

LINGUISTIC DRILLS
PART ONE

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Name: _____

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around, Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. "*Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can.*" As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. "*For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience.*" Jacob's cry rang throughout the house as he yelled, "MOM!" He now knew what his true purpose in life was.

Comprehension and Inferential Questions

Directions: After reading the story, choose the best answer for each question. Circle one answer.

- According to the text, why does Jacob stop playing the guitar?
a. It hurt his fingers. b. He'd rather play drums. c. It was too easy. d. He failed math.
- To whom did Jacob want to play Black Eyed Peas songs?
a. Alex b. Angie c. Mom d. Dad
- According to the passage, why does Jacob decide that he wants a metal detector?
a. He sees a man at the park with one. b. His father had one as a child.
c. He saw a TV commercial for one. d. He read an ad for one in a comic book.
- How does Jacob get the items that he wants in the story?
a. He asks his mom. b. He asks his dad.
c. He shovels driveways and mows lawns. d. He does all of these things to get what he wants.
- When did Jacob buy the metal detector?
a. In the fall b. In the summer c. In the spring d. In the winter
- True or False: The metal detector was a good investment for Jacob.
a. True b. False
- Why doesn't Jacob's father want to get him the magician's kit for his birthday?
a. Jacob failed math class. b. Jacob quits too many expensive activities.
c. Jacob has been mean to his younger brother. d. Jacob went to the park without permission.
- Why does Jacob's father buy Jacob the magician's kit?
a. Jacob mowed the lawn. b. Jacob reminded his father of himself.
c. Jacob bought ice cream for his brother. d. Jacob found his father's key ring.
- Which word is closest in meaning to the italicized word in the following sentence from paragraph four: "It was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday"?
a. Happy b. Willing c. Proud d. Hesitant
- What distracts Jacob from the magician's kit?
a. A TV commercial b. His father c. The kitchen table d. A comic book
- Based on the end of the story, Jacob is *most likely* to go on and do which of the following?
a. Become a great magician b. Learn to play guitar well
c. Detect an incredible hidden treasure d. Raise money to go to space camp

12. Which happened first in the text?

- a. Jacob asked his dad for the magician's kit.
- b. Jacob got a guitar for Christmas.
- c. Jacob mowed lawns.
- d. Jacob shoveled driveways.

13. Which happened last in the text?

- a. Jacob saved up \$200.
- b. Jacob found forty-seven cents in the park.
- c. Jacob took guitar lessons.
- d. Jacob was influenced by a comic book.

Literary Elements Questions

Directions: After reading the story, choose the best answer for each question.

14. Which **character trait** *best* describes Jacob in regards to his hobbies?

- a. Dedicated
- b. Impulsive
- c. Committed
- d. Devoted

15. What was the author's purpose in writing this text?

- a. Inform
- b. Persuade
- c. Entertain
- d. Confuse

16. In what genre is this story?

- a. Fiction
- b. Nonfiction
- c. Folklore
- d. Poetry

17. In what subgenre is this story?

- a. Biography
- b. Historical Fiction
- c. Realistic Fiction
- d. Fable

18. In which pattern is the text organized?

- a. Problem and Solution
- b. Chronological
- c. Sequence
- d. Cause and Effect

19. From what point of view is the story narrated?

- a. First-Person
- b. Third-Person Objective
- c. Second-Person
- d. Third-Person Omniscient

20. Which poetic technique is used in the following line: "He beeped it around the park for a while"?

- a. Onomatopoeia
- b. Simile
- c. Personification
- d. Hyperbole

21. Which technique is used in the following line: "He had gotten into a million hobbies and activities"?

- a. Onomatopoeia
- b. Simile
- c. Personification
- d. Hyperbole

22. Which technique is used in the following line: "The five-hundred dollar guitar lives under his bed."

- a. Onomatopoeia
- b. Simile
- c. Personification
- d. Hyperbole

Name _____

Perseus and the Medusa

Perseus was the son of the Greek god Zeus and the mortal woman Danae. One day the king of the island where Perseus lived asked him if he would help get rid of the terrible monster Medusa, who was terrorizing his kingdom. Medusa had writhing, twisting snakes for hair, and a single glance from her could turn a human into stone. Perseus agreed to help, but first he asked for help from the gods. Athena gave him a shiny shield. Hermes gave him shoes with wings. “Only fly over her when she is sleeping,” he told Perseus, “and never look directly at the snakes on her head.”

Perseus used the gifts of the gods to defeat Medusa. Using the shield to see her reflection and without looking directly at her, he managed to cut off her head. On his way back to his kingdom with Medusa’s head, he found the beautiful Andromeda chained to the rocks at the seaside. She had been put there to appease the sea nymphs, who were angry with Andromeda’s mother for believing herself to be more beautiful than they. Perseus flew down to her. Before she could finish telling him her story, a huge monster rose out of the sea to devour her. “If I save her,” Perseus said to her parents, “You must let us be married.” They agreed, and Perseus killed the sea monster.



Everyone rejoiced, except for Phineus, who was already betrothed to Andromeda. “You should have been the one to save her then,” said Andromeda’s father. “But instead you left her for dead, chained to the rocks. So she will be Perseus’s bride.”

But Phineus was angry. He and his friends attacked Perseus. They battled for some time. But Perseus became tired of the uneven fight. “If you are my friend, avert your eyes!” he cried. Then he pulled Medusa’s head from his sack and held it up. One by one Phineus’s friends turned to stone. Phineus begged to be saved.

Name _____



“No weapon will touch you,” Perseus said. “Instead, you will be preserved here forever to remind everyone of these events.” And with that, Perseus held Medusa’s head up to Phineus, who was turned immediately to stone.



In Greek Mythology, the mortals are often helped or punished by the gods. Answer the following true or false questions about the role of the Gods in the story of Perseus. After each question, write the line from the story that supports your answer.

Circle the correct answer.

1. Perseus received help from the god Hermes. True or False

2. The sea nymphs were angry with Andromeda. True or False

3. The gods punished Phineus. True or False

Coping with an Aggressive Dog

Michael W. Fox



Reading Time

Maze

Comprehension

Vocabulary

Do you know what to do if you find yourself face-to-face with an unfriendly dog? Following the tips in this article could help you get safely out of a bad situation.

We all, sooner or later, encounter mean dogs. There is no set way for handling the situation. Each dog is different. But all dogs tend to conform to certain predictable rules of behavior. When you find yourself face-to-face with an aggressive animal, knowing these rules can help you avoid trouble. Here are some general words of advice:

1. *Never stare at a dog.* Staring is a threat. A dog may read a stare as a challenge and attack you.

2. *Never run or walk quickly past—or away from—a strange dog.* Your flight may release the dog's chase response, and you may get bitten. Always pass a dog slowly, even backwards (facing the animal) if you believe it may chase you when you leave its territory. (Its territory includes its house, yard, and part of the street.)

3. *Try to avoid showing your fear. Keep calm.* A dog can read fear in your eyes and body movements. Whistle, walk slowly, speak in a firm and confident voice. You might say, for example, "Good dog, I'm your friend," or "Good dog, why don't you go home?"

4. *Remember that even friendly dogs will bark at you.* It is their job to defend their territory, and you may be intruding. Talk to the dog and smile if it wags its tail and doesn't snarl or put up the hair on its back. Stand still and call it to you. The dog may want to be friends. If it approaches in a friendly way, stand still so it can sniff you. That's good manners. Then bend or squat down and let it sniff your hand.

If you have a newspaper route or other delivery job, take cookies or dog biscuits

with you. Any dog you may fear could become one of your regular canine buddies if it's waiting for a treat from you each time. One dog named Bruce used to wait for me on my paper route; after I got to his house, he would tag along on the rest of my deliveries.

If you do get a buddy dog, watch out for traffic. Some dogs have no traffic sense and shouldn't be encouraged to enter the street.

5. *Observe how a strange dog reacts to you as you approach it slowly.* If the dog's in its own territory, it will probably bark at you. If it stays still, backs off, or comes toward you with its tail wagging in a low position, the dog is not likely to bite, even though he keeps barking.

But if the dog stiffens, holds its head high, snarls, and stares at you, be careful. If it lowers its head as though ready to charge, or is snarling and showing its teeth, don't go any closer.

6. *As you leave the dog's territory, remember the golden rule of "cool." Don't turn and run; back away slowly, keeping the dog in view all the time.* Remember, since many people get bitten as they are leaving a dog's territory, the dog may read it as weakness or submission if you turn your back and walk away. If a dog seems to be after you, face up to it and *stand your ground*. Call out to its owners, and shout in a powerful, angry voice: "No, boy, down. Go home!" This may be enough bluff to scare the dog away.

Never lean back. Any backward movement appears to the dog as fear. Keep your weight forward. If the dog jumps at you, you'll be ready. An upward thrust with your

knee into the dog's chest and a faceful of your jacket sleeve will deter many dogs.

7. *Dogs rarely attack, so don't start worrying and acting scared around any dog.* Most dogs are like you and me. They're scared about getting into a fight but they sometimes like to act tough, especially around their own block. Don't ignore dogs you meet; that might make them suspicious. Say, "Hi, dog, how are you today?" If you act friendly and confident, the dog won't be scared and

will be less likely to challenge you.

9. *Never try to forcibly make friends with a strange dog. Let it come to you.* There's nothing wrong with you if you like dogs but some seem to bark at you and hate you anyway. They may be scared or putting on a show because you're a stranger, trying to drive you away from their territory.

Let me encourage you to get to know and enjoy the friendly and curious dogs that you meet.

COMPREHENSION

Read the following questions and statements. For each one, put an *x* in the box before the option that contains the most complete or accurate answer. Check your answers using the Answer Key on page 192.

1. Why shouldn't you stare at a dog?
 a. The dog may run away.
 b. The dog may feel threatened.
 c. The dog may not notice you.
2. The author suggests taking cookies or biscuits on a delivery job to
 a. give to the dogs you will meet.
 b. eat when you get hungry.
 c. give to the people you will meet.
3. When a dog snarls, you should
 a. slowly move closer.
 b. jump as high as you can.
 c. slowly move away.
4. The author says you shouldn't ignore dogs because
 a. you may hurt their feelings.
 b. they might get suspicious.
 c. they might go away.
5. Which phrase best describes "traffic sense"?
 a. awareness of oncoming cars
 b. awareness of where you parked
 c. awareness of how to drive
6. What should you do if a dog attacks you?
 a. face up to it
 b. run away
 c. play dead
7. If dogs rarely attack, why did the author write this piece?
 a. to make you afraid of dogs
 b. to help you with the few that may attack
 c. to give dogs a bad reputation
8. You shouldn't try to force a dog to be friends because
 a. some dogs don't like to make friends.
 b. most dogs are dangerous.
 c. some dogs have diseases.

MAZE

The following passage, taken from the selection you have just read, has words omitted from it. Fill in each blank using a word from the set of five words in the column to the right of the passage. Check your answers using the Answer Key on page 192.

Remember that even friendly dogs will bark at you. It is their job to defend their _____¹, and you may be intruding.

Talk to the dog and smile if it wags its _____² and doesn't snarl or put up the hair on its back. Stand still and call it to _____³. The dog may want to be friends. If it approaches in a friendly way, stand still so it can sniff you.

That's _____⁴ manners. Then bend or squat down and let it sniff your hand.

If you have a newspaper _____⁵ or other delivery job, take cookies or dog biscuits with you. Any _____⁶ you may fear could become one of your regular canine buddies if it's waiting for a _____⁷ from you each time.

One dog named Bruce used to wait for me on my paper route; after I got to his house, he would tag along on the rest of my deliveries.

If you do get a buddy dog, watch out for _____⁸. Some dogs have no traffic sense and shouldn't be encouraged to enter the street.

1. a. parents b. children c. city
d. territory e. country

2. a. tail b. ears c. feet
d. hands e. hair

3. a. them b. itself c. go
d. stay e. you

4. a. no b. any c. good
d. evil e. harmful

5. a. ad b. route c. stand
d. box e. holder

6. a. person b. cat c. man
d. dog e. creature

7. a. kick b. hand c. foot
d. newspaper e. treat

8. a. fleas b. cats c. traffic
d. dogs e. hair

VOCABULARY

Look at the word in boldface in each exercise below and read carefully the sentence with it. Put an x in the box before the best meaning or synonym for the word as it is used in the sentence. Check your answers using the Answer Key on page 192.

