *topic sentence*.

Topic sentences are usually found at the beginning of a paragraph in order to immediately establish the main idea. But this is not always the case—topic sentences can be found anywhere in a paragraph, and sometimes, the author chooses not to use one at all. Still, looking for the topic sentence is a good skill to have when ferreting out the meaning of a reading passage.

TOPIC SENTENCE: A sentence that introduces or defines the topic of a paragraph. This is frequently the first sentence in a paragraph—but not always.

EXERCISES:

A) For the following three questions, choose the topic sentence that best fits the paragraph.

1. The term *spices* is a pleasant one, whether it connotes fine French cuisine or a down-home, cinnamon-flavored apple pie. _____. In the past, individuals traveled the world seeking exotic spices for profit and, in searching, have changed the course of history. Indeed, to gain control of lands harboring new spices, nations have actually gone to war.

- a.** The taste and aroma of spices are the main elements that make food such a source of fascination and pleasure.
- b.** The term might equally bring to mind Indian curry made thousands of miles away and those delicious barbecued ribs sold on the corner.
- c.** It is exciting to find a good cookbook and experiment with spices from other lands—indeed, it is one way to travel around the globe!
- d.** The history of spices, however, is another matter altogether, and at times, it can be filled with danger and intrigue.

2. _____. It rained in April; it rained in May. It rained in the mornings; it rained in the afternoons. It poured, it drizzled, it showered, it misted—but always it rained. But the good news is we won't have a drought this summer.

- a.** The rain makes me gloomy.
- b.** This spring was the rainiest on record.
- c.** Rain is nice, but I prefer sunshine.
- d.** Scientists know very little about the global climate.

3. It weighs less than three pounds and is hardly more interesting to look at than an overly ripe cauliflower. _____. It has created poetry and music, planned and executed horrific wars, and devised intricate

scientific theories. It thinks and dreams, plots and schemes, and easily holds more information than all the libraries on Earth.

a. The human brain is made of gelatinous matter and contains no nerve endings.

b. The science of neurology has found a way to map the most important areas of the human brain.

c. Nevertheless, the human brain is the most mysterious and complex object on Earth.

d. However, scientists say that each person uses only 10% of his or her brain over the course of a lifetime!

B) For the following questions, a topic sentence is given. Try choosing the sentence that best develops or supports it.

4. A fireplace should be lined with special fire bricks to prevent heat transfer.

a. Normal bricks are not dense enough to withstand excessive heat.

b. Fire codes also require a smoke alarm in every room.

c. Good up-drafts can make a pleasant fire, however.

d. Modern houses don't use as much lumber as older homes did.

5. Cosmetic plastic surgery is one of the fastest-growing segments of U.S. medicine.

a. Cosmetic plastic surgery can have dangerous side effects, some of which can be fatal.

b. Americans are eager to make their bodies as perfect as possible and to minimize the visible signs of aging.

c. The price of cosmetic plastic surgery is also on the rise.

d. This increase in cosmetic plastic surgery says something quite disturbing about our culture.

6. If a car suddenly begins to skid on ice, a driver's instinctive reaction might be the wrong one.

a. Skids can be a terrifying experience.

b. Cars can be very unpredictable on ice.

c. Many people instinctively turn the wheel in the wrong direction, making the skid worse.

d. New tires can help reduce the risk of skidding on ice.

7. The "lead" inside the common pencil is actually not lead at all.

a. Lead is commonly mined in Africa.

b. Pencils were invented in 1603 by William Ledbelly.

c. Even when sharpened, a pencil may not write as well as a pen.

d. The substance used in pencils today is graphite.

8. The Greek ideal of the hero most closely resembles today's free agent superstar.

a. A superstar is an athlete who commands a great salary based on his individual skills.

b. The Greek warrior's focus was on grasping at immortality, and he did this by ensuring that his name would live on, long after he died.

c. The Greek hero valued self-interest above loyalty to a cause, his king, or to his army, just as the free-agent superstar values his contract salary above any special team, coach, or the game.

d. The Greek hero was impressive in his performance on the battlefield as well as in the sports arena.

9. There is no instruction by the old bird in the movements of flight; no conscious imitation by the young.

a. The most obvious way in which birds differ from humans in behavior is that they can do all that they have to do, without ever being taught.

b. More extraordinary than the fact that a bird is able to fly untaught, is that it is able to build a nest untaught.

c. Young birds frequently make their first flights with their parents out of sight.

d. Young birds brought up in artificial environments will build the proper kind of nest for their species when the time comes.

10. Parents play an important role in their children's academic success.

a. Video games have a negative impact on children's academic success.

b. Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades.

c. Studies show that watching less television and spending less time playing video games help children get better grades.

d. Children who are avid readers get much better grades than their peers.

11. In special cases, needy people who have nowhere else to go are permitted to enter the United States as refugees.

a. Other people, however, enter the United States illegally.

b. The total number of newcomers was over one million.

c. United States immigration laws put limits on the number of people permitted to enter the United States.

d. As many as 12 million people may be living in the United States illegally.

12. More and more people are eating organically grown fruits and vegetables.

a. Organic food is usually more expensive than non-organic food.

b. A wide variety of organic chocolate products are now available in stores.

c. Raw foods are enjoying increasing popularity, now that people are discovering how a raw-foods diet leaves you feeling and looking great.

d. Fresh organic produce contains more vitamins, minerals, and enzymes than non-organic produce.

13. In Oklahoma, a girl is forbidden to take a bite from her date's hamburger.

a. It's illegal for teenagers to take a bath during the winter in Clinton, Indiana.

b. Youngsters may not spin Yo-Yos on Sunday in Memphis, Tennessee.

c. It may be hard to believe, but these types of strange laws are still on the books!

d. It is illegal to parade an elephant down Main Street in Austin, Texas.

14. A cat's whiskers are among the most perfect organs of touch.

a. The hairs themselves are very sensitive.

b. Whiskers are generally white in color.

c. Touch is very important to a cat.

d. Dogs have very sensitive noses.

15. People are now living longer than ever before for many different reasons.

a. Some people in the Soviet Union's Caucasus Mountains live to be over 100 years of age.

b. No one seems to understand this phenomenon.

c. Advances in medical science have done wonders for longevity.

d. The people in this region do not seem to gain anything from medical science.

16. For 16 years, he spread violence and death throughout the west.

a. Jesse was gunned down on April 3, 1882.

b. He left a trail of train and bank robberies.

c. His crimes were committed during the late 1860s.

d. Jesse Woodson James was the most legendary of all American outlaws.

C) For the final two questions, choose the sentence that does not support the given topic sentence.

17. In ancient Greece, honor was not just the domain of the warrior.

a. A great orator [speaker], who could sway the public with his logic and wit, was greatly respected.

b. A revered poet's name lived on long after he died.

- c.** Great wealth was characteristic of the truly great kings.
- d.** A warrior's quest for the esteem of his peers would bring him great prizes, which would secure a long-lasting reputation.

18. In *Moby Dick*, Herman Melville wrote that the whale men were "enveloped in whale lines," that each man relied on the others during moments of danger.

- a.** The small boats that pursued the whales left the whaling ship far behind; each man in a boat had to depend on the others to stay alive.
- b.** Once the whale was harpooned, the whale line unraveled so fast that water had to be poured on it to keep it from smoking.
- c.** The whale line was the rope, dozens of yards long, that attached to the harpoon; it was raveled under the seats of all the men metaphorically connecting each man to the next.
- d.** One wrong move and the line would snap a man right out of the boat; thus, his life depended on whether the crew would cut the whale loose to save him, or leave him in the ocean during the heat of the hunt.

More EXERCISES ON TOPIC SENTENCES

The topic sentence is the most important sentence of a paragraph. It states the main idea and introduces the reader to the topic.

1. CHOOSING TOPIC SENTENCES

Choose the best topic sentence for each group of supporting sentences. Write it on the line provided.

Example: _____ b _____. I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

- a) Skiing is expensive.
- b) Skiing is my favourite sport.
- c) Skiing is dangerous.

1.) _____.

North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards, get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

- a) Sending cards is very popular in North America.
- b) Birthday cards are the most popular kind of card.
- c) It is important to send thank-you cards.

2.) _____ . I

enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

- a) I like to garden in summer.
- b) Summer is my favourite season.
- c) Summer is too short.

3.) _____ . First of

all, we need money to repair old roads and build new roads. We also need more to pay teachers' salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. It is clear that the city will have serious problems if taxes are not raised soon.

- a) We should raise city taxes.
- b) City taxes are too high.
- c) City taxes pay for new roads.

4.) _____. For example, a person can have breakfast in New York, board an airplane, and have dinner in Paris. A businesswoman in London can instantly place an order with a factory in Hong Kong by sending a fax. Furthermore, a schoolboy in Tokyo can turn on a TV and watch a baseball game being played in Los Angeles.

- a) Airplanes have changed our lives.
- b) Advances in technology have made the world seem smaller.
- c) The fax machine was an important invention.

5.) _____. One thing you must consider is the quality of the university's educational program. You also need to think about the school's size and location. Finally, you must be sure to consider the university's tuition to make sure you can afford to go to school there.

- a) It is expensive to attend a university in the United States.
- b) There are several factors to consider when you choose a university to attend.
- c) You should consider getting a good education.

2. WRITING A TOPIC SENTENCE

Write a topic sentence for each paragraph. Make sure your topic sentence expresses the main idea of the paragraph.

Example: Miami is the perfect place to take a vacation. It is always sunny and warm. The beaches are gorgeous, with soft white sand and beautiful water. There are many fine restaurants in the Miami area, and most of the hotels offer terrific entertainment nightly. It's no wonder that Miami is my first choice for a vacation destination.

1.) _____
. He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Paul also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Paul's favourite one is reading. He usually reads at least one book every week. Paul keeps busy with all of his hobbies.

2.) _____ . I can't wait to come home from school and eat the delicious meals she has prepared. She is famous for her desserts like peach pie and chocolate soufflé. She is always experimenting with new recipes and trying different ingredients. No one in the world can cook the way my mother does.

3.) _____ . It never starts in cold weather. The horn and the left turn signal

don't work properly. Worst of all, the radio only gets one station and the CD player is completely broken. I wish I could get a new car.

4.) _____ .

First and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic.

5.) _____ .

To start things off, my plane was six hours late. When I finally got to my hotel, I was very disappointed. It was small and dirty. On the third day, my wallet was stolen, and I lost all my credit cards. It rained every day except one, and on that day I got a terrible sunburn. All in all, it wasn't a vacation to remember.

B) SUPPORTING SENTENCES

The supporting sentences develop the main idea in the topic sentence. They add details to the topic.

Read the following paragraphs and underline the supporting sentences.

1.) Use of the internet has grown very quickly. In 1983, there were 562 computers connected to the Internet. By the turn of the century, there were 72.3 million computers in 247 countries on-line. Experts say that the Internet is now growing at a rate of approximately 40 percent a year. As time goes on, the Internet is becoming more and more popular.

2.) There are many reasons I hate my apartment. The plumbing doesn't work properly and the landlord refuses to fix it. I also have noisy neighbours who keep me up all night. Furthermore, there are so many bugs in my apartment that I could start an insect collection. I really want to move.

3.) Vegetables and fruits are an important part of a healthy diet. First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functioning smoothly. In addition, they give you the carbohydrates you need for energy. Fruits and vegetables have lots of fiber to help your digestive system work properly. Finally, many scientists believe that the nutrients in fruits and vegetables can help fight diseases. If you eat a diet rich in fruits and vegetables, you'll be on the road to better health.

C) IRRELEVANT SENTENCES

Every supporting sentence in a paragraph must relate to the main idea stated in the topic sentence. A sentence that does not support the main idea does not belong in the paragraph, thus such a sentence should be omitted. When a sentence does not belong in a paragraph, it is called an **irrelevant sentence**.

Example: The students in the class come from many different parts of the world. Some are from European countries, such as France, Spain, and Italy. Others are from Middle Eastern countries like Saudi Arabia and Israel. Still other students were born in Asian countries, including Japan and Korea. **Korean food is delicious.** The largest number of students is from Latin American countries like Mexico, Venezuela and Peru. The class is an interesting mix of people from many different countries.

There is one irrelevant sentence in each paragraph that follows. Find that sentence and cross it out.

1) There are several ways people can conserve natural resources. One way is to turn lights off and appliances when they are not in use. Another way is to drive cars less. My favourite kind of car is convertible. People can also insulate their houses better. Finally, by reusing things like bottles and plastic bags, people can reduce the amount of waste. By

practicing these simple guidelines, we can save our natural resources.

2.) Cats make wonderful house pets. They are very loving and friendly. Cats are also clean. They don't eat much, so they are not expensive. Unfortunately, some people are allergic to their hair. Cats look beautiful and they're fun to have in your home.

3.) The capital city of a country is usually a very important city. The government offices are located in the capital city and political leaders usually live there nearby. There are many different types of governments in the world. The capital may also be the centre of culture. There are often museums, libraries, and universities in the capital. Finally, the capital city can serve as a centre of trade, industry and commerce, so it is often the financial centre of the country.

4.) The Japanese automobile industry uses robots in many stages of its production process. In fact, one large Japanese auto factory uses robots in all of its production stages. Some Japanese universities are developing medical robots to detect certain kinds of cancer. Another automobile factory in Japan uses them to paint cars as they come off the assembly line.

Furthermore, most Japanese factories use robots to weld the parts of the finished car together.

5.) The packaging of many products is very wasteful. Often the packaging is twice as big as the product. Packaging is used to protect things that are breakable. Many food items, for example, have several layers of extra packaging. Most of these extra layers could be eliminated.

D) CONCLUDING SENTENCES

Some paragraphs end with a concluding sentence. This sentence states the main idea of the paragraph again using different words. It summarizes the main points of the paragraph, or makes a final comment on the topic. Concluding sentences are not always necessary. In fact, short paragraphs that are part of longer pieces of writing often do not have concluding sentences.

Write a concluding sentence for each paragraph.

1.) There are many reasons why I like wearing a uniform to school. First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have

the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think that it adds to the feeling of school spirit and community. _

.

2.) There are many reasons why I am against wearing a school uniform. For one thing, I don't like the style of the uniform. The navy blazer and plaid skirt are too conservative for me. Secondly, the uniform isn't comfortable. I prefer to wear baggy pants and a sweater instead of a skirt and a jacket. Finally, I want the freedom to express my individuality through my style of dressing. _

3.) Credit cards have a lot of advantages. First of all, credit cards are convenient because you don't have to carry a lot of cash around. You can buy the products and services you need even if you do not have cash in your pocket. In addition, credit cards are very helpful in emergencies. Finally, you can become a better money manager as you learn to use credit cards responsibly. _

Grammar

KINDS OF SENTENCES

The four kinds of basic sentences in English are simple, compound, complex, and compound-complex. The terms may be new to you, but if you can recognize subjects and verbs, you should be able to identify and write any of the four kinds of sentences. The only new idea to master is the concept of the *clause*.

