

THE QUALIFY ENGLISH PLAYBOOK

PRIVATE UNIVERSITY ADMISSION ENGLISH PRACTICE BOOK



The Qualify English Playbook

Private University Admission English Practice Book

By



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Preface

বর্তমান প্রতিযোগিতামূলক বিশ্বে উচ্চশিক্ষা অর্জন এবং একটি মর্যাদাপূর্ণ কর্মক্ষেত্রে প্রতিষ্ঠিত হওয়ার জন্য ভর্তি পরীক্ষা ও বিভিন্ন নিয়োগ পরীক্ষায় সফলতা অর্জন অপরিহার্য। বিশেষ করে বাংলাদেশের শীর্ষস্থানীয় বেসরকারি বিশ্ববিদ্যালয়সমূহ যেমন—IBA, NSU, BRACU, EWU, BUP এবং অন্যান্য প্রতিষ্ঠানে ভর্তিচ্ছু শিক্ষার্থীদের জন্য ভর্তি পরীক্ষা একটি বড় চ্যালেঞ্জ হয়ে দাঁড়িয়েছে। একইভাবে, BCS, ব্যাংক এবং অন্যান্য সরকারি-বেসরকারি চাকরির ক্ষেত্রেও গণিত ও ইংরেজি দক্ষতা নির্ণায়ক ভূমিকা পালন করে থাকে।

এই প্রেক্ষাপটে The Qualify English Playbook বইটি মূলত শিক্ষার্থীদের জন্য ইংরেজির একটি সর্বাঙ্গীণ প্রস্তুতির সহায়ক গ্রন্থ। এতে বিগত বছরগুলোতে বিভিন্ন প্রাইভেট বিশ্ববিদ্যালয়ে আসা প্রশ্নের আদলে প্রচুর ইংরেজি প্রশ্ন দেয়া আছে এবং সেই সাথে সমাধান দেয়া আছে। কারণ বাস্তব অভিজ্ঞতা প্রমাণ করে যে, ভর্তি পরীক্ষায় সাফল্য অর্জনের জন্য প্রচুর অনুশীলন প্রয়োজন, যা কেবল সম্ভব একটি সমৃদ্ধ প্রশ্ন ভাণ্ডারের মাধ্যমে।

বইটির বিশেষ বৈশিষ্ট্যসমূহের মধ্যে উল্লেখযোগ্য হলো – এতে ইংরেজি গ্রামারের টপিকভিত্তিক **অসংখ্য অনুশীলনমূলক প্রশ্ন** দেওয়া হয়েছে। এছাড়া **Spelling Mistake** এর অনুশীলনমূলক প্রশ্ন সংযোজন করা হয়েছে। এতে সর্বমোট ২০ টি Reading Comprehension এর উপর মোট ৪০০ টি অনুশীলনমূলক প্রশ্ন রয়েছে। দেশের শীর্ষস্থানীয় বেসরকারি বিশ্ববিদ্যালয়ের ভর্তি পরীক্ষার গুরুত্বপূর্ণ একটি অংশ **Essay Writing** এর পূর্ণাঙ্গ **Structure** সহজ এবং সাবলীলভাবে আলোচনা করা হয়েছে, যা শিক্ষার্থীদের জন্য **আমরাই প্রথম নিয়ে এসেছি।** Essay Writing এর পূর্ণাঙ্গ Structure এর পাশাপাশি অনুশীলনের জন্য ৩০টিরও অধিক Sample Essay Topic দেওয়া হয়েছে।

আমরা বিশ্বাস করি, এই গ্রন্থ শিক্ষার্থীদের জন্য কেবল একটি প্রশ্নব্যাংক নয়; বরং এটি হবে একটি পূর্ণাঙ্গ প্রস্তুতির নির্ভরযোগ্য সহচর।

সর্বোচ্চ সতর্কতা অবলম্বন করা সত্ত্বেও কোনো ত্রুটি অনিচ্ছাকৃতভাবে থেকে যেতে পারে। শিক্ষার্থীদের মূল্যবান পরামর্শ আমাদের ভবিষ্যৎ সংস্করণকে আরও সমৃদ্ধ ও পরিপূর্ণ করে তুলতে সহায়ক হবে।

পরিশেষে, আমরা প্রত্যাশা করি যে, এই বইটি আপনার একাডেমিক ও প্রতিযোগিতামূলক সাফল্যের পথে একটি দৃঢ় ভিত্তি হিসেবে কাজ করবে।