1. We all, sooner or later, **encounter** mean dogs.
 a. make
 b. meet
 c. hurt
2. When you find yourself face-to-face with an **aggressive** animal, knowing these rules can help you avoid trouble.
 a. barking
 b. angry
 c. strange
3. Your **flight** may release the dog's chase response, and you may get bitten.
 a. fear
 b. appearance
 c. retreat
4. It is their job to defend their territory, and you may be **intruding**.
 a. leaving without permission
 b. entering without permission
 c. entering with permission
5. Any dog you may fear could become one of your regular **canine** buddies. . . .
 a. dog
 b. hungry
 c. friendly
6. Observe how a strange dog **reacts** to you as you approach it slowly.
 a. retreats
 b. snarls
 c. responds
7. Don't ignore dogs you meet; that might make them **suspicious**.
 a. think nothing is wrong
 b. think you are angry
 c. think something is wrong
8. Never try to **forcibly** make friends with a strange dog.
 a. repeatedly
 b. falsely
 c. strongly

The Martial Arts

Susan Ribner and Dr. Richard Chin



Reading Time

Maze

Comprehension

Vocabulary

This passage is from *The Martial Arts* by Susan Ribner and Dr. Richard Chin. The book describes each of the different kinds of martial arts practiced today. If you are interested in reading more of this book or more about the martial arts, ask about them at your school or public library.

Centuries ago in China a small old man with a long beard was walking through the woods, leaning on a gnarled walking stick. At a turn in the path he found three bandits attacking a poor peasant who was on his way home from market. The old man approached the bandits slowly and said in a soft but firm voice, "Stop. Leave that man alone."

"Go away, old man. Mind your own business!" commanded the leader of the bandits, a towering, bearlike man.

Calmly the old man replied, "Don't you know that if you do evil, evil will come back to you?"

"Stop preaching, old man, or I'll smash you like this," said the huge man, and kicked at a nearby tree, smashing it in half.

The old man smiled faintly. "I do not fear you," he said.

With that, this headstrong bandit lost his temper and kicked out at the small man. Seemingly without effort, the old man brushed aside the kick, and the bandit went crashing on his back in the dust.

The second bandit, a tall, wiry woman with piercing eyes, drew her sword and rushed toward the old man. She slashed at the man's head, but before she completed the move, the old man had already moved out of range. The woman turned around to see the third bandit, who had tried to tackle the old man's legs, go flying through the air and land in a big puddle of mud.

The three bandits, now outraged at this humiliation, growled, cursed, made fierce faces, and attacked the old man all at once. But the little man could not be touched,

and the three bandits landed in a heap.

Realizing that they were in the presence of a master, the three fell to their knees and begged the old man to forgive them. "Take us as your students, please, teach us what you know."

"I cannot teach you my fighting art," said the old man, "for this art cannot be given to those who will use it to bully other people. The martial arts are for those of good character who will protect people from bullies like you. In fact, if you do not have the right attitude, I could teach you for the rest of my life and yours, and you still would not comprehend this art."

The three bandits continued to plead, and promised they would change their ways and give up their bandit lives. After they apologized to the much-relieved peasant, the bandits and the old man walked off into the woods together.

We do not know what became of the three bandits, but we do know that what happened in this story is symbolically important in the history of the martial arts. For this old man was a kung fu master of the Shaolin monastery. Around the year A.D. 600, he and other monks and nuns of that order—some of the great kung fu masters of their time—developed the fighting arts in ways never attempted before, and in a manner that profoundly influenced the martial arts as we know them today.

According to legend, about 1,500 years ago, a Buddhist monk traveled several thousand miles from India into China, walking alone over the Himalaya Mountains, through

forests filled with wild animals, through swamps, over unbridged rivers. His name was Bodhidharma, and he was to found what is now known as Zen Buddhism.

After receiving permission from the Chinese emperor to remain in China, Bodhidharma traveled to a Buddhist monastery in Honan Province. This monastery, hidden away in the middle of a green forest, was called Shaolin. Bodhidharma began to instruct the monks in his way of Buddhism, but he found that they were so weak from their inactive life in the monastery that they would fall asleep during the meditations he was trying to teach them. So Bodhidharma proceeded to give the monks

certain exercises to make them healthier and stronger, telling them they could never become spiritually strong if they were physically weak.

These new exercises—special hand movements, body positions, and breathing exercises—also turned out to be useful as self-defense techniques. One of the exercises the monks practiced was standing in a special position called Horse-Riding Stance. It was called this because the position resembles how one looks sitting on a horse—both legs wide apart, knees bent, and back straight. The Shaolin monks practiced this exercise by standing in Horse-Riding Stance for as long as one hour at a time.

COMPREHENSION

Read the following questions and statements. For each one, put an *x* in the box before the option that contains the most complete or accurate answer. Check your answers using the Answer Key on page 192.

1. The bandits attacked the old man because he
 - a. was very rich.
 - b. had insulted them.
 - c. was protecting the peasant.
2. The old man told the bandits that he could not teach them his fighting arts because
 - a. he had too many students.
 - b. they could not pay him.
 - c. they would bully other people.
3. The old man was a
 - a. kung fu master.
 - b. king.
 - c. Zen Buddhist.
4. Bodhidharma wanted the monks and nuns to be physically strong so that they could
 - a. be spiritually strong.
 - b. defend themselves.
 - c. patrol the countryside.
5. This story took place
 - a. recently.
 - b. hundreds of years ago.
 - c. in the spring.
6. Although the bandits outnumbered the old man, he
 - a. used their strengths against them.
 - b. had friends who could help him.
 - c. had more weapons.

7. The bandits
- a. robbed the old man.
 - b. killed the peasant.
 - c. repented of their evil deeds.

8. Shaolin monks practiced the Horse-Riding Stance for as long as an hour at a time in order to
- a. improve their posture.
 - b. become stronger.
 - c. please the bandits.

MAZE

The following passage, taken from the selection you have just read, has words omitted from it. Fill in each blank using a word from the set of five words in the column to the right of the passage. Check your answers using the Answer Key on page 192.

According to legend, about 1,500 years ago, a Buddhist monk traveled several thousand _____¹ from India into China, walking alone over the Himalaya Mountains, through forests filled with wild animals, _____² swamps, over unbridged rivers. His name was Bodhidharma, and he was to found what is now known as Zen Buddhism.

After receiving permission from the Chinese emperor to remain in _____³, Bodhidharma traveled to a Buddhist monastery in Honan Province. This monastery, hidden away in the _____⁴ of a green forest, was called Shaolin. Bodhidharma began to instruct the monks in his way of Buddhism, but he found that they were so weak from their _____⁵ life in the monastery that

1. a. friends b. people c. countries
d. miles e. feet

2. a. inside b. under c. through
d. after e. beneath

3. a. China b. Spain c. India
d. Italy e. Zen

4. a. top b. rim c. edge
d. side e. middle

5. a. inactive b. active c. lonely
d. busy e. hard

they would fall asleep during the meditations he was trying to teach them. So Bodhidharma proceeded to give the monks certain _____⁶ to make them healthier and stronger, telling them they could never become spiritually strong if they were physically _____⁷.

These new exercises—special hand movements, body positions, and breathing exercises—also turned out to be useful as self-defense techniques. One of the exercises the _____⁸ practiced was standing in a special position called Horse-Riding Stance.

6. a. laws b. exercises c. books
d. drugs e. herbs

7. a. strong b. weak c. fit
d. aware e. spiritual

8. a. peasants b. jockeys c. horses
d. monks e. bandits

VOCABULARY

Look at the word in boldface in each exercise below and read carefully the sentence with it. Put an *x* in the box before the best meaning or synonym for the word as it is used in the sentence. Check your answers using the Answer Key on page 192.

- Centuries ago in China a small old man with a long beard was walking through the woods, leaning on a **gnarled** walking stick.
 - a. twisted
 - b. broken
 - c. metal
- With that, the **headstrong** bandit lost his temper and kicked out at the small man.
 - a. simple
 - b. clever
 - c. impatient
- Seemingly** without effort, the old man brushed aside the kick, and the bandit went crashing on his back in the dust.
 - a. easily
 - b. apparently
 - c. painfully
- The three bandits, now **outraged** at this humiliation, growled, cursed, made fierce faces, and attacked the old man at once.
 - a. calm
 - b. upset
 - c. concerned

5. The three bandits continued to **plead**, and promised that they would change their ways and give up their bandit lives.

- a. cough
- b. fight
- c. beg

6. "In fact, if you do not have the right attitude, I could teach you for the rest of my life and yours, and you still would not **comprehend** this art."

- a. understand
- b. purchase
- c. steal

7. . . . developed the fighting arts in ways never attempted before, and in a manner that **profoundly** influenced the martial arts as we know them today.

- a. never
- b. barely
- c. deeply

8. It was called this because the position **resembles** how one looks sitting on a horse—both legs wide apart, knees bent, and back straight.

- a. appears like
- b. sounds like
- c. stands on

Tigers | Nonfiction Reading Test 2

Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That's because tigers are the largest of all cat species. They grow up to eleven feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The only larger land carnivores are polar bears and brown bears. Tigers are not only large, they are also fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet horizontally. This makes for an extremely dangerous pounce. You might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

Despite all of the tiger's strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to just over 3,000. Interestingly, the most serious threats that tigers face come from a much smaller species, one with an average weight of around 140 lbs. That species is *Homo sapiens*, better known as humans. Humans threaten tigers in primarily two ways: hunting and destroying habitat.

Tigers are hunted for many reasons. People have long valued the famous striped skins. Though trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around \$10,000 on the black-market. Though the fur would be incentive enough for most poachers, other parts of the tiger can also fetch a pretty penny. Some people in China and other Asian cultures believe that various tiger parts have healing properties. Traditional Chinese medicine calls for the use of tiger bones, amongst other parts, in some prescriptions.

Tigers have also been hunted as game. In other words people hunted tigers solely for the thrill and achievement of killing them. Such killings took place in large scale during the 19th and early 20th centuries, when a single maharaja or English hunter might claim to kill over a hundred tigers in their hunting career. Though this practice is much less popular today than it was in the past, it has not ceased entirely.



Humans have done considerable damage to the world's tiger population through hunting, but perhaps more damage has been caused through the destruction of habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and southeastern Asia. This is because humans have drastically changed the environments. Humans have built towns and cities. Road and transit systems were created to connect these towns and cities. To feed the people living in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when such these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy way to preserve the wild tiger population without making large sacrifices.

Though tiger population faces many threats and obstacles to recovery, there have been some successes in conservation and preservation efforts. For example, Save China's Tigers, an organization working to restore the wild tiger population, successfully rewilded a small number of South China tigers. These tigers were born into concrete cages from parents who were also captive and unable to sustain in the wild.

This organization brought these tigers to South Africa and helped them learn the necessary skills for a predator to survive in the wild. Current evidence indicates that the project was been successful. While this is just a small step, it shows that restoring the world's tiger population is possible.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. Which of the following is **not** a reason in the article explaining why tigers are hunted? _____
 - a. Because tiger skins are worth a lot of money
 - b. Because tiger parts are used as medicines in some cultures
 - c. Because some tigers attack local villages
 - d. Because tigers are hunted for enjoyment by some people

2. Which animal does **not** grow larger than the tiger? _____
 - a. Brown bear
 - b. Lion
 - c. Polar bear
 - d. All of these animals grow larger than a tiger

3. Which number is *closest* to the estimation of the wild Tiger population in 2003? _____
 - a. 3,000
 - b. 100,000
 - c. 140
 - d. 30,000

4. Which of the following best describes the author's main purpose in writing this article? _____
 - a. To provide readers with interesting information about the lifestyles of tigers
 - b. To persuade readers to help the world's tiger population and to offer ways to help
 - c. To entertain readers with stories about how tigers hunt and are hunted
 - d. To explain to readers why the world's tiger population is endangered

5. Information in the third paragraph is *mainly* organized using which text structure? _____
 - a. Cause and effect
 - b. Compare and contrast
 - c. Chronological order
 - d. Spatial order

6. Which *best* explains why tigers have lost so much of their habitat according to the text? _____
 - a. Because humans are afraid of tigers
 - b. Because tiger skins are extremely valuable
 - c. Because humans have changed the land
 - d. Because tigers need so much space to survive

7. Based on information in the text, which *best* explains why tigers are poached? _____
 - a. Poachers hunt tigers to protect their families from dangerous animals.
 - b. Poachers hunt tigers for medicine to cure sick family members.
 - c. Poachers hunt tigers because they enjoy killing dangerous animals.
 - d. Poachers hunt tigers to earn large amounts money.

8. Which *best* explains why it is so difficult to preserve the wild tiger population? _____

- a. Tigers do not get along with most other animals.
- b. Tigers must make their homes close to rivers and the world's rivers are evaporating.
- c. Tigers require a lot of space.
- d. Tigers hunt in large packs and there are too few tigers left to make these packs.

9. Which of the following is an opinion? _____

- a. Tigers can grow up to eleven feet long.
- b. Saving the wild tiger population is important.
- c. South China tigers were brought to live in South Africa.
- d. Humans have endangered the world's wild tiger population.