CLAUSES

A clause is a group of words with a subject and a verb that functions as a part or all of a complete sentence. The two kinds of clauses are independent (main) and dependent (subordinate).

Independent Clause: I have the money.

Dependent Clause: When I have the money

Independent Clauses

An independent (main) clause is a group of words with a subject and a verb that can stand alone and make sense. An independent clause expresses a complete thought by itself and can be written as a separate sentence.

She plays the bass guitar.

The manager is not at fault.

Dependent Clauses

A dependent clause is a group of words with a subject and verb that depends on a main clause to give it meaning.

since Shannon came home [no meaning alone]

Since Shannon came home, her mother has been happy. [has meaning]

because she was needed [no meaning alone]

She stayed in the game because she was needed. [has meaning]

TYPES OF SENTENCES

On the basis of the number and kinds of clauses it contains, a sentence may be classified as simple, compound, complex, or compound-complex. In the examples in the following list, the dependent clauses are italicized, and the independent clauses are underlined.

Simple Sentences

A simple sentence consists of one independent clause and no dependent clauses. It may contain phrases and have more than one subject and/or verb.

The *lake looks* beautiful in the moonlight. [one subject and one verb]

The *Army*, *Navy*, and *Marines* *sent* troops to the disaster area. [three subjects and one verb]

We sang the old songs and *danced* happily at their wedding. [one subject and two verbs]

My father, *mother*, and *sister* *came* to the school play, *applauded* the performers, and *attended* the party afterward. [three subjects and three verbs]

Compound Sentences

A compound sentence consists of two or more independent clauses with no dependent clauses. Take, for example, the following two independent clauses:

He opened the drawer. He found his missing disk.

Here are two ways to join the independent clauses to form a compound sentence.

1. The two independent clauses can be connected by a connecting word called a coordinating conjunction. The coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. (Remember the acronym FANBOYS.)

He opened the drawer, *and* he found his missing disk.

He opened the drawer, *so* he found his missing disk.

Use a comma before the coordinating conjunction (FANBOYS) between two independent clauses (unless one of the clauses is extremely short).

2. Another way to join independent clauses to form a compound sentence is to put a semicolon between the clauses.

He opened the drawer; he found his missing disk.

Complex Sentences

A complex sentence consists of one independent clause and one or more dependent clauses. In the following sentences, the dependent clauses are italicized.

When lilacs are in bloom, we love to visit friends in the country. [one dependent clause and one independent clause]

Although it rained last night, we decided to take the path *that led through the woods*. [one independent clause and two dependent clauses]

Compound-Complex Sentences

A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses.

Albert enlisted in the Army, and Jason, who was his older brother, joined him a day later.

Independent Albert enlisted in the Army

Clauses: Jason joined him a day later

Dependent Clause: who was his older brother

Exercise:

Indicate the kind of sentence by writing the appropriate letter(s) in the blank.

S simple

CP compound

CX complex

CC compound-complex

1. The *Titanic*, a British passenger liner, began its maiden voyage from England to New York on April 10, 1912.
2. It was the largest and most luxurious ship ever built, and it carried 2,227 passengers and crew members.
3. The ship was described as a floating palace, and because its hull included a complicated system of watertight

compartments, it was also declared to be “practically unsinkable.”

4. After three days of calm, clear weather at sea, the captain received seven warnings of ice in the area.

5. At 11:40 p.m. on April 14, lookouts in the ship’s crow’s nest saw an iceberg directly in the vessel’s path, but it was too late to change course.

6. The *Titanic* struck the iceberg in the North Atlantic Ocean.

7. Because the ship was supposedly unsinkable, it carried only twenty lifeboats.

8. Women and children were first to board the lifeboats, which offered room for only about half of the people aboard.

9. Water poured into the ship, and by 1:15 a.m., its bow sank.

10. At 2:17 a.m., as the stern rose almost vertically into the air, the lights finally flickered and went out.

11. At 2:18 a.m. on April 15, the sinking ship broke in two, and at 2:20 a.m., it disappeared beneath the waves.

12. Those who did not drown froze to death in the icy water.

13. The disaster claimed 1,522 lives; 705 people were rescued.

14. After this tragedy occurred, new agreements revised lifeboat standards and created the International Ice Patrol in North Atlantic sea lanes.

15. Immediately, people began talking about ways to find the *Titanic* and raise it to the surface.

16. Not until 1985, though, did a team of U.S. and French researchers locate the wreck off the coast of Newfoundland at a depth of two and a half miles.

17. Several subsequent expeditions sent cameras, lights, and manned submarines down to the eerie scene, where they explored and photographed the rusted wreckage and collected artifacts from it.

18. The photos revealed that the iceberg ripped a hole in six of the watertight compartments; the ship might have survived if only four of its compartments had been ruptured.

19. In 1996, when researchers tried to salvage a section of the ship's hull by raising it to the surface with balloons, a storm caused the lines to break, and the piece fell back to the bottom of the sea.

20. The ship is deteriorating rapidly in its saltwater grave, and it will eventually melt into the floor of the sea.

SUBJECT-VERB AGREEMENT

The basic principle of subject-verb agreement is that if the subject is singular, the verb should be singular, and if the subject is plural, the verb should be plural. There are ten major guidelines. In the examples under the following guidelines, the simple subjects and verbs are italicized.

1. Do not let words that come between the subject and verb affect agreement.

- Modifying phrases and clauses frequently come between the subject and verb:

The various *types* of drama *were* not *discussed*.

Angela, who is hitting third, *is* the best player.

The *price* of those shoes *is* too high.

- Certain prepositions can cause trouble. The following words are prepositions, not conjunctions: *along with*, *as well as*, *besides*, *in addition to*, *including*, *together with*. The words that function as objects of prepositions cannot also be subjects of the sentence.

The *coach*, along with the players, *protests* the decision.

- When a negative phrase follows a positive subject, the verb agrees with the positive subject.

Philip, not the other boys, *was* the culprit.

2. Do not let inversions (verb before subject, not the normal order) affect the agreement of subject and verb.

- Verbs and other words may come before the subject. Do not let them affect the agreement. To understand subject-verb relationships, recast the sentence in normal word order.

Are Juan and his *sister* at home? [question form]

Juan and his sister are at home. [normal order]

3. A singular verb agrees with a singular indefinite pronoun.

- Most indefinite pronouns are singular.

Each of the women *is* ready at this time.

Neither of the women *is* ready at this time.

One of the children *is* not paying attention.

- Certain indefinite pronouns do not clearly express either a singular or plural number. Agreement, therefore, depends on the meaning of the sentence.

These pronouns are *all*, *any*, *none*, and *some*.

All of the melon *was* good.

All of the melons *were* good.

None of the pie *is* acceptable.

None of the pies *are* acceptable.

4. Two or more subjects joined by *and* usually take a plural verb.

The *captain* and the *sailors* *were* happy to be ashore.

The *trees* and *shrubs* *need* more care.

- If the parts of a compound subject mean one and the same person or thing, the verb is singular; if the parts mean more than one, the verb is plural.

The *secretary* and *treasurer* *is* not present. [one]

The *secretary* and the *treasurer* *are* not present.

[more than one]

- When *each* or *every* precedes singular subjects joined by *and*, the verb is singular.

Each *boy* and each *girl* *brings* a donation.

Each *woman* and *man* *has asked* the same questions.

5. Alternative subjects—that is, subjects joined by *or*, *nor*, *either/or*, *neither/nor*, *not only/but also*—should be handled in the following manner:

- If the subjects are both singular, the verb is singular.

Rosa or *Alicia* *is* responsible.

- If the subjects are plural, the verb is plural.

Neither the *students* nor the *teachers* *were* impressed by his comments.

- If one of the subjects is singular and the other subject is plural, the verb agrees with the nearer subject.

Either the Garcia *boys* or their *father* *goes* to the hospital each day.

Either their *father* or the Garcia *boys* *go* to the hospital each day.

6. Collective nouns—*team, family, group, crew, gang, class, faculty*, and the like—take a singular verb if the verb is considered a unit, but they take a plural verb if the group is considered as a number of individuals.

The team is playing well tonight.

The team are getting dressed.

In the second sentence the individuals are acting not as a unit but separately.

7. Titles of books, essays, short stories, and plays, a word spoken of as a word, and the names of businesses take a singular verb.

The Canterbury Tales was written by Geoffrey Chaucer.

Ives is my favorite name for a pet.

Markel Brothers has a sale this week.

8. Sums of money, distances, and measurements are followed by a singular verb when a unit is meant. They are followed by a plural verb when the individual elements are considered separately.

Three dollars was the price. [unit]

Three dollars were lying there. [individual]

Five years is a long time. [unit]

The *first five years* were difficult ones.
[individual]

9. Be careful of agreement with nouns ending in -s. Several nouns ending in -s take a singular verb—for example, *aeronautics, civics, economics, ethics, measles, mumps*.

Mumps is an unpleasant disease.

Economics is my major field of study.

10. Some nouns have only a plural form and so take only a plural verb—for example, *clothes, fireworks, scissors, pants*.

His *pants* are badly wrinkled.

Marv's *clothes* were stylish and expensive.

EXERCISE: *Underline the correct verb form.*

1. There (is, are) very little remote wilderness left in the world.
2. Neither the jungles, nor the oceans, nor the desert (has, have) gone unexplored.
3. Mount Everest, the world's highest mountain, (is, are) no exception.
4. Before 1953, though, many a thrill-seeker (was, were) hoping to be the first to stand on its summit.
5. Everyone (know, knows) that George Mallory died trying in 1924.

6. Although we can never be sure, some of us (believe, believes) Mallory was the first to make it to the top.
7. According to the record books, Sir Edmund Hillary, along with his partner Tenzing Norgay, (was, were) the first to reach the highest place on Earth on May 29, 1953.
8. There (is, are) many reasons why someone would want to climb Mount Everest.
9. (Is, Are) personal satisfaction or prestige more important to today's climbers?
10. (Is, Are) mountaineers driven by passion or by sport?
11. Now, \$65,000 (is, are) the price anyone can pay for a guided hike to the summit.
12. Trips to the top of Mount Everest (is, are) now routine.
13. A 64-year-old man, a legally blind person, and an amputee (has, have) successfully climbed the mountain.
14. A solo climber or a group (take, takes) about eleven hours to ascend.

PRONOUN-ANTECEDENT AGREEMENT

Every pronoun refers to an earlier noun, which is called the antecedent of the pronoun.

The antecedent is the noun that the pronoun replaces. The pronoun brings the reader back to the earlier thought. Here are some examples:

I tried to buy *tickets* for the concert, but *they* were all sold.

Roger painted a *picture* of a pickup truck. *It* was so good that *he* entered *it* in an art show.

A pronoun agrees with its antecedent in person, number, and gender. Person—first, second, or third—indicates perspective, or point of view. Number indicates singular or plural. Gender indicates masculine, feminine, or neuter.

Agreement in Person

Avoid needless shifting of person, which means shifting of point of view, such as from *I* to *you*. First person, second person, and third person indicate perspectives from which you can write. Select one point of view and maintain it, promoting continuity and consistency. Needless shifting of person, meaning changing perspectives without reasons important for your content and purpose, is distracting and awkward. Each point of view has its appropriate purposes.

Agreement in Number

Most problems with pronoun-antecedent agreement involve number. The principles are simple: If the antecedent (the word the pronoun refers back to) is singular, use a singular pronoun. If the antecedent is plural, use a plural pronoun.

1. A singular antecedent requires a singular pronoun.

Tom forgot *his* notebook.

2. A plural antecedent requires a plural pronoun.

Many *students* cast *their* votes today.

3. A singular indefinite pronoun as an antecedent takes a singular pronoun. Most indefinite pronouns are singular. The following are common indefinite singular pronouns: *anybody*, *anyone*, *each*, *either*, *everybody*, *everyone*, *no one*, *nobody*, *one*, *somebody*, *someone*.

Each of the girls brought *her* book.

When *one* makes a promise, *he or she* should keep it.

4. A plural indefinite pronoun as an antecedent takes a plural pronoun.

Few knew *their* assignments.

5. Certain indefinite pronouns do not clearly express either a singular or plural number. Agreement, therefore, depends on the meaning of the sentence.

These pronouns are *all*, *any*, *none*, and *some*.

All of the apple was wormy.

All of the apples were wormy.

None of the cake is acceptable.

None of the cakes are acceptable.

6. Two or more antecedents, singular or plural, take a plural pronoun. Such antecedents are usually joined by and or by commas and and.

Howard and his parents bought their presents early.

Students, instructors, and the administration pooled their ideas at the forum.

7. Alternative antecedents—that is, antecedents joined by *or*, *nor*, *whether/or*, *either/or*, *neither/nor*, *not only/but also*—require a pronoun that agrees with the nearer antecedent.

Neither Alex nor his friends lost their way.

Neither his friends nor Alex lost his way.

8. In a sentence with an expression such as *one of those _____ who*, the antecedent is usually the plural noun that follows the preposition *of*.

He is one of those people who want their money now.

9. In a sentence with the expression *the only one of those* _____ *who*, the antecedent is usually the singular word *one*.

She is the *only one* of the members *who* wants *her* money now.

10. When collective nouns such as *team*, *jury*, *committee*, and *band* are used as antecedents, they take a singular pronoun if they are considered as units.

The *jury* is doing *its* best.

When individual behavior is suggested, antecedents take a plural form.

The *jury* are putting on *their* coats.

11. The words *each*, *every*, and *many a(n)* before a noun make the noun singular.

Each child and *adult* was *his* or *her* own authority.

Each and *every person* doubted *himself* or *herself*.

Many a person is capable of knowing *himself* or *herself*.

Agreement in Gender

The pronoun should agree with its antecedent in gender, if the gender of the antecedent is specific. Masculine and feminine

pronouns are gender-specific: *he, him, she, her*. Others are neuter: *I, we, me, us, it, they, them, who, whom, that, which*.

The words *who* and *whom* refer to people. *That* can refer to ideas, things, and people, but usually does not refer to individuals. *Which* refers to ideas and things, but never to people.

My *girlfriend* gave me *her* best advice. [feminine]

Mighty *Casey* tried *his* best. [masculine]

The *people* with *whom* I work are loud. [neuter]

EXERCISE

Underline the correct pronoun form.

1. When someone does a favor for you, (he or she, they) must be thanked.
2. The audience clapped and cheered to communicate (their, its) approval.
3. No one in the maze could find (his or her, their) way out.
4. The corporation has decided to move (its, their) headquarters to Hawaii.
5. Everyone wearing high heels knew that (she, they) had made a bad shoe choice.
6. Ricardo is one of those people who like to do everything (himself, themselves).