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Table of Content

No.	Topic	Page
1	English Grammar	
	CHAPTER 1: NOUN & ARTICLE	1
	CHAPTER 2: PRONOUN	6
	CHAPTER 3: VERBS	10
	CHAPTER 4 & 5: TENSE	19
	CHAPTER 6: CONDITIONAL SENTENCES & RELATIVE CLAUSE	25
	CHAPTER 7: SUBJECT-VERB AGREEMENT	31
	CHAPTER 8 & 9 & 10: ADJECTIVE, ADVERB & LINKING VERBS	34
	CHAPTER 11: SUBJUNCTIVE & PARALLEL STRUCTURE	46
	CHAPTER 12: MISCELLANEOUS	50
2	PRACTICE VOCABULARY	63
3	SPELLING MISTAKE PRACTICE	81
4	READING COMPREHENSION	
	Exercise 1	96
	Exercise 2	102
	Exercise 3	108
	Exercise 4	114
	Exercise 5	119
	Exercise 6	124
	Exercise 7	129
	Exercise 8	134
	Exercise 9	139
	Exercise 10	144
	Exercise 11	149
	Exercise 12	154
	Exercise 13	159
	Exercise 14	164
	Exercise 15	169
	Exercise 16	174
	Exercise 17	179
	Exercise 18	184
	Exercise 19	189
	Exercise 20	194
5	INTRODUCTION TO ESSAY WRITING	199
6	SAMPLE TOPICS FOR ESSAY WRITING	206

CHAPTER 6: Conditional Sentences & Relative Clause

Exercise 1

1. I wish they _____ (stop) making so much noise so that I could concentrate.
A) stopped B) had stopped C) would stop D) stop
2. If the roofer doesn't come soon, the rain _____ (leak) inside.
A) leaks B) leaked C) will leak D) is leaking
3. If I finish the dress before Saturday, I _____ (give) it to my sister for her birthday.
A) will give B) give C) would give D) gave
4. Mrs. Wood always talks to her tenth-grade students as though they _____ (be) adults.
A) are B) were C) will be D) had been
5. Mike wished that the editors _____ (permit) him to copy some of their material.
A) will permit B) would permit C) had permitted D) permitted
6. We hope that you _____ (enjoy) the party last night.
A) enjoy B) enjoyed C) have enjoyed D) had enjoyed
7. Henry talks to his dog as if it _____ (understand) him.
A) understands C) has understood D) would understand
B) understood understand
8. He would understand it if you _____ (explain) it to him more slowly.
A) explain B) explained C) had explained D) would explain
9. If he _____ (decide) earlier, he could have left on the afternoon flight.
A) decided B) had decided C) would decide D) has decided
10. The teacher will not accept our work if we _____ (turn) it in late.
A) turn B) will turn C) turned D) turning
11. Had Bob not interfered in his sister's marital problems, there _____ (be) peace between them.
A) was B) would be C) had been D) would have been
12. We could go for a drive if today _____ (be) Saturday.
A) is B) was C) were D) had been
13. My dog always wakes me up if he _____ (hear) strange noises.
A) hear B) hears C) heard D) will hear
14. Had they arrived at the sale early, they _____ (find) better selection.
A) would find C) had found D) would have found
B) found found
15. I could understand the French teacher if she _____ (speak) more slowly.
A) speak B) spoke C) would speak D) had spoken

16. If they had left the house earlier, they _____ (be; negative) so late getting to the airport that they could not check their baggage.