10. Based on context, which *best* defines the term "rewilded" as used in the last paragraph? _____

- a. To preserve animals by keeping them in zoos
- b. To teach animals to coexist with humans
- c. To teach humans to coexist with animals
- d. To bring animals born in zoos back to nature

11. What does this idiom mean: "*other parts of the tiger can also fetch a pretty penny*"? _____

- a. The fur is the only valuable part of the tiger.
- b. Other parts of the tiger are worth a lot of money.
- c. The tiger is a very beautiful animal.
- d. Tigers can be trained to do tricks like in the circus.

12. Which of the following could be best supported by information from the text? _____

- a. Efforts to save tigers have had some success, but there are many obstacles to recovery.
- b. Efforts to save tigers have failed in the past, but there is reason to continue trying.
- c. Efforts to save tigers have been so successful that they saved tigers from endangerment.
- d. Efforts to save tigers have failed completely.

Name: _____

Castles | Nonfiction Reading Test 3

Palaces are known for their beauty and splendor, but they offer little protection against attacks. It is easy to defend a fortress, but fortresses are not designed with the comfort of a king or queen in mind. When it comes to structures that are both majestic and well-fortified, the classic European castle is the pinnacle of design. Across the ages castles changed, developed, and eventually fell out of use, but they still command the fascination of our culture.

Castles were originally built in England by Norman invaders in 1066. As William the Conqueror advanced through England, he fortified key positions to secure the land he had taken. The castles he built allowed the Norman lords to retreat to safety when threatened by English rebellion. Castles also served as bases of operation for offensive attacks. Troops were summoned to, organized around, and deployed from castles. In this way castles served both offensive and defensive roles in military operations.

Not limited to military purposes, castles also served as offices from which the lord would administer control over his fiefdom. That is to say, the lord of the land would hold court in his castle. Those that were socially beneath the lord would come to report the affairs of the lands that they governed and pay tribute to the lord. They would address disputes, handle business, feast, and enjoy festivities. In this way castles served as important social centers in medieval England. Castles also served as symbols of power. Built on prominent sites overlooking the surrounding areas, castles constantly loomed in the background of many peasants' lives and served as a daily reminder of the lord's strength.

The first castles constructed in England were made from earth and timber. Those who constructed them took advantage of natural features, such as hills and rivers, to increase defenses. Since these castles were constructed from wood, they were highly susceptible to attacks by fire. Wooden castles were gradually replaced by stone, which greatly increased the strength of these fortifications; however, being made from stone did not make these castles entirely fireproof. Attackers could hurl flaming objects into the castle through the windows or ignite the wooden doors. This led to moving the windows and entrances off of the ground floor and up to the first floor to make them more difficult to access.



Castles served many purposes during the Middle Ages.

As the nobility accumulated wealth, England became increasingly attractive to those who sought to plunder. Raids by Vikings and other marauders increased in regularity. In response to these attacks, castle defenses were updated and improved. Arrow-slits were added. These were small holes in the castle, large enough for an arrow to fit through, which allowed defenders to fire from nearly invulnerable positions. Towers were built from which defenders could provide flanking fire. These towers were connected to the castle by wooden bridges, so that if one tower fell, the rest of the castle was still easy to defend. Multiple rings of castle walls were constructed, so that even if attackers made it past one wall, they would be caught on a killing ground between inner and outer walls. Advances such as these greatly increased the defense of castles.

The demise of castles can ultimately be attributed to gunpowder. Gunpowder was first introduced to Europe during the 14th century, but the first gunpowder weapons were unreliable, inaccurate, and weak by later standards. During the 15th century, artillery became powerful enough to break through stone walls. This greatly undermined the military role of castles. Castles were then replaced by artillery forts that had no role in civil administration, and country houses that were indefensible. Though castles no longer serve their original purposes, remaining castles receive millions of visitors each year from those who wish to experience these majestic vestiges of a time long passed.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. Which of the following is **not** a function of castles as expressed in the text? _____
- a. Castles served both offensive and defensive purposes militarily.
 - b. Castles served as symbols of power.
 - c. Castles were important social centers in medieval England.
 - d. Castles were places where knights would keep their best horses.

2. Which of the following *best* describes the main idea in paragraph 2? _____
- a. It describes how and why William the Conqueror took control of England.
 - b. It explains why castles were first built in England and the military purposes they served.
 - c. It shows how Norman lords were often scared and frequently retreated.
 - d. It details all of the purposes that English castles served.

3. Which *best* explains why the original castles were first made from earth and timber? _____
- a. It takes a lot more time and energy to build a stone castle.
 - b. It did not occur to people to build castles out of stone.
 - c. People did not realize how weak wooden castles would be against fire.
 - d. Wooden castles were prettier than dirty stone castles.

4. Which of the following is **not** a true statement according to the text? _____
- a. Palaces are designed for luxury, not fortification.
 - b. Fortresses are designed for fortification, not luxury.
 - c. Castles are designed for luxury and fortification.
 - d. Palaces are designed for luxury and fortification.

5. Which best explains why wooden castles were converted to stone castles. _____
- a. Wooden castles take a long time to build.
 - b. Wooden castles are uncomfortable.
 - c. Stone castles offer better defense.
 - d. Stone castles stay cooler in the summer.

6. Which of the following best describes the structure of the text in the fifth paragraph? _____
- a. Compare and contrast
 - b. Order of importance
 - c. Cause and effect
 - d. Chronological order

7. Which is **not** described in the text as an improvement in castle defenses? _____
- a. Towers attached to the main castle by wooden bridges
 - b. Deep ditches dug around the castle walls and filled with water
 - c. Multiple castle walls providing layers of defenses
 - d. Windows and entrances raised off of the ground floor

8. Which *best* explains how gunpowder ended the role of traditional castles? _____
- a. Wars were fought with guns and hiding in castles was no longer necessary.
 - b. Artillery forts with large cannons became more stylish than traditional castles.
 - c. Defending castles grew difficult, since attackers could just shoot castle defenders.
 - d. Cannons were able to knock down stone walls, so castles offered little protection.

9. Which of the following titles would *best* describe the content of this passage? _____

- a. *William the Conqueror: Bringing Castles to England*
- b. *Defending the Castle: Technologies Used to Defend Medieval Castles*
- c. *A Short History of Castles: The Rise and Fall of Castles in England*
- d. *Fancy Living: Learning about Castles, Palaces, and Fortresses*

10. Which of the following is an opinion? _____

- a. Stone is more resistant to fire than wood.
- b. William the Conqueror built the first castles in England.
- c. It is unfortunate that castles no longer serve their original purposes.
- d. Castles were used as offices of administration during the Middle Ages.

Name: _____

Gutenberg | Nonfiction Reading Test 4

If you are reading this right now, you are taking part in the wonder of literacy. Because of printed words, people can relay information across both time and space. Ideas are encoded in writing and transmitted to readers across thousands of miles and years. Because of this development, the words of people distant to us can influence events, impart knowledge, and change the world. Much of the credit for the development of this phenomenon can be attributed to one man.

Johannes Gensfleisch zur Laden zum Gutenberg, better known as Johannes Gutenberg, was born in the German city of Mainz. Though most of Gutenberg's early life is a mystery, historians believe that he studied at the University of Erfurt in 1418 and spent much of his young adult life practicing the profession of his father: goldsmithing. Having a penchant for fortune and success, Gutenberg borrowed money from investors in 1439 and found himself in financial trouble.

In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection of relics from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments and created many polished metal mirrors which were to be sold to the visitors (it was a common belief at that time that mirrors were able to capture holy light from religious relics). The mirrors which Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsaleable mirrors. He was trapped in a difficult situation. In order to satisfy the investors, Gutenberg decided to share his greatest secret with them.

This secret would forever change the world, all of history, and even the process of keeping history. It's been argued that Gutenberg's idea was one of the greatest of all mankind. This one idea would lead to the spread of countless others. It would play a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the Scientific Revolution. This idea would bring learning to the masses and form the backbone of the modern knowledge-based economy. Gutenberg had created the mechanical printing press with movable type.



Johannes Gutenberg

Before the spread of Gutenberg's idea, literature was primarily handwritten. That means that each copy of the Catholic bible and all of its 73 books were tediously and painstakingly hand scribed, and this was done before the invention of the ballpoint pen. Given the amount of detail that went into scribing each text, creating a single copy of a bible could take years. Because of the effort that went into producing them, books were extremely rare and valuable. Because of the value and scarcity of books, there was little reason for common people to learn to read or write since it was unlikely that they would ever handle a book in their lifetimes. Gutenberg's invention would change all of that. His printing press allowed literature to be produced on a mass scale. His movable metal type could be arranged once to form a page, and his press could print the page again and again.

The first major text that Gutenberg produced was a 42 line copy of the bible. Written in Latin and containing 1272 pages, the Gutenberg Bible has had an immeasurable effect on the history of the printed word. Scholars estimate that Gutenberg produced between 165 and 185 of these bibles, which sold out almost immediately. Most copies went to monasteries and universities, though one bible was sold to a wealthy private individual. Copies are known to have sold for 30 florins (about three years of wages for a clerk at the time), which may seem expensive but was nonetheless much cheaper than a hand produced copy. Purchasing a Gutenberg Bible in the 1450s would have been a good investment if you and your descendants were able to maintain it. Only twenty-one complete Gutenberg Bibles exist today and the last one traded hands in 1987 for 4.9 million dollars, the highest price ever paid for a book at the time.

Gutenberg's brilliant idea would soon change the world, but in the short term he bungled what proved to be a large and risky investment. He found himself in financial trouble once again and was sued by one of his investors, who accused Gutenberg of mismanaging money meant for the production of books. The courts ruled against Gutenberg and Gutenberg lost control of the shop that he had created. He was effectively bankrupt.

Though he had failed as a businessman, the technologies that he had created spread across Europe rapidly. As these printing technologies and techniques spread, news and books began to travel across Europe much faster than previously possible. The world has not been the same since. Though Gutenberg was financially unsuccessful in his own lifetime, he made the world a much richer place.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. Which *best* describes the structure of the text in paragraph 2?

- a) Compare and contrast
- b) Problem and solution
- c) Chronological order
- d) Spatial order

2. Which of the following expresses the correct order of events?

- a) Gutenberg was born in Mainz, invested in mirrors, and then became a goldsmith.
- b) Gutenberg created the printing press, printed the bible, and then invented the metal mirror.
- c) Gutenberg went to college, revealed his press, and then invested in shiny mirrors.
- d) Gutenberg studied goldsmithing, invented the printing press, and then lost his shop.

3. Which *best* explains why Gutenberg's plan to sell mirrors failed?

- a) The mirrors were less popular than he had expected.
- b) Flooding delayed the event for an entire year.
- c) Too many other people had the same idea.
- d) Newly invented glass mirrors rendered his metal mirrors obsolete.

4. Which of the following did Gutenberg invent?

- a) Reflective mirrors
- b) The printing press with movable type
- c) Written language
- d) Scientific inquiry

5. Which is not listed in the text as a movement to which Gutenberg's idea contributed?

- a) The Great Schism
- b) The Scientific Revolution
- c) The Renaissance
- d) The Age of Enlightenment

6. Which of the following is *best* supported by evidence from the text?

- a) Gutenberg's idea was a tremendous success that made him incredibly wealthy.
- b) Gutenberg's idea didn't catch on in his lifetime, but grew very popular after his death.
- c) Gutenberg's idea did not make him rich but spread very quickly.
- d) Gutenberg's idea did not catch on right away but made him incredibly rich over time.

7. Which *best* explains why most people were illiterate during Gutenberg's time?

- a) Books were rare and very expensive.
- b) The public school system had not yet been created.
- c) Writing had not yet been invented.
- d) Emperor Charlemagne made reading and writing illegal for common people.

8. Which *best* expresses the author's purpose in writing this text? _____

- a) To describe what life was like during the Middle Ages
- b) To persuade people to read and write more
- c) To chart the spread of printing technologies across Europe
- d) To provide biographical information about Johannes Gutenberg

9. Which *best* explains why so few of Gutenberg's bibles were sold to private individuals? _____

- a) Gutenberg wanted to use his talents to help churches and universities.
- b) Gutenberg's Bible was pretty expensive and most people couldn't read.
- c) Most Europeans were not religious and did not care about the bible.
- d) Gutenberg's investors forbade him from selling the bibles to private individuals.

10. Which of the following titles best expresses the main idea of this text? _____

- a) *Investing Wisely: Turning Your Good Ideas into Money*
- b) *How to Make Books Using the Gutenberg Method*
- c) *The City of Mainz: Life in Medieval Germany*
- d) *Gutenberg: A Man Who Changed the World*

The Statue of Liberty | Nonfiction Reading Test 5

More than a million people immigrate to the United States to start new lives every year, and if they are arriving in New York, one of the first sights that they will see is the Statue of Liberty. The Statue of Liberty stands on Liberty Island, near Manhattan in New York. Though she is often thought to be resident of New York, Liberty Island is actually federal property, which means that the Statue of Liberty belongs to the whole country. The Statue of Liberty is not only the tallest statue in America, it is also one of the most recognizable American symbols.