7. Lynn's name was on the list of people (that, who) still owed money.
8. The drill sergeant required perfection from everyone and everything (who, that, which) was part of his platoon.
9. Ellen is the only one in the whole class who can laugh at (himself or herself, themselves, herself) after making a mistake.
10. Both of my parents are conscientious about taking care of (his or her, their) health.
11. The team faces (its, their) toughest challenge this Friday.
12. Neither of the men wanted to carry (his, their) wife's purse while she shopped.
13. Either John or Ralph will win the contest and see (his, their) hard work pay off.
14. A parent should read to (you, his or her, their) child every day.
15. Either of the mothers will be willing to tell you (her, their) story.
16. The writer and the artist have joined forces to produce (his or her, their) next book.
17. Neither George nor his brothers have been able to locate (his, their) grandmother's jewelry box.

BASIC PRINCIPLES OF PARALLELISM

Parallelism as it relates to sentence structure is usually achieved by joining words with similar words: nouns with nouns, adjectives (words that describe nouns and pronouns) with adjectives, adverbs (words that describe verbs, adjectives, and other adverbs) with adverbs, and so forth.

Men, women, and children enjoy the show[nouns]

The players are *excited, eager, and enthusiastic*.

[adjective]

The author wrote *skillfully* and *quickly*. [adverbs]

You can create parallel structure by joining groups of words with similar groups of words: prepositional phrase with prepositional phrase, clause with clause, sentence with sentence.

She fell *in love* and *out of love* in a few minutes.

[prepositional phrases]

Who he was and *where he came from* did not matter. [clauses]

He came in a hurry. He left in a hurry. [sentences]

Parallelism means balancing one structure with another of the same kind.

Faulty parallel structure is awkward and draws unfavorable attention to what is being said.

Balancing Sentence Parts

Nonparallel: Gary Payton's reputation is based on his ability in *passing*, *shooting*, and *he is good at rebounds*.

Parallel: Gary Payton's reputation is based on his ability in *passing*, *shooting*, and *rebounding*.

In the nonparallel sentence, the words *passing* and *shooting* are of the same kind (verblike words used as nouns), but the rest of the sentence is different.

You do not have to know terms to realize that there is a problem in smoothness and emphasis. Just read the material aloud. Then compare it with the parallel statement; *he is good at rebounds* is changed to *rebounding* to make a sentence that's easy on the eye and ear.

SIGNAL WORDS

Some words signal parallel structure. If you use *and*, the items joined by *and* should almost always be parallel. If they are not, then *and* is probably inappropriate.

The weather is hot *and* humid. [*and* joins adjectives]

The car *and* the trailer are parked in front of the house. [*and* joins nouns]

The same principle is true for *but*, although it implies a direct contrast.

Where contrasts are being drawn, parallel structure is essential to clarify those contrasts.

He *purchased a Dodger Dog*, *but* I *chose the Stadium Peanuts*. [*but* joins contrasting clauses]

She *earned* an A in math *but failed* her art class.
[*but* joins contrasting verbs]

You should regard all the coordinating conjunctions (FANBOYS: *for, and, nor, but, or, yet, so*) as signals for parallel structure.

COMBINATION SIGNAL WORDS

The words *and* and *but* are the most common individual signal words used with parallel constructions. Sometimes, however, combination words signal the need for parallelism or balance.

The most common ones are *either/or, neither/nor, not only/but also, both/and*, and *whether/or*. Now consider this faulty sentence and two possible corrections:

Nonparallel: *Either we will win this game, or let's go out fighting.*

Parallel: *Either we will win this game, or we will go out fighting.*

The correction is made by changing *let's* to *we will* to parallel the *we will* in the first part of the sentence. The same construction should follow the *either* and the *or*.

Nonparallel: Flour is used *not only* to bake cakes *but also* in paste.

Parallel: Flour is used *not only to bake cakes but also to make* paste.

The correction is made by changing *in* (a preposition) to *to make* (an infinitive).

Now an infinitive follows both *not only* and *but also*.

EXERCISE

Mark each sentence as P for parallel or NP for nonparallel.

Correct the sentences with nonparallel structure.

1. Jacques Cousteau was an adventurer, explorer, and educated people.
2. He will be remembered not only as a pioneer but also he was an environmentalist of great influence.
3. His love for the sea led him to devote his life to research, protecting, photographing, and writing about it.
4. His passion for the world's oceans made him an environmentalist, inventive, and a romantic.
5. He is credited with co-inventing scuba gear, developing a bathyscaphe, and helped start the first human undersea colonies.
6. Cousteau also helped invent skin-diving gear that freed divers from air hoses and to allow them to float at will.

7. His famous boat, the *Calypso*, was not only his transportation but also giving him a marine laboratory for experiments.
8. He not only was a filmmaker who created many documentaries but also the author of countless books.
9. His famous adventures included unearthing an ancient Greek shipwreck and photography of Antarctica's underwater ice sculptures.
10. Millions recognized Cousteau, who was thin, bespectacled, and he wore a red cap.
11. Cousteau was born in 1910, and his death occurred in 1997.
12. Although he was a sickly child, he liked going to the beach, swimming, and to dive.
13. He started out aiming for the skies in naval aviation school but ending up in the water.
14. He was honored both with France's Legion of Honor for his military service and forty Emmy nominations for his documentaries.
15. In his eighties he gave up diving, but he did not give up his mission to protect the sea for future generations.
16. To preserve the oceans for future generations was as important to him as teaching people.

17. Not long before he died at age 87, Cousteau said that he was proudest of helping to save the environment and with informing people everywhere.

18. He was not only beloved in France but also the subject of American songs such as John Denver's "Calypso."

19. Cousteau's films and what he believed influenced people of all ages.

20. He brought the mystery and beauty of the sea into the lives of even those who were landlocked.

Commonly Confused Words

1. Allusion vs. Illusion

An *allusion* refers to implying or referring to something, especially in literature.

Ex. The horse mentioned in the text is clearly an allusion to the Trojan horse.

An *illusion* refers to a misleading image, object, or idea that does not exist as it appears.

Ex. The magician created the illusion of a disappearing coin.

2. Among vs. Between

Among is used when referring to three or more.

Ex. Among the paintings was an original Picasso.

Between is used when referring to two.

Ex. I am stuck in traffic between Alden Rd. and Pennell Dr.

3. Effect vs. Affect

An *effect* is a result or a consequence. (*usually* a noun)

Effect may also function as a verb meaning “to bring about something.”

Ex. The effect was catastrophic. OR He effected the change in the existing system.

An *affect* is to have an impression, influence, or effect on something. (*usually* a verb)

Ex. This greatly affected his mental state that evening.

4. Fewer vs. Less

Fewer is used when referring to things that can be counted.

Ex. There were fewer customers than anticipated.

Less is used when referring to uncountable and usually abstract nouns.

Ex. I have less patience than Ted.

5. Hanged vs. Hung

Hanged refers to the past tense and past participle of hang (to put to death).

Ex. Many people were hanged during the Salem Witch Trials.

Hung refers to the past tense and past participle of hang (to suspend).

Ex. He hung the picture on the wall.

6. Imply vs. Infer

To *imply* means to suggest something without specifically stating it.

Ex. Are you implying that I did something wrong?

To *infer* means to draw a conclusion about something that hasn't been directly stated.

Ex. From your statement, I can infer that you believe he is guilty.

7. Lie vs. Lay

Use *lie* when the object is laying itself down.

Ex. I am going to lie down. OR Go lie down on the couch.

Use *lay* when the object is being laid down.

Ex. I will lay the book on the table. OR Now I lay me down to sleep.

8. Many vs. Much

Many is used when referring to a large but definite number.

Many refers to things that can be counted.

Ex. I have too many shoes.

Much is used when referring to something great in quantity, amount, extent or degree. *Much* refers to things that cannot be counted.

Ex. You have too much time on your hands.

9. Rise vs. Raise

Use *rise* when the object is lifting itself. *Rise* is an intransitive verb.

Ex. I rise each morning at six.

Use *raise* when the object is being risen by another force.

Raise is a transitive verb.

Ex. She raised her hand at the teacher's request.

10. Than vs. Then

Than is used to draw a comparison.

Ex. I like vanilla more than chocolate.

Then is used to refer to time/at that time.

Ex. I went to the store; then I went to David's graduation.

11. Their vs. They're vs. There

Their is the third person plural pronoun. It indicates a possession or relationship.

Ex. Their dog was in the backyard.

They're is the contraction of "they" and "are."

Ex. They're going to the amusement park on Friday.

There is used to refer to a specific location, position, or time. It may also be used to introduce a sentence or clause when the verb has no definite subject.

Ex. The books are over there. OR There will be cake at the party.

12. To vs. Too

To is used with verbs to form the infinitive or as a preposition expressing movement towards something.

Ex. It is important to tell the truth. OR We went to the mall.

Too is used to show an extensive degree or as a synonym of “also.”

Ex. He is too young for that ride. OR I am going to the movies too.

13. Who vs. Whom

Who is used when it is the subject of a sentence or a predicate noun.

Ex. Who wants ice cream?

Whom is used when it is the direct object, the indirect object, or the object of a preposition.

Ex. Whom did you ask to the dance? OR You are giving the ring to whom?

14. Whose vs. Who's

Whose is a pronoun expressing possession.

Ex. Whose car are we taking?

Who's is the contraction of who is.

Ex. Who's going to the concert?

Commonly Confused Words Practice Exercises

For each of the following sentences, circle the correct word choice:

1. We discussed the multiple literary (illusions/allusions) within the text.
2. (Among/Between) me and you, I think Kallie won the contest.
3. She had too (many/much) sweaters in her closet.
4. Alex was (to/too) excited to sleep.
5. (Their/They're/There) going to the amusement park tomorrow.
6. The sugar had a negative (effect/affect) on the science experiment.
7. Nicole has (fewer/less) shoes than Sara.
8. The gas prices continue to (raise/rise).
9. Michael (hanged/hung) the picture for his mother.
10. Cindy, (lay/lie) the book on the table.
11. John scored higher on the exam (then/than) I did.
12. (Who/Whom) wants to go to the mall tonight?
13. Haley did not mean to (infer/imply) that Jenny was to blame.
14. John had (less/fewer) travel time because he lives closer to the airport.
15. (Whose/Who's) watch is this on the counter?

16. I am going to (lie/lay) down for an hour.
17. The disappearing penny was simply an optical (allusion/illusion).
18. The book is on the table over (their/there/they're).
19. (Whose/Who's) responsible for the advertising of the event.
20. From your words, I can (infer/imply) that you think he is guilty.
21. The weather greatly (effected/affected) the outcome of the race.
22. (Their/They're/There) books are on the bottom shelf.
23. Earlier today we walked (to/too) the ice cream parlor.
24. The prisoner was (hung/hanged) last night.
25. There are red roses scattered (among/between) the carnations.
26. Kelly ordered her lunch, and (then/than) she went back to work.
27. Mark wanted (to raise/to rise) the flag at the assembly today.
28. (Who/Whom) did you ask to the party?
29. There was too (much/many) chlorine in the pool.

READING COMPREHENSION

Different Reading Techniques and When To Use Them

There are different **reading techniques** and the students should be aware of which technique is most suited, depending on the reading task required by the text or by their teacher.

Training students to know their *reading techniques* and deduce when best to apply them is indeed important, especially under exam conditions when time constraints come into play and decisions need to be made depending on time availability and the importance of the task at hand.

The four main types of reading techniques are the following:

- Skimming
- Scanning
- Intensive
- Extensive

Skimming

Skimming is sometimes referred to as gist reading. The goal of skimming is to get the general meaning (gist) of the story without trying to decode exactly what each word means.

You might typically do this with a magazine or newspaper and would help you mentally and quickly shortlist those articles which you might consider for a deeper read. You

might typically skim to search for a name in a telephone directory.

Scanning

Picture yourself visiting a historical city, guide book in hand. You would most probably just scan the guide book to see which site you might want to visit. Scanning involves getting your eyes to quickly scuttle across sentence and is used to extract specific pieces of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts.

Something students sometimes do not give enough importance to is illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

Intensive Reading

You need to have your aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming. If you need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods

of time and knowledge resulting from intensive reading persists in your long term memory.

This is one reason why reading huge amounts of information just before an exam does not work very well. When students do this, they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

Extensive reading

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

Read the following passages and answer the questions that follow each:

(1)

Christmas is my favorite holiday. My grandmother makes ham, salad, and cupcakes on Christmas. I also get a present on Christmas! Last year I got a new set of paint brushes. This year I hope to get new pencils and a drawing pad. I always have fun on Christmas.

Halloween is another good holiday. My grandmother makes candy corn and cupcakes on Halloween. People wear costumes during Halloween. Last year I wore a skeleton costume. This year I am going to wear a zombie costume.

July 4 is a good holiday. July 4 is the birthday of the United States of America. My grandmother makes hot dogs and salad on July 4. I don't have to go to school on July 4. But I don't get any presents either. If I got presents on July 4 it would be my favorite holiday.

1) When does the author's grandmother make cupcakes?

I. Christmas

II. Halloween

III. July 4

- A. I only
- B. I and II only
- C. I, II, and III

2) Which holiday does the author like most?

- A. Christmas
- B. Halloween
- C. Easter

3) Based on the things the author gets for Christmas, we can understand that he likes

- A. sports
- B. art
- C. music

4) What is the author's favorite thing about holidays?

- A. not going to school
- B. eating candy
- C. getting presents

5) What costume did the author wear for Halloween last year?

- A. a skeleton costume
- B. a zombie costume
- C. a pumpkin costume

6) Based on what you know about the author, what costume will he probably wear next year?

- A. a pumpkin costume
- B. a flower costume
- C. a ghost costume

7) This story is mainly about

- A. why the author likes some holidays
- B. how someone can get out of school
- C. which foods are the best to eat on different holidays

8) What is the best title for this passage?

- A. The Holidays I Like
- B. Why Christmas is Best
- C. Hot Dogs and Salad

(2)

Most human beings are awake during the day and sleep all night. Owls live the opposite way. Owls are nocturnal. This means that they sleep all day and stay awake at night. Because owls are nocturnal, this means they must eat at night. But finding food in the dark is difficult. To help them, they have special eyes and ears.

Owls have very large eyes. These eyes absorb more light than normal. Since there is little light during the night, it is helpful to be able to absorb more of it. This helps owls find food in the dark.

Owls also have very good hearing. Even when owls are in the trees, they can hear small animals moving in the grass below. This helps owls catch their prey even when it is very dark.

Like owls, mice are also nocturnal animals. Mice have an excellent sense of smell. This helps them find food in the dark. Being nocturnal helps mice to hide from the many different animals that want to eat them. Most of the birds, snakes, and lizards that like to eat mice sleep at night—except, of course, owls!