- A) wouldn't be
B) hadn't been
C) wouldn't have been
D) didn't be

17. If she wins the prize, it will be because she _____ (write) very well.

- A) writes
B) wrote
C) has written
D) will write

18. If he had left already, he _____ (call) us.

- A) would call
B) would have called
C) called
D) will have called

19. If he _____ (get) the raise, it will be because he does a good job.

- A) got
B) has got
C) gets
D) will get

20. If I had seen the movie, I _____ (tell) you about it last night.

- A) would tell
B) told
C) would have told
D) had told

21. She would call you immediately if she _____ (need) help.

- A) needs
B) needed
C) would need
D) had needed

22. If they had known him, they _____ (talk) to him.

- A) would talk
B) talked
C) would have talked
D) had talked

23. Because Rose did so poorly on the exam, she wishes that she _____ (study) harder last night.

- A) studied
B) had studied
C) would study
D) has studied

24. I _____ (accept) if they invite me to the party.

- A) accept
B) will accept
C) would accept
D) accepted

25. If you have enough time, please _____ (paint) the chair before you leave.

- A) will paint
B) painted
C) paint
D) would paint

26. He would give you the money if he _____ (have) it.

- A) has
B) had
C) would have
D) has had

27. If you _____ (see) Mary today, please ask her to call me.

- A) see
B) will see
C) saw
D) had seen

28. Had we known your address, we _____ (write) you a letter.

- A) would have written
B) wrote
C) had written
D) would write

29. Joel wished that he _____ (spend) his vacation on the Gulf Coast next year.

- A) spends
B) would spend
C) spent
D) had spent

30. If your mother _____ (buy) that car for you, will you be happy?

- A) bought
B) has bought
C) buys
D) will buy

Answer Sheet

1	C	2	C	3	A	4	B	5	B	6	B	7	B	8	B	9	B	10	A
11	D	12	C	13	B	14	D	15	B	16	C	17	A	18	B	19	C	20	C
21	B	22	C	23	B	24	B	25	C	26	B	27	A	28	A	29	B	30	C

Exercise 2

1. Combine the sentences using a relative clause: The doctor is with a patient. The patient's leg was broken in an accident.

- A) The doctor is with a patient who leg was broken in an accident.
- B) The doctor is with a patient, his leg broken in an accident.
- C) The doctor is with a patient whose leg was broken in an accident.
- D) The doctor is with a patient which leg was broken in an accident.

2. Combine the sentences using a relative clause: James wrote an article. The article indicated that he disliked the president.

- A) James wrote an article who indicated he disliked the president.
- B) James wrote an article which indicating he disliked the president.
- C) James wrote an article that indicated he disliked the president.
- D) James wrote an article, it indicated he disliked the president.

3. Combine the sentences using a relative clause: John [John's grades are the highest in the school] has received a scholarship.

- A) John, which grades are the highest in the school, has received a scholarship.
- B) John, whom grades are the highest in the school, has received a scholarship.
- C) John, who's grades are the highest in the school, has received a scholarship.
- D) John, whose grades are the highest in the school, has received a scholarship.

4. Combine the sentences using a relative clause: This book [I found the book last week] contains some useful information.

- A) This book which I found last week, contains some useful information.
- B) This book who I found last week contains some useful information.
- C) This book, which I found last week, contains some useful information.
- D) This book, that I found last week, it contains some useful information.

5. Combine the sentences using a relative clause: The last record [the record was produced by this company] became a gold record.

- A) The last record who was produced by this company became a gold record.
- B) The last record that produced by this company became a gold record.
- C) The last record, whose was produced by this company, became a gold record.
- D) The last record, which was produced by this company, became a gold record.

6. Combine the sentences using a relative clause: Janet wants a typewriter. The typewriter self-corrects.
- A) Janet wants a typewriter whose self-corrects.
 - B) Janet wants a typewriter that self-corrects.
 - C) Janet wants a typewriter which self-correcting.
 - D) Janet wants a typewriter who self-corrects.
7. Combine the sentences using a relative clause: This is the book. I have been looking for this book all year.
- A) This is the book that I have been looking for all year.
 - B) This is the book for which I have been looking all year.
 - C) This is the book which I have been looking for it all year.
 - D) This is the book whom I have been looking for all year.
8. Combine the sentences using a relative clause: Felipe bought a camera. The camera has three lenses.
- A) Felipe bought a camera who has three lenses.
 - B) Felipe bought a camera which have three lenses.
 - C) Felipe bought a camera, its three lenses.
 - D) Felipe bought a camera that has three lenses.
9. Combine the sentences using a relative clause: The professor [you spoke to the professor yesterday] is not here today.
- A) The professor to whom you spoke yesterday is not here today.
 - B) The professor which you spoke yesterday is not here today.
 - C) The professor, to who you spoke yesterday, is not here today.
 - D) The professor whom you spoke to yesterday is not here today.
10. Combine the sentences using a relative clause: William [William's brother is a lawyer] wants to become a judge.
- A) William, which brother is a lawyer, wants to become a judge.
 - B) William, who's brother is a lawyer, wants to become a judge.
 - C) William, whose brother is a lawyer, wants to become a judge.
 - D) William, whom brother is a lawyer, wants to become a judge.
11. Combine the sentences using a relative clause: Mr. Bryant [Mr. Bryant's team has lost the game] looks very sad.
- A) Mr. Bryant, who's team has lost the game, looks very sad.
 - B) Mr. Bryant, whose team has lost the game, looks very sad.
 - C) Mr. Bryant, which team has lost the game, looks very sad.
 - D) Mr. Bryant, who team has lost the game, looks very sad.
12. Combine the sentences using a relative clause: Checking accounts [the checking accounts require a minimum balance] are very common now.
- A) Checking accounts who require a minimum balance are very common now.
 - B) Checking accounts require a minimum balance that are very common now.
 - C) Checking accounts that requires a minimum balance are very common now.
 - D) Checking accounts, which require a minimum balance, are very common now.
13. Combine the sentences using a relative clause: Jane is the woman. Jane is going to China next year.
- A) Jane is the woman who is going to China next year.
 - B) Jane is the woman which is going to China next year.
 - C) Jane is the woman whom is going to China next year.