The Statue of Liberty is huge. From the tip of the torch to the pedestal on which she stands, she is just over 151 feet tall. If you include the pedestal in your measurement, she stands more than 305 feet off of the ground. That's more than 30 basketball hoops or an entire football field. Her waist size is 35 feet, which would make it awfully tough to find pants, and the tablet she holds is 23 feet long. Don't worry though; she hasn't had any trouble holding that tablet yet with her 8 foot index finger. Talk about heavy handed...

Though America financed and built the pedestal on which the Statue of Liberty stands, the statue itself was a gift from France. In this way the complete work, much like the United States, is a product of both American and French contributions. At one time America was ruled by the British. The founding fathers of America chose to fight against Great Britain for the independence of their country. France supported America by providing money, men, and weapons of war. Had it not been for French contributions during the Revolutionary War, America would not exist in the way that it does today; therefore, it is quite fitting that the Statue of Liberty, which represents freedom, came to being by a joint American and French effort. On October 28th, 1886, just over one-hundred years after America declared its independence from Great Britain, the Statue of Liberty was completed and dedicated by its designer, Frédéric Auguste Bartholdi.

Perhaps no person did more to bring the statue into being than Bartholdi. Not only did Bartholdi gain both French and American approval for the project, he led the French fundraising efforts and designed the appearance of the statue. The appearance of the Statue of Liberty is somewhat derived from Libertas, the Roman goddess of freedom. The torch represents how liberty enlightens the world. The seven points or rays coming from the top of the crown represent the sun, the seven seas, the



Liberty Enlightening the World

seven continents, and (as with the torch) how liberty enlightens the world. Though much of the statue was modeled after depictions of goddesses, Bartholdi modeled the face after his mother. Now that's a Mother's Day gift that's hard to top.

Though Bartholdi was responsible for the external appearance of statute, the internal design can be largely credited to innovative designer, Gustave Eiffel. Though Mr. Eiffel is best known for his contributions to a tower in Paris that is named after him, he also engineered the internal structure that holds up the Statue of Liberty. Eiffel chose to use a flexible structure, so that changes in the temperature and strong winds from the ocean would not cause the statue to crack. Because of Eiffel's crafty design, the Statue of Liberty may sway as much as three inches on a windy day. If the winds exceed 50 miles per hour, the torch may sway five inches. Eiffel is also responsible for including two spiraling staircases on the interior of the statue to help visitors reach the observation point in the crown.

While most people appreciate the Statue of Liberty today, during its construction in the 1870s, many Americans were critical of the project. Some took issue with the fact that Bartholdi was French. They believed that American monuments should be designed and constructed by Americans. Others felt that the statue wasn't much of a gift since it required Americans to foot the bill for the pedestal. After the Panic of 1873, America fell into a deep economic depression that lasted through much of the 1870s. (During an economic depression people spend less money and it is harder to find jobs.) Because the nation was going through a depression, many Americans thought that money should not be spent to support a giant French statue. I think most Americans would now agree that it was a good investment.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. Which is **not** represented by the seven points on the crown of the Statue of Liberty according to the text? _____
- a. The points represent how liberty enlightens the world.
 - b. The points represent the seven continents.
 - c. The points represent the sun.
 - d. The points represent the seven days of creation.
2. Information in the second paragraph is *mainly* organized using which text structure? _____
- a. Spatial order
 - b. Order of importance
 - c. Chronological order
 - d. Cause and effect
3. Which *best* expresses the main idea of the third paragraph? _____
- a. France assisted the United States in the Revolutionary War.
 - b. The statue was a joint effort between France and the U.S. just like U.S. independence.
 - c. The U.S. was once a colony of Great Britain.
 - d. The statue of liberty was dedicated 100 years after America declared its independence.
4. Which is **not** a reason why people criticized the Statue of Liberty during its construction? _____
- a. Some people felt that the statue should have been bigger.
 - b. Some people felt that the statue should have been built by an American.
 - c. Some people felt that France should have paid for the statue and the pedestal.
 - d. Some people felt that America shouldn't spend money on a statue during a depression.
5. Which of the following statements is false? _____
- a. The tablet that the Statue of Liberty holds is 23 feet long.
 - b. The Statue of Liberty's waste size is 35 feet.
 - c. The pedestal underneath the Statue of Liberty is 305 tall.
 - d. The Statue of Liberty is over 151 feet tall.
6. Which *best* expresses the author's purpose in writing the last paragraph? _____
- a. To describe what a depression is
 - b. To show that some people did not think very highly of the French
 - c. To argue why the Statue of Liberty was a good investment
 - d. To explain why some people were against building the statue.
7. Which of the following is an opinion? _____
- a. The Statue of Liberty cost a tremendous amount of money to build.
 - b. The Statue of Liberty was sculpted by Frédéric Auguste Bartholdi.
 - c. The Statue of Liberty is over 151 feet tall.
 - d. The Statue of Liberty may sway 3 inches on a windy day.
8. Which of the following statements is false? _____
- a. The guy who built the Eiffel Tower also designed the inside of the Statue of Liberty.
 - b. The Eiffel Tower was a gift to the Americans from the people of France.
 - c. The Statue of Liberty is located on federal property.
 - d. Bartholdi got permission from both the French and the US to build the statue.
9. Which of the following is **not** one of the ways that Bartholdi contributed to the statue? _____
- a. He designed the interior of the statue.
 - b. He gained approval for the project from the U.S. and from France.
 - c. He sculpted the exterior of the statue.

Nonfiction Reading Test

Carnivorous Plants

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Imagine that you're a fly. You're just zipping around the sky, looking for a place to rest, when you see nice pink leaf. *That looks like a nice place to land.* You think to yourself in your fly head. As you rest your feet on the leaf, you notice something strange. This leaf is hairy. You begin to make your move, but you trigger the plant's reflex. *Snap!* In one-tenth of a second, you are caught in the Venus flytrap. You will be digested in five to twelve days. Welcome to the world of carnivorous plants!

There are over a quarter of a millions plant species. Only 600 or so are carnivorous. We call them this because they attract, trap, and eat bugs. Like other plants, they get energy from the sun. But unlike other plants, they get their nutrients from their prey. Carnivorous plants live in bogs and places where the soil lacks nutrients. Most plants get nutrients from the soil. Carnivorous plants have turned to other sources.

The snap of the Venus flytrap is not the only way that plants eat bugs. Pitcher plants trick their prey into landing on them. They offer nectar bribes to the foolish insects that would take them. True to their name, pitcher plants have deep chambers. Their landing surface is slippery. They have inward pointing hairs, making it hard to escape. The fly lands on the pitcher plant to eat, but slips into a pit filled with digestive fluids and is eaten.

Then there're sundews. We call them sundews because they sparkle in the sun as if covered in morning dew. Of course, that sparkle is from something much more *treacherous*. It is a sweet goo called mucilage that bugs can't resist. Sundews create mucilage to attract bugs. As they fly in to eat, bugs become trapped in the very object of their desire. They soon exhaust themselves by trying to escape the mucilage. Or the sundew's tentacles, which respond to prey by curling around them, smother them. Bugs usually die in about 15 minutes. Then the plant dissolves its prey in enzymes and absorbs the nutrients.



Have you ever walked into trouble and found that you couldn't get out? So has every insect that has ever wandered into a corkscrew plant. Bugs love to investigate plants for nectar and food. Corkscrew plants have inviting stems. Curved hairs line the inside of these stems. These hairs allow insects to go up the stems, but not back. Going forward leads a chamber filled with digestive fluid, the plant's stomach. Bugs who wander into the corkscrew plant find that they are unable to escape. They must march to their own demise.

And then there are the bladderworts. They're about as nice as they sound. They live in water and float near the surface. Their traps are like small bladders hidden beneath the water. Only their flowers are visible from the surface. When bugs swim into the trigger hairs, the plant reacts. A trapdoor in the bladder opens up. The bladder sucks up the prey and the water surrounding it. A tenth of a second later, the bladder shuts again. The plant has trapped the prey. It releases digestive fluids. The prey will be digested within hours.

Carnivorous plants might sound tough, but they are difficult to keep at home. They are built to survive in places that other plants cannot. This specialization comes at a cost. They have a hard time adapting to other environments. Their strengths become weaknesses in rich soil. They depend on the harsh yet delicate environments in which they thrive. They are not so hardy after all. Still, there's something to be said about the power of life when one finds a plant that can survive in barren soil.

1. Which statement would the author most likely **agree** with?
 - a. There are too many species of carnivorous plants.
 - b. There are too few plant species in the world.
 - c. Only a small number of plants are carnivorous.
 - d. A majority of plants are carnivorous.

2. Which plant traps bugs in its stem and forces them to walk forward?
 - a. Corkscrew plants
 - b. Sundews
 - c. Bladderworts
 - d. Pitcher plants

3. Which of the following statements is **false**?
 - a. Carnivorous plants get their energy from eating bugs.
 - b. Carnivorous plants do not get nutrients from the soil.
 - c. Carnivorous plants get their energy from the sun.
 - d. Carnivorous plants get their nutrients from eating bugs.

4. Which event happens **last** when a sundew eats a meal?
 - a. The sundew creates mucilage.
 - b. The sundew's tentacles curl in response to the prey.
 - c. The bug is attracted to the mucilage.
 - d. The sundew releases enzymes.

5. Which best expresses the main idea of the **third** paragraph?
 - a. There are more types of carnivorous plants than the Venus fly trap.
 - b. The pitcher plant tricks bugs into falling into its stomach.
 - c. The Venus flytrap kills its prey in a various ways.
 - d. Some plants attract bugs by offering them nectar.

6. Which best defines the word *treacherous* as it is used in the **fourth** paragraph?
 - a. Something that provides nutrients.
 - b. Something that is very bright.
 - c. Something that tastes delicious.
 - d. Something that has a hidden danger.

7. Which best describes the overall text structure of the second paragraph?
 - a. Chronological order
 - b. Compare and contrast
 - c. Sequential order
 - d. Spatial

8. Which statement would the author most likely **disagree** with?
 - a. Carnivorous plants cannot thrive in rich soil.
 - b. Bladderworts react quickly when their trigger hairs are bumped.
 - c. Carnivorous plants are tough and can live in any environment.
 - d. Bladderworts hide their traps just below the surface of the water.

Nonfiction Reading Test

Google

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

You know that you're doing something big when your company name becomes a verb. Ask Xerox. In 1959 they created the first plain paper copy machine. It was one of the most successful products ever. The company name Xerox grew into a verb that means "to copy," as in "Bob, can you Xerox this for me?" Around 50 years later, the same thing happened to Google. Their company name grew into a verb that means "to do an internet search." Now everyone and their grandma knows what it means to Google it.

Unlike Xerox, Google wasn't the first company to invent their product, not by a long shot. Lycos released their search engine in 1993. Yahoo! came out in 1994. AltaVista began serving results in 1995. Google did not come out until years later, in 1998. Though a few years difference may not seem like much, this is a major head start in the fast moving world of tech. So how did Google do it? How did they overtake their competitors who had such huge leads in time and money? Maybe one good idea made all the difference.

There are millions and millions of sites on the internet. How does a search engine know which ones are relevant to your search? This is a question that great minds have been working on for decades. To understand how Google changed the game, you need to know how search engines worked in 1998. Back then most websites looked at the words in your query. They counted how many times those words appeared on each page. Then they might return pages where the words in your query appeared the most. This system did not work well and people often had to click through pages and pages of results to find what they wanted.

Google was the first search engine that began considering links. Links are those blue underlined words that take you to other pages when you click on them. Larry Page, cofounder of Google, believed that meaningful data could be drawn from how those links connect. Page figured that websites with many links pointing at them were more important than those that had few. He was right. Google's search results were much better than their rivals. They would soon become the world's most used search engine.

It wasn't just the great search results that led to Google becoming so well liked. It also had to do with the way that they presented their product. Most of the other search engines were cluttered. Their home pages were filled with everything from news stories to stock quotes. But Google's homepage was, and still is, clean. There's nothing on it but the logo, the search box, and a few links. It almost appears empty. In fact, when they were first testing it, users would wait at the home page and not do anything. When asked why, they said that they were, "waiting for the rest of the page to load." People couldn't imagine such a clean and open page as being complete. But the fresh design grew on people once they got used to it.

These days Google has its hands in everything from self-driving cars to helping humans live longer. Though they have many other popular products, they will always be best known for their search engine. The Google search engine has changed our lives and our language. Not only is it a fantastic product, it is a standing example that one good idea (and a lot of hard work) can change the world.

1. Which event happened last?
 - a. Lycos released their search engine.
 - b. Yahoo! released their search engine.
 - c. Google released their search engine.
 - d. Xerox released their copy machine.

2. Which statement would the author of this text most likely **disagree** with?
 - a. Part of Google's success is due to the design of their homepage.
 - b. Google succeeded by following examples of others in their field.
 - c. Google wasn't the first search engine, but it was the best.
 - d. Google's success may not have been possible without Larry Page.