1) In paragraph 1, we learn that "Owls are nocturnal." The word *diurnal* is the opposite of the word **nocturnal**. Using information in the passage as a guide, we can understand that an animal that is *diurnal*

- A. sleeps at night and is awake during the day
- B. hunts during the day and is awake at night
- C. sleeps every other night and is awake during the day
- D. hunts during the day and night

2) Based on information in paragraph 2, it can be understood that an animal with small eyes

- A. must be diurnal
- B. has trouble seeing in the dark
- C. can see very well at night
- D. is likely to be eaten by an owl

3) According to the passage, owls can find food in the dark using their sense of

- I. sight
- II. sound
- III. smell

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

4) In paragraph 3 the author writes, "This helps owls catch their prey even when it is very dark." Based on its use in the passage, we can understand that **prey** is

- A. a noise that an animal makes during the night
- B. a small animal such as a pet dog or cat
- C. an animal that is hunted by other animals

D. an animals that hunts other animals

5) Based on information in the final paragraph, it can be understood that mice sleep during the day in order to

- A. find food that other animals can not
- B. keep themselves safe
- C. store energy for night time activities
- D. release stress

6) Based on information in the final paragraph, it can be understood that

- A. owls hunt mice
- B. mice can hide from owls
- C. mice and owls both hide from birds, snakes, and lizards
- D. birds and snakes often hunt lizards

7) If added to the end of this passage, which of the following conclusions would fit best?

- A. The owl is a nocturnal animal. This means it is active at night. The owl's excellent sense of sight and sound enable it to find food in the dark.
- B. Mice are nocturnal animals. This means they are active at night. Similar to the owl, mice use their excellent sense of smell to find food in the dark.

C. Both mice and owls are nocturnal. This means they are active at night. Because these animals are active at night, they must sleep during the day. This makes them especially vulnerable to attack from diurnal animals.

D. Some animals are nocturnal. This means they are active at night. The owl and the mouse are good examples of nocturnal animals that use their senses to find food in the dark.

(3)

Lilly loves her new town. She loves the mall. She loves the parks. She also loves her school. Most of all, though, Lilly loves the seasons. In her old town, it was hot all of the time. Sometimes it is cold in Lilly's new town. The cold season is in winter. Once in a while it snows. Lilly has never seen snow before. So for her, the snow is exciting as well as very beautiful. Lilly has to wear gloves to keep her hands warm. She also wears a scarf around her neck.

In spring, flowers bloom and the trees turn green with new leaves. Pollen falls on the cars and windowsills and makes Lilly sneeze. People work in their yards and mow their grass. In summer, Lilly wears her old shorts and sandals—the same ones she used to wear in her old town. It's hot outside, and dogs lie in the shade. Lilly and her friends go to a pool or play in the water sprinkler. Her father cooks hamburgers on the grill for dinner.

Lilly's favorite season is autumn. In autumn, the leaves on the trees turn yellow, gold, red, and orange. Halloween comes in autumn, and this is Lilly's favorite holiday. Every Halloween, Lilly wears a costume. Last year she wore a mouse costume. This year she will wear a fish costume.

One evening in autumn, Lilly and her mom are on sitting together on the porch. Mom tells Lilly that autumn is also called "fall". This is a good idea, Lilly thinks, because in fall all of the leaves fall down from the trees.

1) Which of the following words best describes the way Lilly feels about living in her new town?

- A. *skeptical*, meaning questioning or showing doubt
- B. *apprehensive*, meaning anxious or worried
- C. *overjoyed*, meaning extremely happy
- D. *content*, meaning satisfied with what one is or has

2) This passage is mainly about

- A. Lilly's favorite season
- B. Lilly and the four seasons
- C. Lilly's favorite activities during winter
- D. Lilly's favorite Halloween costumes

3) What is Lilly's favorite thing about her new town?

- A. her school
- B. going to the pool
- C. the food
- D. the seasons

4) In paragraph 2 the author writes, "She also wears a scarf around her neck." What is the best way to rewrite this sentence while keeping its original meaning?

- A. In addition, she wears a scarf around her neck.
- B. However, she wears a scarf around her neck.
- C. Nevertheless, she wears a scarf around her neck.
- D. As a result, she wears a scarf around her neck.

5) Which of the following best describes the structure of this passage?

- A. The author talks about Lily's new town, and then talks about how the seasons are changing.
- B. The author introduces Lilly, and then describes her in relation to the four seasons.
- C. The author introduces Lilly, and then explains why autumn is her favorite season.
- D. The author discusses the four seasons, and then describes which one Lilly likes best.

6) How is Lilly's new town different from her old town?

I. It snows in her new town.

II. Lilly wears different summer clothes in her new town.

III. Lilly wears a Halloween costume in her new town.

A. I only

B. I and II only

C. II and III only

D. I, II, and III

7) Based on information in paragraph 5, which of the following costumes is Lilly most likely to wear next year?

A. a princess costume

B. a fairy costume

C. a ghost costume

D. a bird costume

8) Based on information in the passage, we can understand that, which season has two names?

A. spring

B. summer

C. fall

D. winter

(4)

Karl Benz invented the modern car in 1888 in Germany. Emile Roger worked for Benz in France. He made cars in France. By 1900, many people were building cars in France and in the U.S. The first company to build only cars was Panhard et Levassor in France. Panhard started in 1889. The Peugeot car company started in 1891 in France. In the US, Frank and Charles Duryea started the Duryea Motor Wagon Company in 1893. It was the first US car company. By 1902, Ransom E. Olds started the Olds Motor Vehicle Company. A year later, Henry Ford started the Ford Motor company. It *produced* the Cadillac. All these early modern cars burned gasoline or diesel *fuel*. Ford opened factories in France and Britain in 1911. Then, they opened a *factory* in Denmark in 1923. Later, they opened a factory in Germany in 1925. Ford was one of the first manufacturers to use an *assembly*. With an assembly line, factory workers could produce cars faster and safer than other production systems. Most modern cars still burn gasoline or diesel fuel. These cars cause air *pollution*. They get the air dirty. Now many people are looking for cleaner cars. And, many car companies are looking for cleaner fuels.

1) Which company first built only cars?

A. Benz

B. Ford

C. Duryea

D. Panhard

2) When did the Peugeot car company start?

A. 1888

B. 1889

C. 1890

D. 1891

3) What was the first U.S. car company?

A. Ford

B. Olds

C. Duryea

D. Cadillac

4) The Ford Motor Company opened a...

A. factory in Denmark in 1911.

B. factory in Germany in 1925.

C. factory in Britain in 1929.

D. factory in France in 1931.

5) Whose idea was the assembly line?

A. Charles Duryea's

B. Emile Roger's

C. Henry Ford's

D. Karl Benz's

6) *Produced* means...

A. bought.

B. named.

C. made.

D. sold

7) *Fuel* is...

A. a car production system.

B. what makes cars go.

C. the price of a car.

D. None of the above

8) What is a *factory*?

A. A place where people make things

B. A place where people recycle things

C. A school for car workers

D. A school for drivers

(5)

When you imagine the desert, you probably think of a very hot place covered with sand. Although this is a good description for many deserts, Earth's largest desert is actually a very cold place covered with ice: Antarctica.

In order for an area to be considered a desert, it must receive very little rainfall. More specifically, it must receive an average of less than ten inches of precipitation—which can be rain, sleet, hail, or snow—on the ground every year. Antarctica, the coldest place on earth, has an average

temperature that usually falls below the freezing point. And because cold air holds less moisture than warm air, the air in Antarctica does not hold much moisture at all. This is evident in the low precipitation statistics recorded for Antarctica. For example, the central part of Antarctica receives an average of less than 2 inches of snow every year. The coastline of Antarctica receives a little bit more—between seven and eight inches a year. Because Antarctica gets so little precipitation every year, it is considered a desert.

When precipitation falls in hot deserts, it quickly evaporates back into the atmosphere. The air over Antarctica is too cold to hold water vapor, so there is very little evaporation. Due to this low rate of evaporation, most of the snow that falls to the ground remains there permanently, eventually building up into thick ice sheets. Any snow that does not freeze into ice sheets becomes caught up in the strong winds that constantly blow over Antarctica. These snow-filled winds can make it look as if it is snowing. Even though snowfall is very rare there, blizzards are actually very common on Antarctica.

1) The main purpose of paragraph 1 is to.....

- A. accept a conclusion
- B. introduce an argument
- C. provide a brief history
- D. deny a common belief

2) The best title for this passage would be

- A. Earth's Many Deserts
- B. Antarctica: The Coldest Place on Earth
- C. A Desert of Ice
- D. Unusual Blizzards

3) Africa's Sahara Desert is the second-largest desert on earth. Based on the information in the passage, what characteristic must the Sahara share with Antarctica?

- A. low temperatures
- B. high temperatures
- C. frequent blizzards
- D. low precipitation

4) As used in paragraph 2, which is the best definition for precipitation?

- A. moisture in the air that falls to the ground
- B. any type of weather event
- C. weather events that only happen in very cold areas
- D. a blizzard that occurs in areas with limited snowfall

5) In paragraph 2 the author writes, "And because cold air holds less moisture than warm air, the air in Antarctica does not hold much moisture at all." Using this information, it can be understood that

- A. air in Africa holds more moisture than the air in Antarctica

B. air surrounding a tropical island holds less moisture than the air in Antarctica

C. air in the second floor of a house is typically warmer than air on the first floor

D. air at the mountains is typically colder than the air at the beach

6) Based on the information in the final paragraph, it can be understood that blizzards in Antarctica are mainly the result of

A. freezing cold temperatures

B. large amounts of snowfall

C. low amounts of precipitation

D. strong winds

7) According to the final paragraph, any snow that falls over Antarctica

I. becomes part of the Antarctic ice sheet

II. is blown around by strong winds

III. evaporates back into the atmosphere

A. I only

B. I and II only

C. II and III only

D. I and II and III

(6)

“Something is very wrong,” says the detective

“I know!” says Ms. Gervis. “It is wrong that someone has stolen from me!”

The detective looks around Ms. Gervis’ apartment. “That is not what I am talking about, ma’am. What is wrong is that I do not understand how the robber got in and out.”

Ms. Gervis and the detective stand in silence. Ms. Gervis’ eyes are full of tears. Her hands are shaking.

“The robber did not come through the window,” says the detective. “These windows have not been opened or shut in months.” The detective looks at the fireplace. “The robber did not squeeze down here.” The detective walks to the front door. He examines the latch. “And since there are no marks or scratches, the robber **definitely** did not try to break the lock.” “I have no idea how he did it,” says a bothered Ms. Gervis. “It is a big **mystery**.”

“And you say the robber stole nothing else?” asks the detective. “No money, no jewelry, no crystal?”

“That’s right, detective. He took only what was important to me,” Ms. Gervis says with a sigh. “There is only one thing I can do now.”

“And what is that?” the detective asks with surprise.

“I will stop baking cakes,” Ms. Gervis says. “They are mine to give away. They are not for someone to steal.”

“You can’t do that!” says the detective with **alarm**. “Who will bake those delicious cakes?” “I am sorry. I do not know,” says Ms. Gervis.

“I must solve this case **immediately!**” says the detective.

1) Where does this story take place?

- A. in a bakery
- B. at the police station
- C. in Ms. Gervis' house
- D. in Ms. Gervis' apartment

2) Near the beginning of the story, “Ms. Gervis’ eyes are full of tears. Her hands are shaking.” How does Ms. Gervis probably feel?

- A. She is upset.
- B. She is tired.
- C. She is hungry.
- D. She is confused.

3) What makes the detective sure that the robber did not come through the windows?

- A. The windows are locked.
- B. The windows face the police station.
- C. The windows have not been used in months.

D. The windows are too small for a person to fit through.

4) "And the robber **definitely** did not use the front door."

Which is the best way to rewrite this sentence?

A. "And the robber may not have used the front door."

B. "And the robber probably did not use the front door."

C. "And the robber was not able to use the front door."

D. "And the robber certainly did not use the front door."

5) What else could the detective have asked Ms. Gervis in order to solve the mystery?

I. Which types of cakes does Ms. Gervis know how to bake?

II. Does someone else have a key to the apartment?

III. Does Ms. Gervis ever leave the door unlocked?

A. I only

B. I and II

C. II and III

D. I, II, and III

6) What does Ms. Gervis do with her cakes?

A. She eats them.

B. She sells them.

C. She hides them.

D. She gives them away.

7) What does the detective seem to think will happen if he solves the mystery?

- A. Ms. Gervis will start baking cakes again
- B. Ms. Gervis will bake him extra cakes
- C. Ms. Gervis will give him her secret recipe
- D. Ms. Gervis will give him money and jewels

8) What is a **mystery**?

- A. something that is wrong
- B. something that happens at night
- C. something a robber leaves behind
- D. something that cannot be explained

9) What else was stolen from the apartment?

- A. crystal
- B. jewelry
- C. money
- D. nothing

10) If something is said with **alarm**, how is it said?

- A. with fear and panic
- B. with bells and whistles
- C. with smiles and laughter
- D. with sadness and tears

(7)

People drink a lot of tea. There are many kinds of tea. There is black tea. There is green tea. There is white tea. There is red tea. There is yellow tea. People drink a lot of tea in China. Some people drink it because it is good for them. It makes them *healty* .Other people drink it because it tastes very good. It tastes *delicious* . People drink a lot of green tea in Japan. People drink a lot of green tea in Korea too. In Vietnam, some people drink coffee *before* they drink tea. People drink a lot of tea in England. Every afternoon, English people drink tea. English people *add* milk totheir tea. Finally, many people drink tea in the U.S. In the South, people drink “sweet tea.” *Sweet* tea is cold black tea with sugar. Most tea comes from China. Some tea comes from India or Sri Lanka. Kenya, Japan, and Indonesia also grow a lot of tea.

1) Some tea is...

- A. Purple
- B. green.
- C. pink.
- D. blue.

2) People drink coffee before tea in...

- A. China.

- B. Korea.
- C. England.
- D. Vietnam.

3) People add milk to their tea in...

- A. India.
- B. England.
- C. Vietnam.
- D. Sri Lanka.

4) People drink “sweet tea” in...

- A. The Southern U.S.
- B. The Northern U.S.
- C. Vietnam.
- D. Korea.
- E. Sri Lanka

5) Most tea comes from...

- A. Indonesia.
- B. Kenya.
- C. Japan.
- D. China.

6) Tea makes them *healthy*.. So, tea...

- A. tastes good.

- B. is many colors.
- C. is good for them.
- D. comes from many places.

7) Things that are *delicious*...

- A. are green.
- B. are yellow.
- C. taste very good.
- D. are good for you.

8) *Before* means...

- A. in front of.
- B. during.
- C. earlier or sooner than.
- D. Both A and C are correct.

9) If you *add* milk to tea, you...

- A. put milk in your tea.
- B. take milk out of your tea.
- C. drink milk after tea.
- D. drink milk before tea.

10) Something *sweet*...

- A. is good for you.

- B. has sugar in it.
- C. tastes bad.
- D. is yellow.

(8)

Nine thousand years ago, people did not have money. They traded animals for things they wanted. They traded crops for what they wanted. In China, in about 1200 B.C., people traded shells for the things they wanted. Chinese people also traded metal **tools** for the things they wanted. For example, they traded metal knives and shovels for the things they wanted. Later in China, people made metal money. In about 100 B.C., the Chinese made money of animal skin.