D) Jane is the woman whose going to China next year.

14. Combine the sentences using a relative clause: Frank is the man. We are going to nominate Frank for the office of treasurer.

- A) Frank is the man which we are going to nominate for the office of treasurer.
- B) Frank is the man we are going to nominate him for the office of treasurer.
- C) Frank is the man whom we are going to nominate for the office of treasurer.
- D) Frank is the man whose we are going to nominate for the office of treasurer.

15. Combine the sentences using a relative clause: The director of the program [the director graduated from Harvard University] is planning to retire next year.

- A) The director of the program, who graduated from Harvard University, is planning to retire next year.
- B) The director of the program, whom graduated from Harvard University, is planning to retire next year.
- C) The director of the program, which graduated from Harvard University, is planning to retire next year.
- D) The director of the program, whose graduated from Harvard University, is planning to retire next year.

Answer Sheet

1	C	2	C	3	D	4	C	5	D	6	B	7	A	8	D	9	A	10	C
11	B	12	D	13	A	14	C	15	A										

Exercise 3

1. Reduce the relative clause in this sentence: George is the man who was chosen to represent the committee at the convention.

- A) George is the man that was choosing to represent the committee at the convention.
- B) George is the man who chosen to represent the committee at the convention.
- C) George is the man chosen to represent the committee at the convention.
- D) George is the man choosing to represent the committee at the convention.

2. Reduce the relative clause in this sentence: All of the money that was accepted has already been released.

- A) All of the money which accepted has already been released.
- B) All of the money accepting has already been released.
- C) All of the accepted money has already release.
- D) All of the money accepted has already been released.

3. Reduce the relative clause in this sentence: The papers that are on the table belong to Patricia.

- A) The papers being on the table belong to Patricia.
- B) The papers on the table belong to Patricia.
- C) The papers which on the table belong to Patricia.
- D) The papers that are in table belong to Patricia.

4. Reduce the relative clause in this sentence: The man who was brought to the police station confessed to the crime.

READING COMPREHENSION

Exercise 1

Fire has always been a central element in the life of many Indigenous cultures around the world. The role of fire in maintaining ecosystems, managing landscapes, and supporting cultural practices has been recognized and utilized for thousands of years. However, over the past few centuries, the way fire is perceived and managed has undergone significant transformation, particularly with the rise of modern wildfire suppression techniques. While Indigenous fire stewardship is rooted in deep ecological knowledge and a holistic view of nature, modern wildfire suppression tends to focus on controlling fires through technology and intervention. The contrast between these two approaches to fire management reveals much about the evolving relationship between humans and the environment.

Indigenous fire stewardship is a practice deeply ingrained in the cultural, spiritual, and environmental fabric of Indigenous peoples. For many Indigenous communities, fire is viewed as a tool for promoting biodiversity, creating habitats, and renewing the land. These communities understand fire not as a destructive force, but as a natural and necessary part of ecosystem functioning. For instance, many Indigenous peoples in North America, Australia, and the Amazon have used controlled burns for centuries to manage forests and grasslands. In these regions, fire is used not only to clear underbrush and prevent larger, uncontrollable wildfires but also to encourage the growth of certain plants and provide resources for hunting and gathering.

One of the most important aspects of Indigenous fire stewardship is its careful management. Indigenous fire practitioners are highly skilled in knowing when, where, and how to apply fire to the landscape. They typically use low-intensity, controlled burns that are carefully timed to coincide with specific seasonal cycles. This process helps to maintain the health of the ecosystem by removing dead vegetation, reducing fuel loads, and promoting the growth of new plants. Moreover, these practices are often adapted to the local environment, taking into account the specific needs of the land and its inhabitants.