3. Which best expresses the main idea of the third paragraph?
 - a. There are lots and lots of websites connected to the internet.
 - b. Google created a better way to organize search results.
 - c. Many smart people have worked on search engines over the years.
 - d. Older search engines used unreliable methods to order results.

4. What is the author's main purpose in writing this article?
 - a. To explain how Google overtook its rivals
 - b. To compare and contrast Google and Xerox
 - c. To persuade readers to use Google for internet searches
 - d. To discuss how companies can influence language over time

5. Which statement would the author most likely **agree** with?
 - a. Google became successful because its founders were well-connected.
 - b. Google was the world's first and best search engine.
 - c. Google changed the world by solving an old problem in a new way.
 - d. Google's other products are now more important to its success than search.

6. Which best expresses the main idea of the fourth paragraph?
 - a. Links allow people to surf from one website to the next.
 - b. Larry Page's ideas about links helped Google get to the top.
 - c. Larry Page contributed to the internet by inventing the link.
 - d. Google is a website that serves important links to users.

7. Which best explains why the author discusses Xerox in this text?
 - a. He is discussing big companies that came before Google.
 - b. He is explaining how companies must change with the times.
 - c. He is showing how companies can affect our language.
 - d. He is comparing and contrasting Google and Xerox.

Nonfiction Reading Test

Honey Badgers

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

What's fiercer than a lion but smaller than a beagle? The honey badger, one of the toughest mammals in Africa and western Asia. Honey badgers stand less than a foot high. They are only a couple feet long. They weigh just over 20 pounds. Yet they have a reputation for toughness that is far greater than their size. Some honey badgers will chase away lions and take their kills. I guess that goes to show you that size isn't the only thing that matters in a fight.

So what makes the honey badger so tough? They have speed, stamina, and agility, but so do many animals. They aren't stronger than lions, so how do they stop them? The thing that sets the honey badger apart is their skin. Their skin is thick and tough. Arrows, spears, and bites from other animals can rarely pierce it. Small bullets can't even penetrate it. Not only is their skin thick and tough, it is also loose. This allows them to twist and turn to attack while another animal is gripping them. The only safe grip one can get on a honey badger is on the back of their necks.

Honey badgers have long, sharp claws. These claws are good for attacking and even better for digging. Honey badgers are some of nature's most skilled diggers. They can dig a nine-foot tunnel into hard ground in about 10 minutes. They love to catch a meal by digging up the **burrows** of frogs, rodents, and cobras. They also use their digging skills to create their homes. They live in small chambers in the ground and defend them fiercely. They will attack horses, cows, and even water buffalo if they are foolish enough to poke around a honey badger's den.

You don't get a reputation like the honey badger by running from danger. The honey badger is fearless and a tireless fighter. They will attack any creature that threatens them, man included. Because of the honey badger's reputation, most predators avoid them. Some animals use the honey badger's rep to their advantage. Adult cheetahs have spotted coats, but their kittens have silver manes and look like honey badgers. Some scientists believe that their coloring tricks predators into avoiding them. Wouldn't you walk the other way if you saw a honey badger?

You might be wondering: "If honey badgers are so tough, how did they get a name that makes them sound like a piece of candy?" The answer makes sense. Since honey badgers have such thick skin, bee stings rarely harm them. So honey badgers love to raid beehives. I can't blame them. Who doesn't like free honey? Honey badgers chase after honey aggressively. So much so that beekeepers in Africa have to use electric fencing to hold them back. There's nothing sweet about that.

Beekeepers aren't the only people who have grown to hate honey badgers. Honey badgers may be fun to read about, but they are nasty neighbors. They attack chickens, livestock, and some say children, though they usually leave people alone. But if a honey badger moves in your backyard, there's not a whole lot that you can do about it. I mean, are you going to go and tangle with an animal that eats the bones of its prey? An animal with teeth strong enough to crunch through turtle shells? An animal that never tires, gives up, or backs down? Yeah, I wouldn't either...

1. Which best expresses the main idea of the third paragraph?
 - a. Honey badgers have sharp claws that they use for fighting.
 - b. Honey badgers digging skills assist them in many ways.
 - c. Honey badgers use their claws to defend their homes.
 - d. Honey badgers will defend their homes to the death against any animal.

2. Which statement would the author most likely **agree** with?
 - a. What makes the honey badger so tough is their speed and strength.
 - b. Honey badgers are large in size and tireless in fighting spirit.
 - c. What makes honey badgers so tough is their thick, loose skin.
 - d. Honey badgers got their name from the sweet taste of their meat.

3. Which best defines the meaning of the word *burrows* as it is used in the third paragraph?
 - a. Lily pads or other seaweeds in which animals hide
 - b. Holes or tunnels in which animals live
 - c. A nest or animal dwelling in a tree or bush
 - d. A water supply where small animals come to drink

4. Which best expresses the main idea of the last paragraph?
 - a. Honey badgers are a nuisance to the neighborhood.
 - b. Beekeepers and honey badgers do not get along well.
 - c. Honey badgers have very strong jaws and teeth.
 - d. Honey badgers eat chicken and livestock.

5. Which best describes one of the author's main purposes in writing this text?
 - a. To persuade readers to join the efforts to protect honey badgers
 - b. To compare and contrast honey badgers with beagles and lions
 - c. To describe how honey badgers select their partners
 - d. To explain why honey badgers are so tough

6. Which statement would the author most likely **disagree** with?
 - a. Honey badgers like to raid beehives to eat honey.
 - b. Honey badgers are not the biggest animals, but they may be the toughest.
 - c. Honey badgers disguise their young to look like cheetah kittens.
 - d. Honey badgers are not afraid to fight with humans.

7. Which person is **most likely** to be disturbed by a honey badger moving in next door?
 - a. A beekeeper
 - b. A biologist
 - c. A bus driver
 - d. A salesman

8. Which animal is the honey badger afraid to attack?
 - a. Lion
 - b. Water buffalo
 - c. Poisonous snake
 - d. None of these

9. Which is **not** one of the honey badger's strengths?
 - a. Thick skin
 - b. Powerful jaws and strong teeth
 - c. Poisonous claws
 - d. Tireless fighting spirit

10. Which title best expresses the main idea of this text?
 - a. *Battle on the Savannah: Honey Badgers Vs. Lions*
 - b. *Little Badger, Big Fight: One of Nature's Toughest Scrappers*
 - c. *Ace in the Hole: How Honey Badgers Build and Protect Their Homes*
 - d. *Little Game: Interesting Animals That Live in Africa*

Nonfiction Reading Comprehension Test

Hummingbirds

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Have you ever heard the sound of a hummingbird? They make a buzzing noise when they fly. They make this noise because they beat their wings so fast. They beat their wings up to 80 times a second. All that flapping makes a lot of noise. That's why we call them hummingbirds.

Hummingbirds fly in a unique way. They move their wings so fast that they can hover. This means that they can stay in one spot in the middle of the air, like a helicopter. Sometimes they fly or hover upside down. They are the only bird that flies backward.

Hummingbirds are small. One type called the bee hummingbird is the smallest bird in the world. Bee hummingbirds weigh less than a penny. They are just a little bit bigger than bees. I guess that's where they get their name.

Bee hummingbirds build tiny nests. They use cobwebs and bits of bark to make their homes. Their homes are only an inch around. This is big enough for their eggs though. Their eggs are smaller than peas. People have found these tiny nests on a clothespin.

Hummingbirds move fast. It takes lots of energy to move as fast as they do. This means that they need to eat a lot of food. Their favorite food is nectar, a sweet liquid inside of some flowers. They drink more than their own weight in nectar daily. They have to visit hundreds of flowers to get enough nectar to live. They can only store enough energy to survive through the night. They live on the edge.



Hummingbirds don't use their long beaks like straws. They have a tongue just like you. They use their tongues for eating. They flick their tongues in and out of their mouths while inside of flowers. They lap up nectar. Flowers give them the energy that they need.

Hummingbirds help flowers too. They get pollen on their heads and bills when they feed. Flowers use pollen to make seeds. Hummingbirds help pollen get from one flower to the next. This helps flowers make more seeds. More seeds means more flowers. More flowers means more food for hummingbirds. Isn't it nice how that works out?

1. Why are they called hummingbirds?
 - a. They are very light
 - b. They sing when they fly
 - c. Their wings make a humming sound
 - d. Their song sounds like humming

2. How do hummingbirds eat?
 - a. They drink nectar through their beaks like a straw.
 - b. They chew up flower petals with their beaks.
 - c. They use their heads and bills to eat pollen.
 - d. They lap up nectar with their tongues.

3. How do hummingbirds help flowers?
 - a. They drink nectar.
 - b. They eat pollen.
 - c. They bring pollen from one flower to the next.
 - d. They plant seeds.

4. According to the text, which does the bee hummingbird use to make nests?
 - a. straw
 - b. concrete
 - c. bark
 - d. sticks

5. Which best describes the main idea of the fifth paragraph?
 - a. Hummingbirds move fast.
 - b. Hummingbirds like to eat nectar.
 - c. Hummingbirds use lots of energy and eat often.
 - d. Hummingbirds drink their own weight in nectar every day.

6. Which statement about bee hummingbirds is **not** true?
 - a. Bee hummingbird eggs are smaller than peas.
 - b. Bee hummingbirds weigh less than a penny.
 - c. Bee hummingbirds have built nests on clothespins.
 - d. Bee hummingbirds do not grow larger than bees.

7. What is unique about the way that hummingbirds fly?
 - a. They can fly faster than any other bird.
 - b. They can fly longer than any other bird.
 - c. They can fly forward and backward.
 - d. They can only fly for a few seconds at a time.

8. Which best defines the word **hover** as used in paragraph two?
 - a. To stay in one spot in the air
 - b. To clean an area thoroughly
 - c. An animal that has hooves
 - d. To move your wings very fast

9. Why do flowers need pollen?
 - a. Flowers eat pollen.
 - b. Pollen attracts hummingbirds.
 - c. Hummingbirds eat pollen.
 - d. Flowers use pollen to make seeds.

10. Which title best describes the main idea of this text?
 - a. *Bee Hummingbirds: The World's Smallest Bird*
 - b. *Pollination: How Birds and Flowers Work Together*
 - c. *Hummingbirds: Unique and Uniquely Helpful*
 - d. *Interesting Facts About Birds*

Nonfiction Reading Test

Koko

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that humans aren't the only species that use language? Bees communicate by dancing. Whales talk to each other by singing. And some apes talk to humans by using American Sign Language.

Meet Koko: a female gorilla born at the San Francisco Zoo on July 4th, 1971. Koko learned sign language from her trainer, Dr. Penny Patterson. Patterson began teaching sign language to Koko in 1972, when Koko was one year old. Koko must have been a good student, because two years later she moved onto the Stanford University campus with Dr. Patterson. Koko continued to learn on the campus until 1976. That's when she began living full-time with Patterson's group, the Gorilla Foundation. Patterson and Koko's relationship has blossomed ever since.

Dr. Patterson says that Koko has mastered sign language. She says that Koko knows over 1,000 words, and that Koko makes up new words. For example, Koko didn't know the sign for *ring*, so she signed the words *finger* and *bracelet*. Dr. Patterson thinks that this shows meaningful and constructive use of language.

Not everyone agrees with Dr. Patterson. Some argue that apes like Koko do not understand the meaning of what they are doing. Skeptics say that these apes are just performing complex tricks. For example, if Koko points to an apple and signs *red* or *apple*, Dr. Patterson will give her an apple. They argue that Koko does not really know *what* the sign apple means. She only knows that that if she makes the right motion, one which Dr. Patterson has shown her, then she gets an apple. The debate is unresolved, but one thing is for certain: Koko is an extraordinary ape.

Sign language isn't the only unusual thing about Koko. She's also been a pet-owner. In 1983, at the age of 12, researchers said that Koko asked for a cat for Christmas. They gave Koko a stuffed cat. Koko was not happy. She did not play with it, and she continued to sign *sad*. So for her birthday in 1984, they let her pick a cat out of an abandoned litter. Koko picked a gray cat and named him "All Ball." Dr. Patterson said that Koko loved and nurtured All Ball as though he were a baby gorilla. Sadly, All Ball got out of Koko's cage and was hit by a car. Patterson reported that Koko signed "Bad, sad, bad" and "Frown, cry, frown, sad" when she broke the news to her.

It seems like Patterson and Koko have a good relationship, but not everyone agrees with it. Some critics believe that Patterson is *humanizing* the ape. They believe that apes should be left in the most natural state possible. Even Dr. Patterson struggles with these feelings. When asked if her findings could be *duplicated* by another group of scientists, she said, "We don't think that it would be ethical to do again." She went on to argue that animals should not be kept in such unnatural circumstances. Nonetheless, Koko lives in her foundation today.