The first paper money was made from white colored **deer** skin. It came from China about 900 years later. In about 700 B.C., people made the first round metal **coins**. The coins were made of gold and silver. They looked very similar to the coins we use today. These coins came from Lydia. Lydia was located where the country called Turkey is located today. After people made coins in Lydia, people in Rome, Iran, and Greece also began making coins. Coins were very **durable** – they were strong and could last a long time without becoming damaged.

Wampum are necklaces made from beads and seashells. The beads had holes in them. People put beads on strings. American Indians used wampum for money in the 1500's. Money changes with time. No matter what it looks like, money is an *idea*. It is the thought that people can trade something they have for something they want. Money makes trading easier.

1) Before people had money,, they traded...

- A. crops for what they wanted.
- B. animals for what they wanted.
- C. metal tools for what they wanted.
- D. All of the above

2) The first paper money was made in...

- A. the year 1200 B.C. in China.
- B. the year 700 B.C. in Lydia.
- C. the year 800 A.D. in China.
- D. the 1500's in North America.

3) What was the first paper money made of?

- A. Metal
- B. Tree leaves
- C. Animal skin
- D. White shells

4) The first metal coins came from...

- A. Iran
- B. Lydia
- C. Rome
- D. Greece

5) All money is based on the idea that...

- A. gold and silver are good money.
- B. people can trade what they have for what they want.
- C. people can trade things for animals.
- D. coins are the best kind of money.

6) **Tools** are things you...

- A. use for money.
- B. use to do work.
- C. put in the bank.
- D. trade for something.

7) A **deer** is...

- A. a kind of money.
- B. a kind of animal.
- C. made of shells.
- D. gold or silver.

8) What are **coins**?

- A. Round, flat, metal pieces of money
- B. Beads made of white shells
- C. Paper bank notes
- D. Metal knives

9) If something is *durable*, it...

A. is strong and can last a long time.

B. is made of metal.

C. can be used as money

D. None of the above.

10) An *idea* is a...

A. coin.

B. trade.

C. string.

D. thought.

(9)

Many people like to eat pizza, but not everyone knows how to make it. Making the perfect pizza can be complicated, but there are lots of ways for you to make a more basic version at home.

When you make pizza, you must begin with the crust. The crust can be hard to make. If you want to make the crust yourself, you will have to make dough using flour, water, and yeast. You will have to knead the dough with your hands. If you do not have enough time to do this, you can use a prepared crust that you buy from the store.

After you have chosen your crust, you must then add the sauce. Making your own sauce from scratch can take a long time.

You have to buy tomatoes, peel them, and then cook them with

spices. If this sounds like too much work, you can also purchase jarred sauce from the store. Many jarred sauces taste almost as good as the kind you make at home.

Now that you have your crust and your sauce, you need to add the cheese. Cheese comes from milk, which comes from cows. Do you have a cow in your backyard? Do you know how to milk the cow? Do you know how to turn that milk into cheese? If not, you might want to buy cheese from the grocery store instead of making it yourself.

When you have the crust, sauce, and cheese ready, you can add other toppings. Some people like to put meat on their pizza, while other people like to add vegetables. Some people even like to add pineapple! The best part of making a pizza at home is that you can customize it by adding your own favorite ingredients.

- 1) The author's main purpose in writing this passage is to
- A. describe the history of pizza
 - B. teach a healthier way to make pizza
 - C. outline steps to make a basic pizza at home
 - D. provide tips about how to make your pizza especially delicious

2) As used in paragraph 1, which word means the opposite of **complicated**?

- A. difficult
- B. simple
- C. easy
- D. manageable

3) As used in paragraph 3, which is the best synonym for **purchase**?

- A. forget
- B. buy
- C. ask
- D. cook

4) In paragraph 3, the author writes, "Many jarred sauces taste almost as good as the kind you make at home." The purpose of this statement is to

- A. clarify a later statement
- B. provide an example
- C. clarify an earlier statement
- D. support the previous paragraph

5) In paragraph 4, the author asks a series of questions in order to

- A. support the idea that most people cannot make homemade cheese
- B. reinforce the idea that most people probably live on farms
- C. prove that store-bought cheese tastes better than homemade cheese
- D. emphasize the superiority of homemade cheese over store bought cheese

6) As used in paragraph 5, which is the best definition for **customize**?

- A. to make personal
- B. to prepare for more than one
- C. to eat while hot
- D. to desire

7) According to the author, which of the following ingredients do you need to have ready before you can add the toppings?

- I. crust
- II. sauce
- III. cheese

- A. I only
- B. I and II only
- C. II and III only

D. I, II, and III

8) Which of the following words best describes how the author feels about making a pizza from scratch?

- A. helpful
- B. understanding
- C. enthusiastic
- D. negative

(10)

When we are young, we learn that tigers and sharks are dangerous animals. We might be scared of them because they are big and powerful. As we get older, however, we learn that sometimes the most dangerous animals are also the smallest animals. In fact, the animal that kills the most people every year is one that you have probably killed yourself many times: the mosquito.

While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. On the other hand, female mosquitoes feed on animal blood. They need this blood to live and produce eggs. When a female mosquito bites a human being, it transmits a small amount of saliva into the blood. This saliva may or may not contain a deadly disease. The result of the bite can be as minor as an itchy bump or as serious as death.

Because a mosquito can bite many people in the course of its life, it can carry diseases from one person to another very easily. Two of the most deadly diseases carried by mosquitoes are malaria and yellow fever. More than 700 million people become sick from these diseases every year. At least 2 million of these people will die from these diseases.

Many scientists are working on safer and better ways to kill mosquitoes, but so far, there is no sure way to protect everyone in the world from their deadly bites. Mosquito nets can be placed over beds to protect people against being bitten. These nets help people stay safe at night, but they do not kill any mosquitoes. Mosquitoes have many natural enemies like bats, birds, dragonflies, and certain kinds of fish. Bringing more of these animals into places where mosquitoes live might help to cut down the amount of mosquitoes in that area. This is a natural solution, but it does not always work very well.

Mosquitoes can also be killed with poisons or sprays. Even though these sprays kill mosquitoes, they may also harm other plants or animals.

Although mosquitoes may not seem as scary as larger, more powerful animals, they are far more dangerous to human beings. But things are changing. It is highly likely that one day scientists will find a way to keep everyone safe from mosquitoes and the diseases they carry.

1) According to the author, some people are more afraid of tigers and sharks than mosquitoes because tigers and sharks

- A. kill more people than mosquitoes
- B. are big and powerful
- C. are found all over the world
- D. have no natural enemies

2) Based on the information in paragraph 2, we can understand that

- I. male mosquitoes and female mosquitoes have different eating habits
 - II. male mosquitoes are harmless to humans
 - III. female mosquitoes are responsible for transmitting diseases to humans
- A. I only
 - B. I and II only
 - C. II and III only
 - D. I, II, and III

3) In paragraph 2 the author writes, "This saliva may or may not contain a deadly disease." The purpose of this statement is to

- A. oppose a previous argument

- B. question an upcoming conclusion
- C. confirm a hypothesis
- D. support a later statement

4) As used in paragraph 2, **minor** most nearly means

- A. insignificant
- B. deadly
- C. frustrating
- D. dangerous

5) Based on information in paragraph 3, it can be understood that if you get sick with malaria or yellow fever, your chances of survival are

- A. terrible
- B. mediocre
- C. good
- D. excellent

6) It can be understood that the introduction of dragonflies might reduce the number of flies in a given area because dragonflies

- A. work together with mosquitoes
- B. kill mosquitoes
- C. cannot be killed by poisons or sprays

D. attract bats

7) Which of the following best summarizes the information in paragraph 4?

A. Mosquito nets provide adequate protection from deadly mosquitoes.

B. Poisons and sprays provide adequate protection from deadly mosquitoes.

C. The introduction of the mosquito's natural enemies provides adequate protection from deadly mosquitoes.

D. There is no perfect solution to the mosquito problem.

8) Which of the following words best describes the author's overall attitude towards the prospect of solving the mosquito problem?

A. *despondent*, meaning hopeless or dejected

B. *exasperated*, meaning extremely irritated or annoyed

C. *equivocal*, meaning doubtful or uncertain

D. *optimistic*, meaning hopeful or taking a favorable view

(11)

The coconut is an unusual food for many reasons. It is technically a seed, produced by the coconut palm tree, and as such is one of the largest edible seeds produced by any plant. Its

unusual contents also make it unique in the seed world—the interior consists of both “meat” and “water.” The meat is the white pith with which we are all familiar, as it is used extensively for cooking and flavorings; the coconut water is a white liquid that is very sweet and thirst-quenching.

Portuguese explorers gave the nut its name in the 15th century, referring to it as coco, meaning “ghost” in their language. The three dimples and the hairy texture reminded them of a ghost’s face, and the tree has retained that name ever since.

The coconut has many varied uses. It is used to make margarine, as well as various cooking oils, and these cooking oils are used by fast-food restaurants around the world to make such diet staples as French fries. The coconut fluid is a favorite drink in hot climates, providing a cool and refreshing beverage right off the tree. This water is also used by manufacturers of various sports drinks because of its isotonic electrolyte properties. Even the shell itself has many uses, including cattle food and fertilizer.

Yet the coconut is also useful in many ways that have nothing to do with food. Coconut oil is used for cosmetics, medicines, and can even be used in place of diesel fuel. Dried coconut shells are used in many countries as a tool, such as a buffer for shining wood floors.

The shells are also used for shirt buttons, and are commonly found on Hawaiian clothing. They are even used for musical instruments and bird houses!

And all these are only some of the uses found for the coconut fruit. The coconut palm tree, which produces the nut, also produces countless useful items. It's no wonder that the coconut palm has been called "the tree of life."

1. The underlined word *pith*, as used in the passage, most nearly means
 - a. helmet.
 - b. hairy material.
 - c. black.
 - d. meaty substance.

2. The coconut earned the nick name "ghost" because
 - a. of its pale color.
 - b. it resembles a face.
 - c. it is round.
 - d. of its smell.

3. What is the main focus of this passage?
 - a. the history of coconuts

- b. coconut trees have many uses
- c. how cooking oil is made
- d. Portuguese discoveries

4. The passage implies that
- a. coconut palms are a valuable plant.
 - b. coconut oil is the best way to cook.
 - c. Portuguese explorers loved coconuts.
 - d. coconut palms are good shade trees.

5. Which of the following is NOT a use for the coconut palm?
- a. margarine
 - b. buttons
 - c. helium balloons
 - d. diesel fuel

6. The underlined word *staples*, as used in the passage, most nearly means
- a. fasteners.
 - b. plans.
 - c. paperwork.
 - d. foods.

7. The coconut palm is sometimes called “the tree of life” because

- a. the Portuguese thought it cured disease.
- b. nearly every part of the tree is useful to mankind.
- c. it grows near the Equator.
- d. of its green color.

(12)

The human body has many parts. People have two arms and two legs. We have two hands and two feet. We have five *fingers* on each hand. We have five toes on each foot. We each have two eyes on our *face*. We see with our eyes. We each have two ears. We hear with our ears. We each have one nose on our face. We smell with our nose. We each have one *tongue*. We taste with our tongue. We each have one brain.

We think

with our brain. We each have two *lungs* in our chest. We breathe with our lungs. Humans can do many things. People can walk. We use our legs and feet to walk. We can run.

Running is faster than walking. We use our legs and feet to run. We can climb. We use our arms, hands, legs and feet to *climb*. We can climb up trees or climb up ladders. We can eat and drink. We use our mouth and teeth to eat. We eat meat, fruit, vegetables, and other foods. We can drink lots of things,

but we drink water the most. We also use our mouth and teeth to talk.

1) Each human has five...

- A. feet on each leg.
- B. toes on each foot.
- C. hands on each arm.
- D. Both A and B are correct.

2) How many ears does each human have?

- A. 1
- B. 2
- C. 5
- D. 10

3) What do we smell with?

- A. Our toes
- B. Our nose
- C. Our lungs
- D. Our fingers

4) We use our legs to...

- A. run.
- B. walk.

- C. climb.
- D. All of the above

5) What do humans eat?

- A. Meat
- B. Water
- C. Ladders
- D. Coffee

6) ***Fingers*** are part of your...

- A. leg
- B. foot
- C. nose
- D. hand

7) Your ***face*** has your...

- A. eyes, nose and mouth.
- B. arms, legs and feet.
- C. fingers and toes.
- D. feet and toes.

8) Your ***tongue*** is part of your...

- A. ear.
- B. nose.

- C. chest.
- D. mouth.

9) You use your **lungs** to...

- A. eat.
- B. hear.
- C. smell.
- D. breathe.

10) To **climb** is to...

- A. go in.
- B. go up.
- C. taste food.
- D. drink water.

(13)

Bees are insects. Bees are **special** insects because they can **fly**! They can move through the air like an airplane! Bees can fly because they have wings. They use their wings to fly. Bees can fly fast. Bees can also fly slow. They can fly up and they can fly down. They need to fly to get to the flowers! Bees can have three colors. They can be yellow, red, and orange. All bees are black in some places. Bees have three main parts. They have a head. They have a body. And, they have a stinger. The stinger is used to **defend** against enemies. They also have six legs.

They use their legs to stand and climb. They also use their legs to eat and collect pollen. Bees live in many places. They live in Africa, Australia, Asia, Europe, North America, South America. The only *conttiinentt* that bees do not live on is Antarctica! I understand why they don't live in Antarctica. It's too cold! Most of the time, bees are nice to humans. If you do not *bother* them, they will not bother you. Have fun watching the bees this summer!

1) What are bees?

- A. Mammals
- B. Birds
- C. Reptiles
- D. Insects

2) How do bees fly?

- A. They use their legs.
- B. They use their head.
- C. They use their wings.
- D. None of the above.

3) How many legs do bees have?

- A. Two
- B. Four

C. Six

D. Eight

4) What is the stinger used for?

A. To eat food.

B. To defend against enemies.

C. Both A and B.

D. None of the above.

5) Where do bees live?

A. North America

B. Asia

C. Antarctica

D. Both A and B

6) Bees are *special*.. This means...

A. bees are normal.

B. bees are regular.

C. bees are unusual.

D. bees are average.

7) Bees can *fly*.. This means...

A. bees can move through the air.

B. bees can dig in the ground.

- C. bees can see very far.
- D. bees can swim through the water.

8) What is the opposite of *defend*?

- A. Run
- B. Hide
- C. Protect
- D. Attack

9) What is a *continent*?

- A. A large piece of connected land.
- B. A large river.
- C. A small part of the ocean.
- D. A swamp.

10) If you *bother* something, you...

- A. make it angry.
- B. make it get upset.
- C. make it mad.
- D. All of the above. Frogs live on land and in water.