In contrast, modern wildfire suppression is a more reactive and technologically advanced approach that aims to prevent or control fires once they have started. With the development of sophisticated fire-fighting equipment, such as fire trucks, helicopters, and aerial firefighting tools, modern wildfire suppression focuses on putting out fires as quickly and efficiently as possible. The goal is to protect human lives, property, and infrastructure from the devastating effects of large, uncontrolled wildfires. This approach has been particularly effective in areas where human settlements and economic interests are heavily concentrated, such as in urban and suburban areas.

However, while modern wildfire suppression has proven effective in protecting communities from the immediate dangers of fire, it has been criticized for its long-term environmental impacts. One of the key drawbacks of suppression is that it can lead to the accumulation of large amounts of fuel in the form of dead trees, brush, and other vegetation. Over time, this buildup of fuel increases the risk of more catastrophic wildfires, which are harder to control and more damaging to both the environment and human populations. In regions where fire suppression has been the dominant approach, fires have become more frequent and intense, in part due to the lack of regular, controlled burning to manage vegetation and reduce fuel loads.

Furthermore, modern wildfire suppression tends to view fire as a threat to be eradicated, rather than a natural process to be integrated into land management. This mentality often overlooks the ecological benefits of fire, such as its role in promoting soil fertility, regenerating plant life, and supporting wildlife populations. By suppressing all fires, regardless of their size or location, modern wildfire management has disrupted the natural fire cycles that many ecosystems rely on.

Indigenous fire stewardship, on the other hand, operates on the understanding that fire is an integral part of the landscape and should be used to support the long-term health of ecosystems. Indigenous knowledge systems are rooted in a deep understanding of the natural world and the interconnectedness of all living things. Fire is seen not just as a tool for human benefit, but as a force that works in harmony with the land, promoting resilience and sustainability. For example, in the Australian bush, Aboriginal fire management practices have helped to maintain open woodlands and prevent the spread of more intense wildfires. Similarly, in North America, Indigenous fire stewardship has been shown to enhance biodiversity by creating a patchwork of different-aged vegetation that supports a variety of plant and animal species.

Despite the clear ecological and cultural advantages of Indigenous fire stewardship, modern wildfire suppression remains the dominant approach in many parts of the world. The reasons for this are complex and multifaceted, including colonial histories, legal and institutional barriers, and a lack of understanding of Indigenous knowledge systems. However, there is a growing recognition that the wisdom of Indigenous fire practitioners can offer valuable insights into how we can better manage fire in the face of increasing wildfire risk due to climate change and other environmental pressures.

In recent years, some regions have begun to integrate Indigenous fire stewardship into modern wildfire management practices. For example, in parts of the western United States, Indigenous tribes are working alongside government agencies to restore traditional fire practices, such as prescribed burns, as part of a broader effort to prevent large, destructive wildfires. This collaboration is based on a growing recognition that both Indigenous knowledge and modern technology have their strengths and that a combined approach may be the most effective way to address the challenges posed by wildfires in the 21st century.

The integration of Indigenous fire stewardship into modern wildfire management highlights the potential for reconciliation between traditional ecological knowledge and contemporary science. By combining the wisdom of Indigenous fire practices with the technological tools of modern fire suppression, we can develop more sustainable, effective, and culturally respectful approaches to fire management. This not only benefits the environment but also offers an opportunity to repair the relationship between Indigenous peoples and the broader society, acknowledging their expertise and contributions to land stewardship.

In conclusion, the contrast between Indigenous fire stewardship and modern wildfire suppression reveals fundamental differences in how fire is perceived and managed. While modern approaches to wildfire suppression focus on control and eradication, Indigenous fire stewardship views fire as a natural, beneficial force that is intimately tied to the health of ecosystems and the well-being of communities. As the frequency and intensity of wildfires continue to rise in the face of climate change, there is a growing recognition that we must look to a more holistic, collaborative approach that incorporates the best of both worlds—traditional knowledge and modern technology—to create a more sustainable and resilient future for our landscapes and communities.