As for the future, Dr. Patterson and the Gorilla Foundation would love to get Koko to an ape preserve in Maui, but they are having trouble securing the land. So unless you have a few million dollars to spare, Koko's going to be spending her time in Woodland, California with Dr. Patterson. Koko probably doesn't mind that. If she moved to Hawaii, she'd have to give up her Facebook page and Twitter feed, and she's got like 50 thousand "likes." Some may deny that she knows sign language, but nobody says that she doesn't know social networking.

1. Which best expresses the main idea of this article?
 - a. Bees, whales, and apes like Koko all use language to communicate.
 - b. Koko uses sign language but some think it's just a trick.
 - c. It is natural for gorillas and house cats to live together.
 - d. If you want a lot of "likes" on Facebook, get a talking gorilla.

2. Which best describes how the second paragraph is organized?
 - a. Chronological order
 - b. Cause and effect
 - c. Compare and contrast
 - d. Problem and solution

3. Which best expresses the author's purpose in writing the second paragraph?
 - a. The author is describing the environment in which Koko lives.
 - b. The author is informing readers how Dr. Patterson developed her skills.
 - c. The author is persuading readers that Koko should be freed.
 - d. The author is telling readers about Koko and Dr. Patterson's background.

4. Which happened **last**?
 - a. Koko got a stuffed cat for Christmas.
 - b. Koko lost All Ball.
 - c. Koko began living with the Gorilla Foundation.
 - d. Dr. Patterson began teaching Koko to sign.

5. Which statement would the author most likely **agree** with?
 - a. Koko has mastered sign language without a doubt.
 - b. Everybody likes how Dr. Patterson has raised Koko.
 - c. Koko doesn't really know sign language.
 - d. Some people are troubled by how Koko was raised.

6. Which best defines the word *duplicated* as it is used in the sixth paragraph?
 - a. To dispute a fact or disagree with someone
 - b. To lie to someone or to fool them
 - c. To copy or recreate something
 - d. To be disproven through debate

7. Which event happened **first**?
 - a. Koko moved onto the Stanford University campus.
 - b. Koko picked All Ball out for her birthday.
 - c. Koko began living with the Gorilla Foundation.
 - d. Koko got a stuffed cat for Christmas.

8. Which best describes the main idea of the **sixth** paragraph?
 - a. Dr. Patterson has treated Koko very cruelly.
 - b. Dr. Patterson and Koko have a beautiful, pure, and unconflicted relationship.
 - c. Some people think that Koko should not have been treated like a human.
 - d. Some people are working very hard to prove that Dr. Patterson is wrong.

Nonfiction Reading Test

A Tale of Two Countries

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Some call it the "Hermit Kingdom." It is a place where the outside world has been walled off. American pop music is illegal here and you can get executed for watching soap operas. This is not a make-believe world in a science fiction novel. It's a 46,000 square mile nation hanging off the east coast of China. It is one of the poorest nations in the world and it is armed with nuclear weapons. It is North Korea.

Immediately to the south lies a nation with one of the world's richest economies. About one-third of all phones and TVs are made here. The people of this nation are among the world's most educated. Unemployment is low, job security is high, and workers in this nation enjoy the highest salaries in Asia. It is South Korea. The people of this nation share origins with their northern neighbor, but they have since grown far apart.

The Democratic People's Republic of Korea (known to Westerners as North Korea) was founded in 1945 after World War II. Their neighbor at the end of the Korean Peninsula, South Korea or the Republic of Korea, was established at the same time. These two nations have an unusual history. For one thing, they have technically been at war since 1950.

Though they were born at the same time, these two countries had different parents. The United States supported South Korea in its infancy. China and the Soviet Union supported North Korea. The U.S. and the Soviet Union may have ended World War II as allies, but they had different ways of organizing their societies.

The U.S. is a capitalist country. That means that some people are rich and some people are poor. Resources are distributed unevenly. Business are owned by private entities. The Soviet Union claimed to have a communist system. That means that everybody supposedly gets the same. Resources are distributed more evenly. Business are owned in "common" by the government. These two superpower nations raised North and South Korea in their own images.



The two Koreas went to war in 1950. The North attacked and took over much of South Korea. But the United States jumped in and pushed the North Koreans back to the Chinese border. Then China got involved and pushed the Americans and South Koreans back. The nations agreed to a ceasefire. Millions of people were dead and the living returned to their original boundaries. The war never officially ended, though combat has ceased for the most part.

After the war, South Korea was one of the poorest nations in the world. In 1960 the average citizen made \$79 a year. The country did not have a lot of natural resources to sell, but they did have many hardworking people. During the 1960s, the country began manufacturing labor-intensive products. Selling these products to people in other nations made South Korea rich. They now have one of the largest and most thriving economies in the world. As of 2012, the average South Korean citizen makes around \$32,020 a year.

The economy of North Korea is dramatically different. Since its birth in the 1940s, North Korea has been one of the most secluded countries in the world. They promote an idea of self-reliance that they call Juche. Under this idea, they do little to no trading with other nations. Up until the 1980s, they received large cash infusions from China and the Soviet Union. But the Soviet Union fell apart in the 80s and became separate capitalist countries, of which Russia is largest. Without the Soviet contributions, North Korea entered a long period of *famine* that lasted through the 90s. Food was hard to come by and some estimate that millions of people starved to death. Still, the country persisted when much of the world thought that it would fall apart. Not only did they survive, they managed to build a nuclear arsenal during this time.

North Korea and South Korea share a border. Since they are locked in state of perpetual war, it's not a regular boarder with a simple checkpoint. The border they share is known as a "demilitarized zone." A demilitarized zone is supposed to be free from military installations. Yet, the Korean Demilitarized Zone is the most heavily militarized border in the world. Both nations have their biggest guns lined-up on the divide and pointed at the other side. It is literally the opposite of what the phrase "demilitarized zone" implies.

Some day Korea may be unified again. It seems unlikely now, but stranger things have happened. Yet, even if they did unify, how could these very different societies acclimate to one another? They have grown in different directions. One country is among the wealthiest, the other amongst the poorest. The average North Korean male is estimated to be five-inches shorter than a South Korean (some suspect because of malnutrition). With such big differences, will they ever be able to see eye to eye?

1. Which term best describes South Korea based on information from the text?

- a. capitalist
- b. communist
- c. socialist
- d. totalitarian

2. Based on the author's tone and viewpoint, which person would most likely **disagree** with the conclusions drawn in this text?

- a. An American businessman
- b. A South Korean businessman
- c. A North Korean politician
- d. A South Korean politician

3. Which statement would the author most likely **agree** with?

- a. The Korean War was a major win for the United States of America.
- b. North Korea is poor because they don't trade with many other nations.
- c. South Korean people are naturally more gifted than their northern brethren.
- d. The South Korean economy grew at an average pace after 1960.

4. Which statement best expresses the main idea of the **seventh** paragraph?

- a. South Korea was a very poor nation in 1960.
- b. South Korea makes a lot of money by trading natural resources.
- c. South Korea had a remarkable economic turnaround.
- d. South Korea produces many electronic products.

5. Which statement best describes the results of the Korean War?

- a. The South Koreans gained a lot of ground after winning the war.
- b. The North Koreans benefitted tremendously from the war.
- c. The Korean War led to the formation of South Korea.
- d. Both sides lost many people and got little to show for it.

6. Which best defines the word **famine** as it is used in the eighth paragraph?

- a. A period of time when food is scarce
- b. A period of time when it is hard to get laborers
- c. A period of time when the government is going through a transition
- d. A period of time when a country does not have a leader

Nonfiction Reading Test

Maginot Line

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

The Maginot Line was one of the largest military structures ever built, second only to the Great Wall of China. It was a series of bunkers, forts, turrets, and obstacles that spanned more than 450 miles of France's border with Germany. Built between 1930 and 1940, it was one of the world's most impressive forts, yet it proved to be almost useless.

The Maginot Line was named after the man who argued for its construction, French Minister of War André Maginot. André Maginot had fought with the French against the Germans in the First World War. Much of this conflict took place along the Western Front, which was a line of trenches across which the two sides faced one another. Both sides dug in deep and each lost many men over little ground. Conditions were horrid for all and there was a **stalemate** for many years as neither side was able to move the other.

Maginot never forgot these awful conditions. He wanted to build a line of defenses that would give the French an advantage in a similar conflict. He feared, rightfully so, that the Germans would attack France again. Germany's population nearly doubled France's. The line of defenses that Maginot pictured would allow a smaller French army to hold off a larger German force. In 1929, Maginot convinced the French Parliament to fund his vision.

Though calling it a line makes it seem thin, the Maginot Line was in fact quite deep. It was fifteen miles wide at some points and varied in structure. There were outposts disguised as houses. These were manned by troops and rigged with explosives. There were antitank rails and obstacles. These were planted in the ground to prevent tanks and trucks from passing. There were bunkers armed with mounted machine guns and anti-tank guns. These were for pushing back attackers. And there were many large and small fortresses along the line. Each had mess halls, lots of supplies, and air conditioning. The Maginot line would give the French a supreme edge in the case of a head-on invasion by the Germans.

Unfortunately for the French, the Germans did not attack head-on. They positioned a decoy army in front of the line to distract the French. While the French waited, the Germans snuck a larger force through Belgium. Belgium is France's northeastern neighbor. The French did have some defenses along their border with Belgium, but this part of the Maginot line was weak. The Germans made quick work of these defenses. Within five days of their initial attack they were well into France.

Once they were in France, the Germans attempted to seize the main forts along the Maginot Line. They were not successful. The forts had proved to be strong, but they failed to hold back the Germans. The Germans had taken Paris, France's capital city. Soon after the French commander ordered his men to stand down. He commanded the French defenders to leave their bases along the Maginot Line. These soldiers were then taken to POW camps.

While the Maginot Line did not work in the way that the French had hoped, they did benefit by having built it. Belgium and England were strong allies. England had pledged to protect Belgium. Belgium declared itself a neutral country, one which wanted to stay out of wars. When Germany invaded Belgium to bypass the Maginot Line, they violated Belgium's neutrality. This led to England entering the war sooner.

Though the Maginot Line is no longer used militarily, many of the buildings remain. Some of the forts are now wine cellars or mushroom farms. One was turned into a disco club. Today the Maginot Line is often used as a metaphor. People may refer to a failed project in which someone placed a lot of hope as a Maginot Line. Also, the Maginot Line lives on as the best-known symbol of the common saying that "generals always fight the last war."

1. Which of the following statements is **true**?
 - a. The Maginot Line provided absolutely no benefit to the French.
 - b. The Maginot Line is still used by the French army today.
 - c. Maginot's experiences during WWI led to his support for the line.
 - d. The French were betrayed by the Belgians during World War II.

2. Which best expresses the author's purpose in writing the fourth paragraph?
 - a. To persuade readers that the Maginot Line was not at all thin.
 - b. To inform readers of the types of defenses along the Maginot Line.
 - c. To describe what the inside of the Maginot Line looked like.
 - d. To compare and contrast defenses along the Maginot Line.

3. Which best describes the weakness of the Maginot Line?
 - a. It was built from cheap material and could not resist attack.
 - b. Poor screening let spies take control of the forts from within.
 - c. The line was not fortified along France's border with Belgium.
 - d. The French underestimated the power of newer German tanks.

4. Which of the following is a **false** statement?
 - a. André Maginot fought against the French in the First World War.
 - b. André Maginot served as the Minister of War for France.
 - c. The Maginot Line is named after André Maginot.
 - d. After WWI, André Maginot believed that Germany would attack France again.

5. Which best explains why André Maginot wanted to build up France's defense rather than their offense?
 - a. After WWI, France and Germany became history's greatest allies.
 - b. France needed protection from the Germans and the hostile Belgians.
 - c. Maginot feared that French commanders might invade Germany if they had the power.
 - d. France had far fewer people than Germany and needed to save manpower.

6. Which best defines the meaning of the word *stalemate* as it is used in the second paragraph?
 - a. When troops lose morale because they miss their families
 - b. When two sides are locked in a draw
 - c. When breathing is made difficult by foul odors
 - d. When one side has a large advantage over the other

7. Which best expresses the main idea of the last paragraph of this text?
 - a. It describes how the Maginot Line is still used today.
 - b. It restates the main points of the text.
 - c. It discusses how the French used the Maginot Line during World War II.
 - d. It explains how the Maginot Line is used as a symbol.

Nonfiction Reading Test

Mongoose

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

If you plan on going to Hawaii, don't bring any pets. Hawaiians are wary of letting in foreign animals. Your beloved Rex or Fi-fi could spend up to 120 days in quarantine. They have strict rules for importing animals. They carefully screen all incoming pets. Who could blame them? They've had problems with new animals in the past.

The black rat was introduced to Hawaii in the 1780s. These ugly suckers *originated* in Asia, but they migrated to Europe in the 1st century. Since then they've snuck on European ships and voyaged the world with them. These rats carry many diseases including the plague. They are also good at surviving and tend to displace native species. That means that after they infest an area, there will be fewer birds and more black rats. Most people prefer living around birds.