(14)

Frogs have long back legs and short bodies. Their eyes stick out. They do not have tails. Most of the time they move in the

water, but they can also move on land. Frogs have *smooth*, not bumpy, skin. They can breathe through their skin. Their skin must stay wet so they can breathe through it. Young frogs must breathe through their skin. Older frogs grow *lungs*. They breathe through their lungs when they are on land, just like people do. Frogs lay their eggs in *ponds* and other bodies of water, like lakes. Frogs must move fast to catch something to eat. They must also get away from bigger animals. Some frogs have webs of skin between their toes. Webbed toes are good because it helps them to swim very fast. Tree frogs have toe pads. The toe pads help them *hang on* when they *climb*. When they climb, they move up trees or rocks. Some tree frogs live high in very tall trees. Those tree frogs have webs between their toes. They can jump from tree to tree. They can't fly, but they can stay in the air for a long jump.

1) A young frog's skin must stay wet so...

- A. the frog can swim.
- B. the frog can climb
- C. the frog can lay eggs.
- D. the frog can breathe.

2) Where do frogs lay their eggs?

- A. In water

- B. On land
- C. In trees
- D. Under rocks

3) How are young and old frogs different?

- A. Only older frogs have lungs.
- B. Only young frogs can swim.
- C. Only young frogs can live in water.
- D. Only older frogs must have wet skin.

4) Some frogs have toe pads to help them.....

- A. climb.
- B. swim.
- C. jump.
- D. fly.

5) What helps frogs swim and jump?

- A. Toe pads
- B. Their lungs
- C. Their smooth skin
- D. Webs of skin between their toes

6) ***Smooth*** skin is...

- A. not bumpy.

- B. not wet.
- C. bumpy.
- D. wet.

7) People and frogs both use *lungs* to...

- A. climb.
- B. move fast.
- C. breathe.
- D. get something to eat.

8) *Ponds* are...

- A. small frogs.
- B. frog eggs.
- C. large animals
- D. bodies of water.

9) To *hang on* means to...

- A. fall down.
- B. hold on.
- C. go on.
- D. None of the above.

10) To *climb* means to...

- A. move fast.

- B. take in.
- C. move up.
- D. move in.

(15)

American Black Bears live in the U.S., Canada, and Mexico. An American Black Bear can be up to seven feet tall if it stands on its hind legs. A mother Black Bear can have 2-4 baby bears. They have the bears in winter. The baby bears are called **cubs**. **During** the winter, the cubs stay with their mother in the bear den. During the summer, the cubs like to go **outside**. They like to run and play. The cubs drink milk provided by their mother. The cubs eat nuts, berries, and insects. The cubs also love to eat honey. During the winter, the cubs sleep in the den with their mothers. They rest all winter. The cubs will **leave** their mother the next summer. They will move away to start their own family. Brown Bears live in the North. They live in Wyoming, Montana, Idaho, Washington, Alaska, Canada, and northern Eurasia. Brown Bears are very big. A Brown Bear can be up to ten feet tall if it stands on its hind legs. Like Black Bear cubs, Brown Bear cubs are born in winter. They drink milk until spring or summer. The mothers have 2-4 cubs. Brown Bear cubs stay with their mothers for 2-4 years. The adult females, called sows, teach them to hunt.

They like to hunt at night. They like to hunt in large, open *spaces*. Brown Bears eat mostly fruits and vegetables, but they also hunt and eat other animals.

1) When are bear cubs born?

- A. Winter
- B. Spring
- C. Summer
- D. Fall

2) What do bears do all winter?

- A. They learn to hunt.
- B. They run and play.
- C. They fish.
- D. They rest.

3) How tall can a Brown Bear get?

- A. Under 7 feet
- B. Up to 8 feet
- C. Under 9 feet
- D. Up to 10 feet

4) Brown Bears leave their mothers...

- A. when they are 1-2 years old.

- B. when they are 2-4 years old.
- C. when they are 3-5 years old.
- D. when they are 4-5 years old.

5) Where do black bears like to hunt?

- A. In open spaces
- B. In the woods
- C. In open spaces and in the woods
- D. In open spaces and near the water

6) Bear *cubs* are...

- A. mother bears.
- B. baby bears.
- C. where bears rest.
- D. groups of bears.

7) What is the best synonym for *during*?

- A. after
- B. before
- C. while
- D. what

8) *Outside* is...

- A. a place where bears hunt.

- B. a place that is in the woods.
- C. a place that is not enclosed by walls.
- D. a place that does not receive sunlight.

9) When you *leave*, you...

- D. go home
- E. go to sleep
- F. go away
- D. go back

10) What are open *spaces*?

- A Big places with many trees
- B. Big grassy areas
- C. Small places with tall trees
- D. Small grassy areas

(16)

There are houses all over the world. Some houses are large. Some are small. Some are made of wood. Some are made of rock. Some are made of mud. Some are made of cloth. In cold places, some houses are made of

ice – frozen water! People usually build their houses with something that is easy to find. For example, there are many trees in a forest. So people who live there might build a house made of logs. Some houses have one room. Some houses have many rooms. There is usually a bedroom for sleeping. There is often a *kitchen* for cooking. There is usually a bathroom. There is often a living room for sitting and talking. Some houses have basements. The basement is under the main part of the house. Some houses have attics. The *attic* is above the main part of the house. Most houses have a door so people can enter and exit the house.

Most houses have windows so the people can look outside. Windows also let air into the house from outdoors. Some houses are *fancy*. They are painted bright colors, and are very decorative. Some houses not fancy — they are plain and simple. Houses look very different in different parts of the world. But, people who live in a house probably all *agree* that there is no place like home!

1) Why are many forest houses made of logs?

- A. There are many logs in the forest.
- B. Trees are easy to find in the forest.
- C. There is a lot of wood in the forest.
- D. All of the above

2) Why do houses have bedrooms?

- A. For sleeping
- B. For cooking
- C. For relaxing
- D. For building things

3) Where is the basement of a house?

- A. Beside the house
- B. Above the house
- C. Under the house
- D. None of the above

4) Houses have doors...

- A. so people can enter and exit.
- B. so people can sleep.
- C. so people can cook and eat.
- D. Both A and B are correct.

5) Houses have windows to...

- A. let people go outside.
- B. let people look outside.
- C. let air into the house from outdoors.
- D. Both B and C are correct.

6) What is *ice*?

- A. Trees that are cut down
- B. Water that is frozen
- C. A kind of grass
- D. A kind of cloth

7) A *kitchen* is a...

- A. room for sleeping.
- B. room for cooking.
- C. room which is under a house.
- D. room which is above a house.

8) An *attic* is...

- A. a house made of ice.
- B. a house in the forest.
- C. a room under a house.
- D. a room above a house.

9) If something is *fancy*, it is...

- A. bright and decorative.
- B. plain and simple.
- C. ugly.
- D. old and tarnished.

10) If people **agree**, they...

A. decide to do something.

B. feel the same way about something.

C. live in the same house.

D. do something together.

(17)

Benjamin Franklin was born in 1706 in Boston, Massachusetts.

He came from a big family. He had 16 brothers and sisters.

When Benjamin was 15, his brother started the first Boston

newspaper. It was called *The New England Courant*. He

worked for the newspaper for a short time, but he was not

happy. So, he went to Philadelphia and worked as a printer. In

1729, he bought a newspaper business. The newspaper was the

Pennsylvania Gazette. He was very busy. In 1733, he started

publlishiing *Poor Richard's Almanac*. His pen name (the

name he used as an author) was Richard Saunders. This book

came out every year. Almanacs have information about

weather and crops. They also have **wise** sayings. The wise

saying "A penny saved is a penny earned" comes from *Poor*

Richard's Almanac. Benjamin Franklin was also an inventor. In

1743 he invented a very good stove called the Franklin stove.

He invented swim fins. He invented bifocal glasses. He also

invented the first odometer. He **retired** from his newspaper

business in 1749. He stopped working on it. Then he became busy with science. Benjamin Franklin was also very interested in American politics. He helped Thomas Jefferson write the *Declaration of Independence*. In 1776, he and other people ***signed*** the *Declaration of Independence*. Franklin died on April 17, 1790. He was 84 years old.

1) Which newspaper did Ben Franklin buy?

- A. *The New England Courant*
- B. *The New England Gazette*
- C. *Pennsylvania Courant*
- D. *Pennsylvania Gazette*

2) What was Ben Franklin's pen name?

- A. Richard Franklin
- B. Richard Saunders
- C. Thomas Jefferson
- D. Benjamin Saunders

3) He started publishing his almanac in...

- A. 1729.
- B. 1733.
- C. 1743.
- D. 1749.

4) What did Ben Franklin invent?

- A. Electricity
- B. Swim suits
- C. Bifocals
- D. Both B and C are correct.

5) What did Franklin write with Jefferson?

- A. *The Declaration of Independence*
- B. *The New England Courant*
- C. *Poor Richard's Almanac*
- D. *The Pennsylvania Gazette*

6) **Publishing** means...

- A. printing for many people to read.
- B. selling in a large store.
- C. inventing things.
- D. giving advice.

7) **Wise** means...

- A. intelligent.
- B. sweet.
- C. kind.
- B. ridiculous.

8) What is another way to say **retired**?

- A. Earned
- B. Helped write
- C. Became busy
- D. Stopped working

9) What is a ***business***?

- A. A service or trade which earns money
- B. A person who signs with others
- C. A workers' group
- D. None of the above.

10) When Franklin ***signed*** the *Declaration...*

- A. he helped write it.
- B. he wrote his name on it.
- C. he wrote a wise saying in it.
- D. Both A and C are correct

(18)

On Monday, Robert works at the bank. He plants three bushes. He plants eight yellow flowers. He plants three trees. On Tuesday, Robert works at the school. He plants five red flowers. He digs a hole with a shovel. On Wednesday, Robert works at the hospital. He plants twelve bushes. On Thursday, Robert works at the school. He plants two trees. He plants sixteen white flowers. He digs four holes

with a shovel. On Friday, Robert works at the grocery store.
He plants two bushes. He plants one tree.

1) Where does Robert work on Wednesday?

- A. at the hospital
- B. at the school
- C. at the grocery store

2) What does Robert do on Tuesday?

- A. He plants twelve purple bushes.
- B. He plants five red flowers and digs a hole with a shovel.
- C. He plants two trees, plants sixteen white flowers, and digs four holes with a shovel.

3) How many holes does Robert dig during the week?

- A. one
- B. three
- C. five

4) How many yellow flowers does Robert plant?

- A. five
- B. eight
- C. sixteen

5) How many bushes does Robert plant during the week?

- A. twelve
- B. fifteen
- C. seventeen

6) Where does Robert plant white flowers?

- A. at the bank
- B. at the school
- C. at the hospital

7) Robert works at the school on

- I. Tuesday
 - II. Thursday
 - III. Friday
- A. I only
 - B. I and II only
 - C. I, II, and III

8) Robert plants bushes at the

- I. bank
 - II. hospital
 - III. grocery store
- A. I only
 - B. I and II only

C. I, II, and III

9) Based on information in the passage, we can understand that

Robert is a

A. doctor

B. teacher

C. landscaper

(19)

Tom is going on a trip to the mountains. Tom needs to take his bag. The bag is brown. The bag is small. The bag is small and brown. Tom opens the bag. Tom wants to put things in the bag. Tom wants to pack his bag. Tom puts a toothbrush in the bag. Tom puts a map in the bag. Tom puts boots in the bag. Tom puts a camera in the bag. Tom puts a book in the bag. Tom closes the bag. But the bag cannot close! Tom takes the boots out of the bag. He puts them on his feet. Snap! Snap! Now the bag can close. Tom is ready to go!

1) Where is Tom going?

A. He is going on a trip to the city.

B. He is going on a trip to the beach.

C. He is going on a trip to the mountains.

2) Tom has a bag. His bag is

I. small

II. brown

III. old

A. I only

B. I and II only

C. I, II, and III

3) What does Tom put in the bag?

A. a map

B. money

C. a jacket

A. I only

B. I and II only

C. I, II, and III

4) Tom does not put _____ in the bag.

A. boots

B. a camera

C. a hat

5) If you **pack** a bag, this mean you

A. take things out of it

B. put things into it

C. open and close it

6) Using the things in the bag, Tom can _____ on the trip.

- A. go fishing
- B. take pictures
- C. make a tent

7) After Tom puts his things in the bag, he _____ the bag.

- A. puts
- B. closes
- C. opens

8) What does Tom take out of the bag?

- A. boots
- B. a camera
- C. a toothbrush

9) What is the best title for this passage?

- A. A Trip to the Mountains
- B. Tom Packs His Bag
- C. Tom Puts a Camera in the Bag

(20)

Ann rides her bicycle. Ann rides her little bicycle to work.
Ann rides her little, red bicycle to work every day. Nina rides
the bus. Nina rides the big bus to work. Nina rides the big,

slow bus to work every day. Luis rides the train. Luis rides the big train to work. Luis rides the big, fast train to work every day. Carlos walks. Carlos walks to work. Carlos walks on the crowded sidewalk to work every day.

1) Where do Ann, Nina, Luis, and Carlos go every day?

- A. They go to work.
- B. They go to the bus stop.
- C. They go to the bicycle store.

2) Who rides a bicycle to work?

- A. Ann
- B. Nina
- C. Luis

3) What does Nina ride to work?

- A. the train
- B. her bicycle
- C. the bus

4) Who rides to work?

- A. Ann, Nina, and Luis
- B. Nina, Luis, and Carlos
- C. Ann and Luis

5) According to the passage, what is big?

I. the train

II. the bus

III. the bicycle

A. I only

B. I and II only

C. I, II, and III

6) According to the passage, what is little?

I. the bicycle

II. the bus

III. the train

A. I only

B. I and II only

C. I, II, and III

7) Who probably uses the most energy to get to work?

A. Ann

B. Nina

C. Luis

8) How is Carlos different than Ann, Nina, and Luis?

A. Carlos rides the bus to work and the others ride the train.

B. Carlos walks to work and the others ride a vehicle.

C. Carlos rides his bicycle and the others ride the bus.

(21)

A material is what something is made of. There are 5 basic materials. Most things are made with these materials. Some things are made of metal. Some things are made of glass. Some things are made of wood. Some things are made of cloth. And some things are made of plastic. There are some other materials. But they are not used as much as these 5 materials. Let's talk about metal first. Metal is very heavy. And it is very hard and strong. It usually feels cool if you touch it. We use metal to make lots of things. We use it for forks and knives. We use it for keys. We use it for cars. We use it for these things because it is very strong.

Next, let's talk about glass. Glass is very smooth. It feels cool to touch. It is not as heavy as metal. It is hard. But it is not strong. It breaks very easily! Then why do we use it? We use it because it is clear! You can see through glass! That's why we use it for windows. That's also why we use it for glasses. Now, let's talk about wood. Wood is lighter than metal and glass. It is not as strong as metal. But it is much stronger than glass. We use wood to make lots of things. Things made

from wood are usually light and hard and strong. Chairs and tables are made from wood. Pencils are made from wood.

Now let's talk about cloth. Cloth is very light. It is much lighter than wood. And it is very soft. We use cloth to make lots of things. For example, it is used to make clothing. And it is used to make blankets.