1. Which of the following best captures the relationship between Indigenous fire stewardship and modern wildfire suppression as described in the passage?
 - a) Modern wildfire suppression is deeply rooted in traditional ecological knowledge.
 - b) Indigenous fire stewardship views fire as a destructive force, while modern wildfire suppression treats fire as a natural element.
 - c) Indigenous fire stewardship, when combined with modern firefighting technology, creates a powerful approach to managing ecosystems, reducing wildfire risks, and preventing large-scale forest destruction.
 - d) Indigenous fire stewardship promotes fire as a natural, beneficial force, while modern wildfire suppression focuses on control and eradication.

2. According to the passage, how has modern wildfire suppression affected the environment in the long term?
- a) It has led to the eradication of fire as a threat to ecosystems.
 - b) It has resulted in the accumulation of large amounts of fuel, which increases the risk of catastrophic wildfires.
 - c) It has promoted biodiversity by reducing the frequency and intensity of fire occurrence, allowing various plant and animal species to thrive.
 - d) It has led to a decrease in the frequency and intensity of wildfires.
3. What is one key advantage of Indigenous fire stewardship as explained in the passage?
- a) It integrates fire management into seasonal cycles, promoting biodiversity and ecosystem health.
 - b) It relies on advanced firefighting technology, such as early detection systems and specialized equipment, to control and contain fire more effectively.
 - c) It seeks to eliminate the risk of devastating wildfires entirely by preventing uncontrolled fires before they can spread.
 - d) It is based on the notion that fire should only be used for immediate human benefits.
4. How do modern wildfire suppression techniques primarily differ from Indigenous fire stewardship practices?
- a) Modern techniques involve a focus on environmental sustainability, while Indigenous practices are centered on technology.
 - b) Indigenous practices emphasize the importance of fire control through traditional knowledge, while modern methods focus more on maintaining healthy ecosystems and long-term balance.
 - c) Modern techniques focus on extinguishing fires quickly, while Indigenous practices use fire as a tool for ecosystem management.
 - d) Both Indigenous and modern methods involve the use of advanced technology and strategies to minimize fire damage and protect the natural environment.
5. What role does fire play in the cultural practices of many Indigenous communities, based on the passage?
- a) It is often perceived solely as a destructive natural force that poses danger to life and property, and therefore must be completely eradicated.
 - b) It is regarded as a controlled resource or tool that can be harnessed for industrial purposes, technological advancement, and broader economic development.
 - c) It is incorporated into modern technological systems for land management.
 - d) It is used as a spiritual and cultural tool for land renewal and biodiversity.
6. The passage highlights the contrast between the effects of modern wildfire suppression and Indigenous fire management. Which of the following is true based on this contrast?
- a) Modern wildfire suppression has no significant impact on the frequency of wildfires.
 - b) Indigenous fire stewardship is sometimes misinterpreted as causing higher incidences of wildfires, rather than preventing them.
 - c) Modern wildfire suppression can lead to more intense wildfires due to fuel accumulation.
 - d) Indigenous fire stewardship uses technology to prevent fire-related disasters.
7. Which of the following best explains why modern wildfire suppression might overlook the ecological benefits of fire, according to the passage?
- a) It is often assumed to focus primarily on preserving human infrastructure rather than protecting and nurturing natural ecosystems.
 - b) It seeks to prevent all fires regardless of their benefits to the environment.
 - c) It operates on a mindset that fire is inherently dangerous, rather than a natural, restorative process.
 - d) It is based on ecological knowledge that does not value biodiversity.
8. The passage mentions that Indigenous fire management practices have been used for centuries. Which of the following is a primary reason for this long-standing tradition?

- a) Indigenous communities have long understood the role of fire in maintaining ecosystem health and promoting biodiversity.
- b) A misconception exists that Indigenous communities lacked awareness of modern firefighting methods and technologies.
- c) Fire was only used to prevent wildfires in Indigenous cultures, not for ecosystem management.
- d) Fire management was a new practice introduced by colonial settlers.

9. According to the passage, which technological tools are most commonly associated with modern wildfire suppression?

- a) Controlled burns and natural fire management.
- b) Fire trucks, helicopters, and aerial firefighting tools.
- c) In reality, low-intensity controlled burns are a key practice that reduces fuel loads and minimizes the risk of severe wildfires.
- d) Manual labor and hand tools for extinguishing fires.

10. How does the passage describe the relationship between fire and biodiversity in ecosystems managed by Indigenous fire practices?