Since their arrival in Hawaii, black rats have been pests. They've feasted on sea turtle eggs. They've eaten tree saplings, preventing trees from being reforested. And they've been a leading cause in the extinction of more than 70 species of Hawaiian birds. They love to climb trees to eat bird eggs. They also compete with forest birds for food, such as snails, insects, and seeds.

Perhaps more troubling, black rats threaten humans. They spread germs and incubate disease. They are a vector for more than 40 deadly illnesses. Some think that rat-borne diseases have killed more people than war in the last 1,000 years. Rats also eat our food. They eat more than 20% of the world's farmed food. And that's why the mongoose was brought to Hawaii.

During the mid 1800s, the Hawaiian sugar industry was thriving. Americans were just realizing that they loved sugar. Hawaii was pretty much the only place in America where one could grow sugarcane. But those filthy vermin were tearing up the fields. Black rats were destroying entire crops. What's a plantation owner to do? The answer is simple. Import an animal known to kill rats. What could go wrong with that? In 1883 plantation owners imported 72 mongooses and began breeding them.

People *revere* the mongoose in its homeland of India. They are often kept tame in Indian households. Mongooses feed on snakes, rats, and lizards, creatures that most people dislike. They are also cute and furry. And they kill deadly cobras. What's not to love? Sadly, India is a much different place than Hawaii.

When the mongooses got to Hawaii, they did not wipe out the rats as plantation owners hoped. Instead, they joined them in ravaging the birds, lizards, and small plants that were native to Hawaii. It's not that the mongooses became friends with the rats. They still ate a bunch of them. But mongooses are not too different from most other animals: they go for the easy meal. In Hawaii they had a choice. Pursue the elusive black rat or munch on turtle eggs while tanning on the beach. Most took the easy route.

Now Hawaii has two unwanted guests defacing the natural beauty. The Hawaiians have learned their lesson. Talks of bringing in mongoose-eating gorillas have been tabled. So don't get uptight when they don't welcome your cat Mittens with open arms. They're trying to maintain a delicate ecosystem here.

1. Based on the text, which best explains how black rats were introduced to Hawaii?

- a. The native Hawaiians imported them to solve a problem with their crops.
- b. The Asians brought them to Hawaii when they first arrived.
- c. The Europeans brought them on their ships.
- d. The rats were able to swim to Hawaii from Asia.

2. Which best defines the word *originate* as it was used in the **second** paragraph?

- a. To come from a place
- b. To go to a place
- c. To become independent
- d. To wander the world

3. Which event happened **first**?

- a. The mongoose was introduced to Hawaii
- b. The black rat was introduced to Hawaii
- c. The black rat migrated to Europe
- d. Plantation owners bred mongooses

4. Which statement would the author most likely **disagree** with?

- a. Black rats threaten many creatures native to Hawaii.
- b. Mongooses threaten many creatures native to Hawaii.
- c. Mongooses were brought to Hawaii intentionally.
- d. The only reason people dislike rats is because they are ugly.

5. Which best express the author's main purpose in writing this text?

- a. To persuade readers to protect the endangered mongoose
- b. To describe the habits and hazards of the black rat
- c. To inform readers about species that have invaded Hawaii
- d. To entertain readers with tales of a mongoose's adventures

6. Which best expresses the main idea of the **sixth** paragraph?

- a. This paragraph is about Indian culture and wildlife.
- b. This paragraph is about the mongoose's role in Indian society.
- c. This paragraph is about the lifecycle of the mongoose.
- d. This paragraph is about how mongooses migrated to India.

7. Which statement is **false** according to information in the text?

- a. Rats eat lots of vegetation and crops.
- b. Mongooses eat sea turtle eggs.
- c. Rats climb trees and eat bird eggs.
- d. Mongooses have spread more than 40 diseases.

Name: _____

Nonfiction Reading Test

The Pony Express

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

In this age of texts and tweets, it is easy to send messages. You just press a few buttons, and boom! Your message is sent. The person to whom you sent it will get it in just a few seconds. Distance is no longer an issue. But things weren't always so easy.

In 1848 gold was found in California. Thousands of people rushed there to get some. Many people liked living there and decided to stay. But there wasn't a whole lot between California and Missouri, where the nearest trains ran. The train line to California wasn't finished until 1869. It took a long time to ride a horse to Missouri.

Imagine that it is the year 1860. You have moved to California to open a shop. Most of your family stayed back East. Your shop is doing well and now you want to your family to join you. How do you get news to them? There's no phone, no train, and you can't leave your shop for too long. What do you do? Well, you could use the Pony Express.

In 1860 and 1861, the Pony Express was the fastest way to get news to and from the West. The trail that they rode was around 2000 miles long. It took most people weeks or months to ride that far. The Pony Express could make the trip in just ten days. Those speeds were unheard of at the time. So how did they do it? Well, they had a good system.



The Pony Express had 184 stations along the trail. The stations were around ten miles apart. This is about how far a horse could run at a gallop before tiring. The rider would switch to a new horse at each station. He would only take his mail pouch with him. Every 75-100 miles, the rider would get to a home station. At each home station, riders would rest. Before resting, he would give his mail pouch to a new rider. The mail never stopped moving, even while the horses and riders rested.

It was tough to ride for the Pony Express. Each rider had to weigh less than 125 pounds. Speed was the key. Most of the riders were teenage boys. They rode at a fast pace for up to 100 miles a day. If there were an emergency, one might have to ride 200 miles in a day. The ride could be rough and dangerous. Attacks by Native Americans were common. But in its time running, the Pony Express only lost one mail pouch.

The Pony Express filled an important role for a time, but it did not last. The Civil War started in April of 1861. This was bad news for the owners. The worst for them was yet to come. On October 24th, 1861, the first telegraph line to California was finished. This linked them to the rest of the country. People could send messages in an instant. Two days later the Pony Express closed. But the lore of the brave riders lives on even today.

1. Which happened first?
 - a. Settlers rushed to California to find gold.
 - b. The Pony Express was started.
 - c. The train line to California was finished.
 - d. The first telegraph line to California was finished.

2. Which best explains why Pony Express riders had to weigh less than 125 pounds?
 - a. Heavier men were more expensive.
 - b. Horses were scared of heavier men.
 - c. Heavier men scared customers.
 - d. Horses could move quicker with lighter men.

3. How fast could the Pony Express take a letter from California to Missouri?
 - a. 24 hours
 - b. ten days
 - c. twenty days
 - d. one month

4. Why were the Pony Express stations about ten miles apart?
 - a. This was about as far as a man could walk in a single day.
 - b. This was as far as a man could ride on a horse in a day.
 - c. This was so the riders wouldn't get so lonely at night.
 - d. This was as far as a horse could run without getting tired.

5. Which was probably **not** a requirement to be a rider for the Pony Express?
 - a. You had to be light.
 - b. You had to be an expert horse rider.
 - c. You had to be able to read and write.
 - d. You had to be brave in the face of danger.

6. Which best describes that main idea of the fifth paragraph?
 - a. It is about how many Pony Express stations there were.
 - b. It is about how the Pony Express carried mail so quickly.
 - c. It is about how the Pony Express riders slept in the stations.
 - d. It is about how far the Pony Express riders would go in a day.

7. Which of these ended the Pony Express?
 - a. The telegraph
 - b. The Civil War
 - c. Wars with Native Americans
 - d. The train line

8. About how far did Pony Express riders travel on a usual day?
 - a. 10 miles
 - b. 200 miles
 - c. 100 miles
 - d. 2000 miles

9. How many mail pouches did the Pony Express lose?
 - a. The Pony Express never lost a mail pouch.
 - b. One
 - c. Two
 - d. Too many to keep track

10. Which title best describes the author's purpose in writing this?
 - a. *Out of Touch: Why Phones are Faster Than Horses*
 - b. *The Pony Express: Stories of Their Bravery in Battle*
 - c. *Back in Touch: Why We Should Use Horses to Deliver the Mail*
 - d. *The Pony Express: About the 1860's Fastest Mail Service*

Nonfiction Reading Test

Reading

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.



Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in far away places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

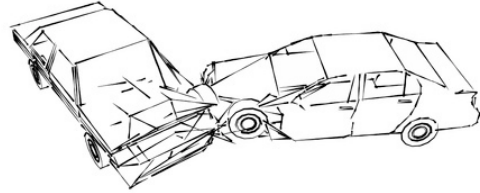
1. Which best expresses the main idea of the second paragraph?
 - a. Reading is exciting.
 - b. Reading strengthens your mind.
 - c. Age affects the body in many ways.
 - d. Working out keeps your body in shape.
2. Why does the author think that you should read books that are boring?
 - a. You will eventually grow to love them if you read them enough.
 - b. You will get better grades in reading class.
 - c. You will make your teacher very happy.
 - d. You will learn new words.
3. Which best expresses the main idea of the third paragraph?
 - a. Reading can benefit you.
 - b. You can learn to program video games or design clothing by reading.
 - c. You can learn amazing things and become a better person by reading.
 - d. Knowledge is power.
4. Which is **not** a reason given by the author why students fail to complete reading assignments?
 - a. Students may be bored.
 - b. Students may be distracted.
 - c. Students may be unwilling to focus.
 - d. Students may be tired.
5. Which best expresses the author's main purpose in writing this text?
 - a. He is trying to persuade students to do their reading work.
 - b. He is teaching people how to become better readers.
 - c. He is explaining why people don't do their reading work.
 - d. He is entertaining readers with facts about the mind and body.
6. Which best describes the author's tone in the first three sentences?
 - a. Surprised
 - b. Sarcastic
 - c. Informative
 - d.irate
7. Which of the following is **not** one of the author's main points?
 - a. Reading broadens your perspective and makes you a better person.
 - b. Reading is a relaxing activity with positive mental side effects.
 - c. Reading helps you perform on tests and get into selective schools.
 - d. Reading keeps your mind in shape and prevents losses due to age.
8. Which is **not** one of the author's arguments in the fifth paragraph?
 - a. Reading gives you a broader perspective on the world.
 - b. Reading changes the way that you understand the world.
 - c. Reading helps prepare you for your job in the real world.
 - d. Reading teaches you about distant lands and cultures.
9. Why does the author believe that reading is good for your mind state?
 - a. It has a calming effect.
 - b. It can lower your stress levels.
 - c. It can help you relax.
 - d. All of these
10. Which title best expresses the main idea of this text?
 - a. *Reading: Good for the Mind in Many Ways*
 - b. *Reading: The Key to a Successful Academic Future*
 - c. *Reading: Improve Your Vocabulary While Being Entertained*
 - d. *Reading: The Best Way to Improve Your Writing Skills*

Nonfiction Reading Test

Seat Belts

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

"Click!" That's the sound of safety. That's the sound of survival. That's the sound of a seat belt locking in place. Seat belts save lives and that's a fact. That's why I don't drive anywhere until mine is on tight. Choosing to wear your seat belt is as simple as choosing between life and death. Which one do you choose?



Think about it. When you're driving in a car, you may be going 60 MPH or faster. That car is zipping down the road. Then somebody ahead of you locks up his or her brakes. Your driver doesn't have time to stop. The car that you are in crashes. Your car was going 60 miles per hour. Now it has suddenly stopped. Your body, however, is still going 60 MPH. What's going to stop your body? Will it be the windshield or your seat belt? Every time that you get into a car you make that choice. I choose the seat belt.

Some people think that seat belts are uncool. They think that seat belts cramp their style, or that seat belts are uncomfortable. To them I say, what's more uncomfortable? Wearing a seat belt or flying through a car windshield? What's more uncool? Being safely anchored to a car, or skidding across the road in your jean shorts? Wearing a seat belt is both cooler and more comfortable than the **alternatives**.

Let's just take a closer look at your choices. If you are not wearing your seat belt, you can hop around the car and slide in and out of your seat easily. That sounds like a lot of fun. But, you are also more likely to die or suffer serious injuries. If you are wearing a seat belt, you have to stay in your seat. That's no fun. But, you are much more likely to walk away unharmed from a car accident. Hmmm... A small pleasure for a serious pain. That's a tough choice. I think that I'll avoid the serious pain.

How about giving money away? Do you like to give your money away? Probably not. And when you don't wear your seat belt, you are begging to give your money away. That's because kids are required to wear seat belts in every state in America. If you're riding in a car, and you don't have a seat belt on, the police can give you or your driver a ticket. Then you will have to give money to the city. I'd rather keep my money, but you can spend yours how you want.

Wearing a seat belt does not make you **invincible**. You can still get hurt or killed while wearing your seat belt. But wearing them has proven to be safer than driving without them. You are much less likely to be killed in a car wreck if you are wearing a seat belt. You are much less likely to get seriously injured if you are wearing one. So why not take the safer way? Why not go the way that has been proven to result in fewer deaths? You do want to live, don't you?