Last, let's talk about plastic. Plastic is also very light. But it is different from cloth. Sometimes it is soft. And sometimes it is hard. Plastic can be used to make thin plastic bags. These are light, soft, and strong. But plastic can also be used to make bicycle helmets. These are light, hard, and strong. A helmet and a bag seem different. But they are both made from plastic.

1) Which sentence from the passage best describes the main idea?

- A. "We use cloth to make lots of things."
- B. "Metal is very heavy."
- C. "There are 5 basic materials."
- D. "A helmet and a bag seem different."

2) According to the passage, which of these things is a material?

- A. chairs
- B. clothing
- C. windows
- D. wood

3) According to the passage, how does glass feel?

- A. smooth and cool
- B. warm and soft
- C. light and hard
- D. sharp and heavy

4) In paragraph 4, the passage says, “Wood is lighter than metal and glass.” What is the main purpose of this sentence?

- A. to explain something
- B. to recommend something
- C. to compare something
- D. to demonstrate something

5) Which material would you use if you wanted to make something that was strong and very light?

- A. plastic
- B. wood
- C. metal
- D. glass

6) In this passage, the author talks about

- A. hard things first, then soft things
- B. heavy things first, then light things
- C. strong things first, then weak things
- D. cool things first, then warm things

(22)

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.

- A. cosmic
- B. land
- C. mental

- D. common man
- E. None of the above

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

- A. entanglement
- B. discussion
- C. negotiation
- D. problem
- E. 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.

- A. north and south
- B. crosswise
- C. easterly
- D. south east
- E. north and west

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

- A. coastline
- B. mountain range
- C. physical features
- D. islands
- E. None of the above

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

- A. coast
- B. inland
- C. body of land with water on three sides
- D. border
- E. Answer not available

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

- A. Greenwich
- B. The equator
- C. Spain
- D. Portugal
- E. Madrid

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

- A. imaginary circle passing through the poles
- B. imaginary line parallel to the equator
- C. area
- D. land mass
- E. Answer not available

(23)

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.

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

- A. friendly
- B. competitive
- C. courteous
- D. industrious
- E. chemistry

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

- A. strong
- B. lighthearted
- C. humorous
- D. strange
- E. envious

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

- A. hopeless
- B. annoyed
- C. depressed
- D. worried
- E. None of the above

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

- A. challenged authority
- B. showed intelligence
- C. behaved
- D. was distressed
- E. Answer not available

5. _____ she remembered their joy together.

- A. Dejectedly
- B. Worried
- C. Tearfully
- D. Happily
- E. Irefully

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

- A. misfortune
- B. anger
- C. wretchedness
- D. disappointment
- E. ambition

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

- A. troubled
- B. worried
- C. disappointed
- D. sorrowful
- E. disturbed

(24)

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.

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

- A. liquid
- B. solid
- C. flowing
- D. gas
- E. Answer not available

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

- A. able to float
- B. visible
- C. able to evaporate
- D. invisible
- E. able to condense

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

- A. describes in detail
- B. studies by cutting apart
- C. photographs
- D. chart
- E. Answer not available

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

- A. Scientists who study oceans
- B. Scientists who study atmospheric conditions
- C. Scientists who study ash
- D. Scientists who study animal behavior
- E. Answer not available in article

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

- A. bottled
- B. volcanic
- C. purified
- D. sea
- E. fountain

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.

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

- A. unlimited power
- B. unrestricted growth
- C. territory
- D. treaties
- E. Answer not available in article

2. King Philip recruited many _____ soldiers and sailors.

- A. warlike
- B. strong
- C. accomplished
- D. timid
- E. inexperienced

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

- A. complete
- B. warlike
- C. independent
- D. isolated
- E. Answer not available

4. The two battles left the Spanish fleet _____.

- A. open to change
- B. triumphant
- C. open to attack
- D. defeated
- E. discouraged

5. The Armada was _____ on one side.

- A. closed off
- B. damaged
- C. alone
- D. circled
- E. Answer not available in this article

(26)

The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

Persia was ruled by one man. In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Eritrea and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in both archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in

terror. Herodotus, a famous historian, reports that 6,400 Persians died, compared to only 192 Athenians.

1. Athens had _____ the other Greek city-states against the Persians.

- A. refused help to
- B. intervened on behalf of
- C. wanted to fight
- D. given orders for all to fight
- E. defeated

2. Darius took drastic steps to _____ the rebellious Athenians.

- A. weaken
- B. destroy
- C. calm
- D. irritate
- E. Answer not available

3. Their participation _____ to the Athenians.

- A. gave comfort
- B. gave honor
- C. gave strength

- D. gave fear
- E. gave hope

4. The people of Delos did not want to _____ the conquest of Greece.

- A. end
- B. encourage
- C. think about
- D. daydream about
- E. Answer not available

5. The Athenians were _____ by some soldiers who arrived from Plataea.

- A. welcomed
- B. strengthened
- C. held
- D. captured
- E. Answer not available

(27)

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse.

What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

"I'll grant you vast kingdoms to rule," promised Hera. "Vast kingdoms are nothing in comparison with my gift,"

contradicted Athena. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

1. Eris was known for _____ both mortals and immortals.

- A. scheming against
- B. creating conflict amongst
- C. feeling hostile toward
- D. ignoring
- E. comforting

2. Each goddess tried _____ to bribe Paris.

- A. boldly
- B. effectively
- C. secretly
- D. carefully
- E. Answer not available

3. Athena _____ Hera, promising Paris victory and fame in war.

- A. disregarded the statement of
- B. defeated
- C. agreed with
- D. restated the statement of
- E. questioned the statement of

(28)

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918, a group of these people known as Bolsheviks overthrew the government. On July 17 or 18, they murdered the czar and what was thought to be his entire family.

Although witnesses vouched that all the members of the czar's family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the most famous claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, 18 months after the czar's execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned her about her background. She disclaimed any connection with the czar's family. Eight years later, however, she claimed that she was Anastasia. She said that she had been rescued by two Russian soldiers after the czar and the rest of her family had been killed. Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother's family in Germany, she had tried to drown herself.

During the next few years, scores of the czar's relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of

the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however.

Tired of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and returned to Germany in 1933 to bring suit against her mother's family. There she declaimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia's identity. Although it will probably never be known whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

1. Some Russian peasants and workers _____ for social reform.

- A. longed
- B. cried out
- C. begged
- D. hoped
- E. thought much

2. Witnesses _____ that all members of the czar's family had been executed.

- A. gave assurance
- B. thought
- C. hoped
- D. convinced some
- E. Answer not available

3. Tschaikovsky initially _____ any connection with the czar's family.

- A. denied
- B. stopped
- C. noted
- D. justified
- E. Answer not available

4. She was unable to _____ the aid of her relatives.

- A. locate
- B. speak about
- C. call upon
- D. identify
- E. know

5. In court she _____ maintaining that she was Anastasia and deserved her inheritance.

- A. finally appeared
- B. spoke forcefully
- C. gave testimony
- D. gave evidence
- E. Answer not available

(29)

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people's expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects' misery. While French citizens begged for lower taxes, the queen embellished her palace with extravagant works of art. She also surrounded

herself with artists, writers, and musicians, who encouraged the queen to spend money even more profusely.

While the queen's favorites glutted themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen replaced him. The intense hatred that the people felt for Louis XVI and Marie Antoinette kept building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette had reined in their extravagant spending, the events that rocked France would not have occurred.

1. The people surrounding the queen encouraged her to spend money _____.

- A. wisely
- B. abundantly
- C. carefully
- D. foolishly
- E. joyfully

2. The minister of finance tried to curb these royal _____.

- A. aristocrats
- B. money wasters
- C. enemies
- D. individuals
- E. spenders

(30)

Many great inventions are initially greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17, 1903 were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation.

Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896,

when they read about the death of Otto Lilienthal, the brothers' interest in flight grew into a compulsion.

Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers' inability to obtain enough lift power for the gliders almost led them to abandon their efforts.

After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of experiments with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for the brothers to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than \$1,000. They even designed and built their own source of propulsion—a lightweight gasoline engine. When they started the engine on December 17, the airplane pulsated wildly before taking off. The plane managed to stay aloft for 12 seconds, however, and it flew 120 feet.

By 1905, the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time.

Others had flown in balloons and hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

1. The idea of flying an aircraft was _____ to some people.

- A. boring
- B. distasteful
- C. exciting
- D. needless
- E. Answer not available

2. People thought that the Wright brothers had _____.

- A. acted without thinking
- B. been negatively influenced
- C. been too cautious
- D. been mistaken
- E. acted in a negative way

3. The Wrights' interest in flight grew into a _____.

- A. financial empire
- B. plan
- C. need to act
- D. foolish thought
- E. Answer not available

4. Lilienthal's idea about controlling airborne vehicles was _____ the Wrights.

- A. proven wrong by
- B. opposite to the ideas of
- C. disliked by
- D. accepted by
- E. improved by

5. The old tables were _____ and replaced by the first reliable figures for air pressure on curved surfaces.

- A. destroyed
- B. invalidated
- C. multiplied
- D. approved
- E. not used

6. The Wrights designed and built their own source of _____.

- A. force for moving forward
- B. force for turning around
- C. turning
- D. force for going backward
- E. None of the above

TRANSLATION

Translate the following sentences into Arabic:

1) Learning foreign languages needs never stop. One shouldn't learn a foreign language merely to achieve an immediate professional or academic aim and then give it up. He should carry on learning as it is a valuable experience that enriches his life.

2) Celebrating the new millennium at the foot of the Pyramids of Giza was marvelous. That was the best place from which we could pass to the new century. The celebration aimed at combining the ancient and the modern and reviewing the history of human civilization.

3) To be interested in something is a golden rule in life. If a person is always chained to his office, he will grow physically and mentally weak. If such a person has a hobby, his daily work will no longer be tiring.

4) The government is trying to solve the transport problem by constructing new roads and flyovers. The number of vehicles is increasing every day. Roads are becoming too crowded for drivers to use.

5) It is said that television has destroyed the art of conversation and made people unhappy by forcing them to want things they don't need. On the other hand, it helps people to update their knowledge of the world affairs, as they can see current events in different parts of the world the moment they occur.

6) Cutting off trees in cities is an ill deed. Trees give us shade in summer and the green colour makes us feel at ease. Trees also purify the air and they give off oxygen by day. That's why we should do our best to spread the green colour all over our country.

7) The establishment of public libraries and school libraries contributed to improving the learning process as a whole and helped many citizens to read freely. Public libraries play an important role in spreading culture and awareness among people of all ages.

8) Some of the most important aims of education are to build up an Egyptian citizen who is able to face the future and to create a productive society. Education also aims at preparing a generation of scientists for the service of humanity.

9) Practicing activities at school is of great importance. Teachers should encourage their students to participate effectively in school activities. Such activities help students to learn some values like co-operation, respect for others, self-confidence and perseverance.

10) Over-population in Egypt has led to many other problems like illiteracy, heavy traffic and unemployment. The government should exert more efforts to bring down the population growth rates. It should also pay more attention to the development of human resources.

11) Cigarette smoking is linked directly with lung cancer. Today, in many countries, as many as one third of all cancer deaths are attributed to cigarette smoking. It is also known that smoking increases the risks of other diseases of the heart and lungs.

12) Healthy food should include vitamins and proteins. It has to be fresh and low in fat and salt. It shouldn't contain harmful chemical additives. If we don't eat the right food, we will get ill and lose our ability to do our work well.

13) Only the individual himself can develop his given potentials. But, like any other living being, he needs an atmosphere of warmth to give him a feeling of inner security to express himself.

14) Energy is necessary for development. It is essential for all productive activities required to achieve higher standards of living. Man's great progress in industry and agriculture is due to energy.

15) The Egyptian woman has acquired all her rights. She is also represented in all international organizations concerned with women's affairs. Moreover, services are rendered to provide family guidance and child's welfare.

16) Great achievements have been made in Egypt to move population from narrow inhabited areas to new wider expanses. New cities near Cairo have been constructed and large areas of the desert have been reclaimed.

17) Every year Egypt celebrates the International Child's Day in November. Prizes are given to children who successfully take part in the "Reading for All" competition. Creative children in the different branches of knowledge are honoured.

18) Egypt has always been known as the “Birthplace of Civilization” because of its long and rich history. We are now keen on restoring our glories to keep pace with progress in developed countries.

19) Health is a splendid treasure that completes our happiness. It’s worth saying that we can’t really enjoy our life if we are unhealthy, however wealthy we may be. Healthy people are always proud of what they can achieve in the fields of sports and hard work. For unhealthy people, life is no more than pain and suffering.

20) The world’s ever increasing population means more houses, more roads, more factories, and this means less land for animals and plants. Over-population also means more waste and pollution, and this makes life increasingly difficult for many creatures.

21) Distance learning makes use of educational experts in the various branches of knowledge all over the world. We can make use of distance learning in all fields including the different branches of science.

22) We should try to discover our talents before we select our career. We should do the work that appeals to us. Some people prefer to do any work in governmental offices although they can become successful businessmen.

23) Vast areas of the desert have recently been reclaimed. The government is trying to plant these areas. So it sends university graduates to these new communities to achieve food security for Egypt in the coming years.

24) The promotion of international co-operation and peace through education is one of UNESCO's basic aims. It is the only means for the accomplishment of prosperity, real and lasting peace among the peoples of the world.

25) The government sets up industrial projects to increase our local production. It encourages the private sector to invest capital. It also demolishes the barriers that hinder economic progress.

26) Undoubtedly, tourism is a chief source of national income and hard currency. The government exerts great efforts to develop the tourist industry. The aim is to attract a greater number of tourists to visit Egypt, the land of civilization.

27) Arab countries must co-operate economically to achieve prosperity for the Arab world. They should solve their problems in the Arab League. Besides, they have to encourage the Arab scientists to make progress in the field of science.

28) The last decade of the twentieth century witnessed great efforts for the sake of children's welfare. Many laws were passed to protect children against early employment. We have to sacrifice our comfort and happiness for the future generations.

29) It is time the Arab Common Market was set up. The Arabs have common ties and interests that should help to put the Common Market into effect. The age which we live in has no room for small and weak countries.

30) Egypt has achieved great progress in the field of communications. Modern mobile telephone networks have covered all cities and villages and even remote areas. Computers and the internet have enabled us to get in touch with other people all over the world.

31) Our deserts are part of our chief sources of wealth. If we give them due care, we can increase our national income by increasing the cultivated land and constructing new industrial projects. New cities could be set up in these areas and lead to our economic development.

32) In Egypt, the population is doubling every twenty four years. Research shows that the size of the family is connected with the standard of women's education. If more girls are educated, the size of the family will certainly be smaller.

33) Some scientists have found that people are more likely to catch a cold when they are unhappy or under stress. This is because the immune system is less effective when we are worried. Doctors have also found out that people with mild colds get better if the doctor is kind.

34) Many people like to collect things like stamps, for example. Some stamp collections are very valuable. Usually the fewer the number of people who have a stamp in their collections, the more valuable that stamp is.