- a) Fire helps promote biodiversity by creating diverse habitats and supporting various plant and animal species.
- b) Fire is frequently viewed only as a destructive force that eliminates plant and animal life, thereby reducing biodiversity.
- c) Fire maintains biodiversity by preventing all forms of plant growth.
- d) Fire has no significant impact on biodiversity in ecosystems managed by Indigenous communities.

11. According to the passage, what is one of the main challenges in integrating Indigenous fire stewardship with modern wildfire suppression?

- a) Indigenous communities are unwilling to collaborate with government agencies.
- b) There are legal and institutional barriers, along with a lack of understanding of Indigenous knowledge systems.
- c) Indigenous fire stewardship is based on modern technology, which contradicts traditional fire management.
- d) There is no need to integrate both approaches, as they serve different ecological purposes.

12. Which of the following is an example of a region where Indigenous fire practices are being reintegrated into modern wildfire management?

- a) Africa
- b) Central Asia
- c) Eastern Europe
- d) The western United States

13. In the passage, what is one primary ecological benefit of controlled burns, as practiced by Indigenous fire practitioners?

- a) They clear land for large-scale agricultural development.
- b) They help remove dead vegetation, reduce fuel loads, and promote new plant growth.
- c) They destroy underbrush that could otherwise lead to forest regeneration.
- d) Some mistakenly believe that fire prevents any form of biodiversity from emerging, ignoring its role in renewal and regeneration.

14. According to the passage, how do modern wildfire suppression methods treat fire in relation to ecosystems?

- a) Fire is seen as a useful element for maintaining biodiversity.
- b) Fire is integrated into ecosystem management as a regular part of natural processes.
- c) Fire has been traditionally recognized as a powerful tool for controlling vegetation, maintaining balance, and encouraging growth.
- d) Fire is treated as a threat that must be eradicated for the sake of human safety.

15. What can be inferred about the role of fire in the traditional ecological knowledge of Indigenous peoples?

- a) Fire is understood as a natural part of ecosystem function that can be managed for ecological and cultural benefits.
- b) Fire is a force to be feared and avoided at all costs.
- c) Fire is used exclusively for economic purposes, with no regard for environmental or cultural significance.
- d) In contrast, many people regard fire solely as a tool of destruction, without acknowledging its positive ecological functions.

16. The passage suggests that modern wildfire suppression often ignores which important factor in managing fire?

- a) The need for advanced technology to suppress fires quickly.
- b) The ecological and cultural benefits that fire provides in maintaining ecosystem health.
- c) The role of Indigenous knowledge in preventing and managing wildfires is increasingly recognized as essential for sustainable stewardship.
- d) The need for international collaboration in fire management.

17. Based on the passage, what is one reason why fires have become more frequent and intense in regions dominated by wildfire suppression techniques?

- a) The spread of invasive species that are highly flammable.
- b) The growing frequency of human-caused fires in urban areas highlights the urgent need for integrating both traditional and modern approaches to fire management.
- c) The lack of controlled burns and other fire management practices that reduce fuel loads.
- d) The reduction in fire prevention efforts by government agencies.

18. According to the passage, what is the ultimate goal of integrating both Indigenous fire practices and modern wildfire suppression?

- a) To eliminate fire from ecosystems entirely.
- b) To create a more sustainable and effective fire management system that benefits both the environment and communities.
- c) To promote fire suppression technologies exclusively, leaving Indigenous practices behind.
- d) To destroy wildfires with technology without regard to the ecosystem.

19. How does the passage describe the worldview behind Indigenous fire stewardship practices?

- a) Indigenous fire stewardship operates on a holistic view of nature, recognizing the interconnectedness of all living things.
- b) Indigenous fire practices focus solely on human needs and do not consider the environment.
- c) Indigenous fire practices are based on a reductionist view of nature that isolates different ecological factors.
- d) Indigenous fire stewardship is based primarily on modern scientific principles rather than traditional knowledge.

20. The passage mentions the growing recognition of Indigenous fire practices. What is one reason for this shift in perspective?

- a) Acknowledging the value of Indigenous knowledge in managing increasing wildfire risk due to climate change.
- b) Indigenous fire practices have been proven ineffective in preventing wildfires.
- c) Modern technology has eliminated the need for Indigenous fire management techniques.
- d) The global community has rejected modern wildfire suppression methods in favor of Indigenous fire practices.



Answer Sheet

1	d	2	b	3	a	4	c	5	d	6	c	7	c	8	a	9	b	10	a
11	b	12	d	13	b	14	d	15	a	16	b	17	c	18	b	19	a	20	a