35) Egypt has a strong cultural history. Some of the greatest Arab writers, musicians and craftsmen are Egyptians. In the

last century, Taha Hussein, Tawfik Al Hakim and Naguib Mahfouz were probably the best known writers in Arabic.

36) Exercise is a good way to get rid of the stress and frustration of the workplace. Consequently, people who exercise regularly feel better and do not get sick so often. This would benefit the company as a whole.

37) The 20th century will be remembered for its scientific revolution. Our age is the age of the atom, space and revolutionary medical achievements. Therefore, conferences are organized to apply and make use of these achievements.

38) There are different kinds of gardens. Gardens can be made with every plant carefully placed as apart of a man-made design. Gardens can also be made to look as if every flower has sprung from seeds sown by nature. Public parks are for everyone to enjoy and relax.

39) Sports are useful to character development. In their books, children learn about such values as unselfishness, courage and love of one's country. However, what is learned by experience in sports has a deeper effect on a child's character.

40) The Nile TV Channel is the first international Egyptian channel transmitting 24 hours a day. Its programmes are in English and French. It covers all Arab and European countries, and the United States as well.

41) Peace gives us a golden chance to carry out useful projects. It saves the money spent on wars and destructive weapons. In peace, this money can be used for building new factories, improving health care and solving the problems of housing and transport.

42) Thousands of anti-governmental regime had passed through the police troops in streets of Cairo in what is called "the day of anger" inspired by Tunisian revolt which ousted "Ben Ali" as many Egyptians face the same issues that appraised the Tunisian revolt like food prices, unemployment ,and authoritarian rules.

43) Police officers protested for their rights and marched in solidarity with the revolution, insisting they had been ordered against their will to shoot at protesters.

44) Egypt's military leaders dissolved parliament and suspended the constitution in an attempt to meet the key demands of protesters after Hosni Mubarak stepped down.

45) It was the moment that they had all been waiting for. The news was greeted by a deafening roar from the multitude packed into central Cairo, and an eruption of joy on a scale that the Egyptian capital has seldom — if ever — seen or heard before.

46) Success in life depends on patience and hard work. A student who starts learning his lessons from the beginning of the year will find no difficulty in passing his examination.

47) Reading newspapers helps to know everything that takes place all over the world. It also provides us with much information about our local events. This sort of reading is also considered a source of culture to many people.

48) Road accidents are common in big cities. Some drivers are inconsiderate and they either drive very fast paying no attention to pedestrians or they never observe traffic rules or regulations. This does not mean that pedestrians are released from blame. Some of them are careless and do not look right and left before crossing the road.

Long English Passages for Translation

-1-

Thomas Edison

Thomas Alva Edison lit up the world with his invention of the electric light. Without him, the world might still be a dark place. However, the electric light was not his only invention. He also invented the phonograph, the motion picture camera, and over 1,200 other things. About every two weeks he created something new.

Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school for only two months. His mother, a former teacher, taught him a few things, but Thomas was mostly self-educated. His natural curiosity led him to start experimenting at a young age with electrical and mechanical things at home. When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage care of the train so that he could continue his experiments in his spare time. Unfortunately, his first work experience did not end well. Thomas was fired when he accidentally set fire to the floor of

the baggage car. Thomas then worked for five years as a telegraph operator, but he continued to spend much of his time on the job conducting experiments. He got his first patent in 1868 for a vote recorder run by electricity. However, the vote recorder was not a success. In 1870, he sold another invention, a stock-ticker, for \$40,000. A stock-ticker is a machine that automatically prints stock prices on a tape. He was then able to build his first shop in Newark, New Jersey.

Thomas Edison was totally deaf in one ear and hard of hearing in the other, but thought of his deafness as a blessing in many ways. It kept conversations short, so that he could have more time for work. He called himself a "two-shift man" because he worked 16 out of every 24 hours. Sometimes he worked so intensely that his wife had to remind him to sleep and eat.

Thomas Edison died at the age of 84 on October 18, 1931, at his estate in West Orange, New Jersey. He left numerous inventions that improved the quality of life all over the world.

Learning English

Today, millions of people want to learn or improve their English but it is difficult to find the best method. Is it better to study in Britain or America or to study in your own country?

The advantages of going to Britain seem obvious.

Firstly, you will be able to listen to the language all the time you are in the country. You will be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In Italy, it is always possible, in the class, to speak Italian if you want to and the learning is slower. On the other hand, there are also advantages to staying at home to study. You don't have to make big changes to your life. As well as this, it is also a lot cheaper than going to Britain but it is never possible to achieve the results of living in the UK. If you have a good teacher in Italy, I think you can learn in a more concentrated way than being in Britain without going to a school.

So, in conclusion, I think that if you have enough time and enough money, the best choice is to spend some time in the UK. This is simply not possible for most people, so being here in Italy is the only viable option. The most important thing to do in this situation is to maximise your opportunities:

to speak only English in class and to try to use English whenever possible outside the class.

-3-

Home Remedies

Everyone has his own special kind of home remedies for the common cold and other minor health discomforts. They are usually quick cures for minor ailments and often prove to be quite effective. The medical profession may not endorse their validity and discredit their healing power, but the wisdom of ages has worked on the side of the home remedy.

These home remedies usually emerge from that vast source of oral tradition passed on from generation to generation and one would be hard-pressed to find their exact formulas printed in a published book.

Folk wisdom tells us for example, to "starve a fever and feed a cold." This means that if someone has a cold, he should eat properly to provide the body with nutrition. On the other hand, if her has a fever, the best remedy is to go to bed, get a full night's rest and drink only liquids.

One home remedy for getting rid of a fever is to drink a concoction of hot tea, lemon and sugar and spiced with a

generous dose of rum to put one to sleep. Drink the solution quickly and then go to bed. During the evening, hopefully one will sweat off the fever. In the morning upon awakening the fever should be gone and the sick person up and about.

Camomile tea is said to soothe an upset stomach and an ice cube can stop a bleeding nose. A slice of raw meat can be applied to cure a black eye, and whiskey poured onto cotton can be used as a disinfectant to wash out a cut or wound.

To counteract fatigue experts recommend mixing a half teaspoon of apple cider and a tablespoon of honey in a cup of warm water. Some people believe that a combination of apple cider and honey is effective in treating a variety of ailments from canker sores to indigestion and influenza. Some other remedies may seem bizarre but have proven effective. For an earache chew a wad of gum while holding a hair dryer set to a low, warm setting about 18 inches from the affected ear. Bad breath can be avoided by chewing on cloves, anise seeds or a twig of parsley. These help to freshen the breath naturally. For those suffering from body odor it is recommended to add two cup of tomato juice to the bath water and soak for 15 minutes. Afterwards scrub by using pine soap.

Behind these remedies is the belief that all the cures of one's ills can be found within nature. One need not resort to

sophisticated chemicals and expensive prescribed drugs to find relief. The Chinese for centuries have made medicines from the herbs and elements of nature. These remedies have been around for hundreds of centuries and even the most cynical of skeptics have developed a respect for Chinese cures. In recent years even the average American has returned to the concept of a holistic approach to health and the remedies found within nature to elicit a cure.

-4-

The Language of Music

A painter hangs his or her finished picture on a wall, and everyone can see it. A composer writes a work, but no one can hear it until it is performed. Professional singers and players have great responsibilities, for the composer is utterly dependent on them. A student of music needs as long and as arduous a training to become a performer as a medical student needs to become a doctor. Most training is concerned with technique, for musicians have to have the muscular proficiency of an athlete or a ballet dancer. Singers practice breathing every day, as their vocal chords would be inadequate without controlled muscular support. String players practice moving the fingers of the left hand up and

down, while drawing the bow to and fro with the right arm -- two entirely different movements.

Singers and instrumentalists have to be able to get every note perfectly in tune. Pianists are spared this particular anxiety, for the notes are already there, waiting for them, and it is the piano tuner's responsibility to tune the instrument for them. But they have their own difficulties: the hammers that hit the strings have to be coaxed not to sound like percussion, and each overlapping tone has to sound clear.

This problem of getting clear texture is one that confronts student conductors: they have to learn to know every note of the music and how it should sound, and they have to aim at controlling these sounds with fanatical but selfless authority.

Technique is of no use unless it is combined with musical knowledge and understanding. Great artists are those who are so thoroughly at home in the language of music that they can enjoy performing works written in any century.

Schooling and Education

It is commonly believed in the United States that school is where people go to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere, whether in the shower or in the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can range from a revered grandparent to the people debating politics on the radio, from a child to a distinguished scientist.

Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with a stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether they are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subject being taught. For example, high school students know that they are not likely to find out in their classes the truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

-6-

The Definition of "Price"

Prices determine how resources are to be used. They are also the means by which products and services that are in limited supply are rationed among buyers. The price system of the United States is a complex network composed of the prices of all the products bought and sold in the economy as well as those of a myriad of services, including labor, professional, transportation, and public-utility services. The

interrelationships of all these prices make up the "system" of prices.

The price of any particular product or service is linked to a broad, complicated system of prices in which everything seems to depend more or less upon everything else. If one were to ask a group of randomly selected individuals to define "price", many would reply that price is an amount of money paid by the buyer to the seller of a product or service or, in other words, that price is the money value of a product or service as agreed upon in a market transaction. This definition is, of course, valid as far as it goes. For a complete understanding of a price in any particular transaction, much more than the amount of money involved must be known. Both the buyer and the seller should be familiar with not only the money amount, but with the amount and quality of the product or service to be exchanged, the time and place at which the exchange will take place and payment will be made, the form of money to be used, the credit terms and discounts that apply to the transaction, guarantees on the product or service, delivery terms, return privileges, and other factors. In other words, both buyer and seller should be fully aware of all the factors that comprise the total "package" being exchanged for the asked-for amount of money in order that they may evaluate a given price.

Electricity

The modern age is an age of electricity. People are so used to electric lights, radio, televisions, and telephones that it is hard to imagine what life would be like without them. When there is a power failure, people grope about in flickering candlelight, cars hesitate in the streets because there are no traffic lights to guide them, and food spoils in silent refrigerators.

Yet, people began to understand how electricity works only a little more than two centuries ago. Nature has apparently been experimenting in this field for millions of years. Scientists are discovering more and more that the living world may hold many interesting secrets of electricity that could benefit humanity.

All living cells send out tiny pulses of electricity. As the heart beats, it sends out pulses of record; they form an electrocardiogram, which a doctor can study to determine how well the heart is working. The brain, too, sends out brain waves of electricity, which can be recorded in an electroencephalogram. The electric currents generated by most living cells are extremely small -- often so small that

sensitive instruments are needed to record them. But in some animals, certain muscle cells have become so specialized as electrical generators that they do not work as muscle cells at all. When large numbers of these cells are linked together, the effects can be astonishing.

The electric eel is an amazing storage battery. It can send a jolt of as much as eight hundred volts of electricity through the water in which it lives. (An electric house current is only one hundred twenty volts.) As many as four-fifths of all the cells in the electric eel's body are specialized for generating electricity, and the strength of the shock it can deliver corresponds roughly to the length of its body.

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The Beginning of Drama

There are many theories about the beginning of drama in ancient Greece. The one most widely accepted today is based on the assumption that drama evolved from ritual. The argument for this view goes as follows. In the beginning, human beings viewed the natural forces of the world - even the seasonal changes - as unpredictable, and they sought through various means to control these unknown and feared powers. Those measures which

appeared to bring the desired results were then retained and repeated until they hardened into fixed rituals. Eventually stories arose which explained or veiled the mysteries of the rites. As time passed some rituals were abandoned, but the stories, later called myths, persisted and provided material for art and drama.

Those who believe that drama evolved out of ritual also argue that those rites contained the seed of theater because music, dance, masks, and costumes were almost always used. Furthermore, a suitable site had to be provided for performances and when the entire community did not participate, a clear division was usually made between the "acting area" and the "auditorium." In addition, there were performers, and, since considerable importance was attached to avoiding mistakes in the enactment of rites, religious leaders usually assumed that task. Wearing masks and costumes, they often impersonated other people, animals, or supernatural beings, and mimed the desired effect -- success in hunt or battle, the coming rain, the revival of the Sun -- as an actor might. Eventually such dramatic representations were separated from religious activities.

Another theory traces the theater's origin from the human interest in storytelling. According to this view tales

(about the hunt, war, or other feats) are gradually elaborated, at first through the use of impersonation, action, and dialogue by a narrator and then through the assumption of each of the roles by a different person. A closely related theory traces theater to those dances that are primarily rhythmical and gymnastic or that are imitations of animal movements and sounds.

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Television

Television -- the most pervasive and persuasive of modern technologies, marked by rapid change and growth -- is moving into a new era, an era of extraordinary sophistication and versatility, which promises to reshape our lives and our world. It is an electronic revolution of sorts, made possible by the marriage of television and computer technologies.

The word "television", derived from its Greek (tele: distant) and Latin (visio: sight) roots, can literally be interpreted as sight from a distance. Very simply put, it works in this way: through a sophisticated system of electronics, television provides the capability of converting

an image (focused on a special photoconductive plate within a camera) into electronic impulses, which can be sent through a wire or cable. These impulses, when fed into a receiver (television set), can then be electronically reconstituted into that same image.

Television is more than just an electronic system, however. It is a means of expression, as well as a vehicle for communication, and as such becomes a powerful tool for reaching other human beings.

The field of television can be divided into two categories determined by its means of transmission. First, there is broadcast television, which reaches the masses through broad-based airwave transmission of television signals. Second, there is nonbroadcast television, which provides for the needs of individuals or specific interest groups through controlled transmission techniques.

Traditionally, television has been a medium of the masses. We are most familiar with broadcast television because it has been with us for about thirty-seven years in a form similar to what exists today. During those years, it has been controlled, for the most part, by the broadcast networks, ABC, NBC, and CBS, who have been the major purveyors of news, information, and entertainment. These giants of broadcasting have actually

shaped not only television but our perception of it as well. We have come to look upon the picture tube as a source of entertainment, placing our role in this dynamic medium as the passive viewer

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American Revolution

The American Revolution was not a revolution in the sense of a radical or total change. It was not a sudden and violent overturning of the political and social framework, such as later occurred in France and Russia, when both were already independent nations. Significant changes were ushered in, but they were not breathtaking. What happened was accelerated evolution rather than outright revolution. During the conflict itself people went on working and praying, marrying and playing. Most of them were not seriously disturbed by the actual fighting, and many of the more isolated communities scarcely knew that a war was on.

America's War of Independence heralded the birth of three modern nations. One was Canada, which received its first large influx of English-speaking population from the thousands of loyalists who fled there from the United States. Another was Australia, which became a penal colony now that America was no longer available for prisoners and

debtors. The third newcomer -- the United States --based itself squarely on republican principles.

Yet even the political overturn was not so revolutionary as one might suppose. In some states, notably Connecticut and Rhode Island, the war largely ratified a colonial self-rule already existing. British officials, everywhere ousted, were replaced by a home-grown governing class, which promptly sought a local substitute for king and Parliament.

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