1. Which title best expresses the main idea of this text?
 - a. *Car Accidents: Ways That We Can Prevent Them*
 - b. *Slow Down: Save Lives By Driving Slower*
 - c. *Seat Belts: Wear Them to Survive Any Wreck*
 - d. *Why Not? Improve Your Odds with Seat Belts*

2. Which best expresses the author's main purpose in writing this text?
 - a. To inform readers about seat belt laws
 - b. To persuade readers to wear seat belts
 - c. To entertain readers with stories and jokes about seat belts
 - d. To describe what car accidents are like without seat belts

3. Which best describes the text structure in the fourth paragraph?
 - a. Compare and contrast
 - b. Chronological order
 - c. Sequential order
 - d. Problem and solution

4. Which best defines the word *alternatives* as it is used in the third paragraph?
 - a. Being safe
 - b. Being unsafe
 - c. Other choices
 - d. Driving fast

5. Which best expresses the main idea of the fifth paragraph?
 - a. Seat belts are a waste of money.
 - b. People don't like to give money away.
 - c. Not wearing a seat belt may cost you.
 - d. Seat belt laws save lives.

6. Which best defines the word *invincible* as it is used in the last paragraph?
 - a. Uncool
 - b. Difficult or impossible to see
 - c. Glow-in-the-dark
 - d. Unable to be harmed

7. Which statement would the author most likely **agree** with?
 - a. Being safe is more important than being cool.
 - b. Moving freely around a car is worth the risks.
 - c. Seat belts will keep you safe in any car accident.
 - d. You should be most concerned with your comfort.

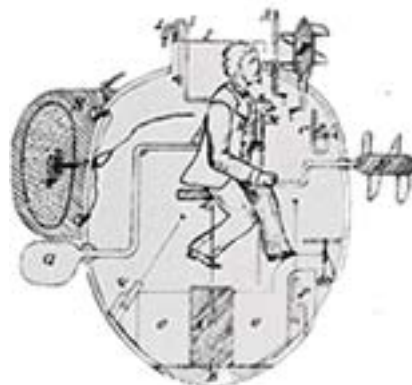
8. Which argument is **not** made by the author?
 - a. Not wearing a seat belt can be expensive.
 - b. Penalties for not wearing a seat belt should increase.
 - c. Seat belts keep you from flying through the windshield.
 - d. Wearing a seat belt is cooler than suffering an injury.

Submarines | Nonfiction Reading Test 1

Do you know the difference between a submarine and a submersible? A submarine is a watercraft that is capable of independent operation under the sea. Submarines do not require support ships because submarines can renew their air and power supplies independently. Submersibles also submerge and operate underwater, but they need the support of a larger vessel. Submersibles cannot renew their air and power supplies without support. For this reason submersibles are usually smaller and cannot spend as much time underwater as submarines.

The first documented submersible was constructed in 1620 by Cornelius Drebbel. It was powered by rowing oars underwater. Though this craft was originally designed for underwater exploration, it did not take long for inventors and makers of war to recognize the military potential of the submersible. In 1648 Bishop John Wilkins wrote, "It may be of great advantages against a Navy of enemies, who by this may be undermined in the water and blown up." Over one-hundred years later, the first military submarine was ready to be deployed.

The *Turtle* was the world's first submarine used in combat. Designed by David Bushnell in 1775, it was deployed by the Continental Army during the American Revolutionary War. Though the *Turtle* did utilize a support ship in combat, it was fully capable of renewing its air and power supplies independently; therefore, the *Turtle* is considered to have been a submarine and not a submersible. The *Turtle* was powered by hand-cranked propellers and was named as such because it resembled a turtle. It held a single person, moved about three miles per hour in calm water, and contained enough air to stay submerged for about thirty minutes. General Washington authorized an attack using the *Turtle* on a British flagship blockading New York Harbor. Sgt. Ezra Lee operated the *Turtle* and attempted to affix underwater explosives to the British ship, but he failed. The *Turtle* was later destroyed by the British. Despite this failure, the *Turtle* is still remembered as the first submarine used offensively during war.



Drawing of Bushnell's *Turtle*

Another notable submarine originally designed for war was Julius H. Kroehl's *Sub Marine Explorer*. Built between 1863 and 1866, this submarine was created for the North during the American Civil War but the war ended before it went into use. After the war it was used commercially to harvest pearls in Panamanian waters during the late 1860s. Unfortunately, the dangers of decompression sickness (a condition that occurs when divers rise to the water's surface too quickly) were not understood. While experimenting with the *Sub Marine Explorer* in 1867, Kroehl himself perished from decompression sickness. In 1869 a new engineer put the *Sub Marine Explorer* back to the task of harvesting pearls. Tragically, use of the *Sub Marine Explorer* was discontinued after the entire crew died from decompression sickness.

Submarine use increased greatly during World War I. Due to innovations in engineering, such as a dual power system using both diesel and electric sources, submarines had finally developed into effective war machines. One watercraft called the U-Boat was put to great effect by the Germans. Some argue that the U-Boat was more of a submersible, since U-Boats operated primarily on the surface using diesel engines and submerged only occasionally to attack using battery power, but the effectiveness of the U-Boat in combat is certain. During World War I more than 5,000 Allied ships were sunk by U-Boats, including the *Lusitania*, which is often cited as a reason why America entered the war.

U-Boats were again utilized extensively by the Germans during World War II. Though the U-Boats were devastating to British fleets, advances in technology such as radar and sonar reduced their overall effectiveness. Additionally, the U.S. had also developed and deployed a fleet of submarines to great effect. Though the Japanese attack on Pearl Harbor destroyed or severely damaged many of the U.S. Navy's front-line Pacific Fleet ships, U.S. submarines survived the attack and went on to cause great damage. Submarines, though only about 2 percent of the U.S. Navy, destroyed over 30 percent of the Japanese Navy. This made U.S. submarines the most effective anti-ship and anti-submarine weapon in the entire American arsenal.

Modern submarines are now powered by a nuclear reactor. The nuclear reactor generates a tremendous amount of power and frees the submarine from the need to occasionally surface. The large amount of power generated by these reactors allows submarines to operate at high speeds for long durations. Current nuclear submarines never need to be refueled throughout their 25-year life-spans. The only factor limiting the amount of time that an advanced submarine can remain submerged is the amount of food and water that the submarine can carry. Even the Bishop John Wilkins, when he imagined the military capabilities of future submarines from 1648, could not have envisioned such an amazingly powerful watercraft.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. For what purpose were submersibles originally designed? _____
 - a. Transporting passengers underwater without the threat of storms
 - b. Exploring under the sea
 - c. Smuggling weapons and outlawed materials
 - d. Attacking ships on the surface of the water

2. Why was the *Sub Marine Explorer* originally created? _____
 - a. To assist the North in the Civil War
 - b. To harvest pearls
 - c. To explore undersea
 - d. To experiment with decompression sickness

3. Which is *most likely* to limit the how long a modern submarine can remain submerged? _____
 - a. The amount of fuel in the submarine
 - b. The air supply in the submarine
 - c. The amount of food and water aboard the submarine
 - d. There is no limit to the amount of time a modern submarine can remain submerged

4. How were U-Boats powered? _____

a. Hand crank	b. Diesel
c. Battery	d. Both B & C
e. None of these	f. All of these

5. Which of the following statements best describes the *Turtle* according to the text? _____
 - a. The *Turtle* was the first submarine used during war to destroy another ship.
 - b. The *Turtle* was the first submersible used during war to attack another ship.
 - c. The *Turtle* was the first submersible used during war to destroy another ship.
 - d. The *Turtle* was the first submarine used during war to attack another ship.
 - e. The *Turtle* is the biggest and fastest watercraft in all of human history.

6. Which of the following best describes why the author *most likely* wrote this text? _____
- a. To entertain his audience with stories about submarines
 - b. To educate his readers about how submarines work
 - c. To inform his readers about the evolution of submarines
 - d. To convince his audience to purchase a submarine
7. Which is the *most likely* reason why the author wrote the **first** paragraph? _____
- a. To explain a concept that would be referenced throughout the text
 - b. To introduce the main idea of the text
 - c. To get the reader's attention with startling information
 - d. To amuse the reader with an interesting historical anecdote
8. Which does **not** describe a way in which submersibles are different from submarines? _____
- a. Submersibles are usually smaller than submarines.
 - b. Submersibles are not capable of independent operation.
 - c. Submersibles can usually spend more time underwater than submarines.
 - d. Submersibles cannot independently renew their air and power supplies.
9. Which of the following *best* describes how the text is structured in the **first paragraph**? _____
- a. Compare and Contrast
 - b. Chronological
 - c. Problem and Solution
 - d. Sequence / Process
 - e. Order of Importance
10. Which of these events happened **first**? _____
- a. The *Turtle* was destroyed.
 - b. Bishop John Wilkins recognized the military potential of submersibles.
 - c. The *Sub Marine Explorer* was used to harvest pearls.
 - d. Radar and Sonar were invented.
11. Which *most likely* explains why U.S. submarines survived the attack on Pearl Harbor? _____
- a. Because the Japanese did not value the submarines as worthy targets
 - b. Because the submarines were much smaller than all of the other boats in the U.S. Navy
 - c. Because the Japanese were targeting U.S. submersibles instead
 - d. Because the submarines were submerged and difficult to strike
12. Which of the following statements is entirely true? _____
- a. Sgt. Ezra Lee invented the *Turtle*; Cornelius Drebbel invented the first submersible;
 - b. Bishop John Wilkins invented the first submersible; David Bushnell invented the *Turtle*;
 - c. David Bushnell invented the *Turtle*; Julius H. Kroehl invented the *Sub Marine Explorer*
 - d. Julius H. Kroehl invented the *Sub Marine Explorer*; John Wilkins invented the U-Boat
13. Which of these events happened **last**? _____
- a. U.S. submarines survived the attack on Pearl Harbor.
 - b. Sgt. Ezra Lee attempted to blow up a British flagship using a submarine.
 - c. U-Boats sank the *Lusitania*.
 - d. Julius H. Kroehl's developed the *Sub Marine Explorer*
14. Which of the following would be the *best* title for this reading passage? _____
- a. How Submarines Work
 - b. A Short History of Submarines
 - c. *Turtle*: The First Combat Submarine
 - d. The Differences Between Submarines and Submersibles

Name: _____

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around, Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. "*Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can.*" As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. "*For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience.*" Jacob's cry rang throughout the house as he yelled, "MOM!" He now knew what his true purpose in life was.

Comprehension and Inferential Questions

Directions: After reading the story, choose the best answer for each question. Circle one answer.

- According to the text, why does Jacob stop playing the guitar?
 - It hurt his fingers.
 - He'd rather play drums.
 - It was too easy.
 - He failed math.
- To whom did Jacob want to play Black Eyed Peas songs?
 - Alex
 - Angie
 - Mom
 - Dad
- According to the passage, why does Jacob decide that he wants a metal detector?
 - He sees a man at the park with one.
 - His father had one as a child.
 - He saw a TV commercial for one.
 - He read an ad for one in a comic book.
- How does Jacob get the items that he wants in the story?
 - He asks his mom.
 - He asks his dad.
 - He shovels driveways and mows lawns.
 - He does all of these things to get what he wants.
- When did Jacob buy the metal detector?
 - In the fall
 - In the summer
 - In the spring
 - In the winter
- True or False: The metal detector was a good investment for Jacob.
 - True
 - False
- Why doesn't Jacob's father want to get him the magician's kit for his birthday?
 - Jacob failed math class.
 - Jacob quits too many expensive activities.
 - Jacob has been mean to his younger brother.
 - Jacob went to the park without permission.
- Why does Jacob's father buy Jacob the magician's kit?
 - Jacob mowed the lawn.
 - Jacob reminded his father of himself.
 - Jacob bought ice cream for his brother.
 - Jacob found his father's key ring.
- Which word is closest in meaning to the italicized word in the following sentence from paragraph four: "It was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday"?
 - Happy
 - Willing
 - Proud
 - Hesitant
- What distracts Jacob from the magician's kit?
 - A TV commercial
 - His father
 - The kitchen table
 - A comic book
- Based on the end of the story, Jacob is *most likely* to go on and do which of the following?
 - Become a great magician
 - Learn to play guitar well
 - Detect an incredible hidden treasure
 - Raise money to go to space camp

12. Which happened first in the text?

- a. Jacob asked his dad for the magician's kit.
- b. Jacob got a guitar for Christmas.
- c. Jacob mowed lawns.
- d. Jacob shoveled driveways.

13. Which happened last in the text?

- a. Jacob saved up \$200.
- b. Jacob found forty-seven cents in the park.
- c. Jacob took guitar lessons.
- d. Jacob was influenced by a comic book.

Literary Elements Questions

Directions: After reading the story, choose the best answer for each question.

14. Which **character trait** *best* describes Jacob in regards to his hobbies?

- a. Dedicated
- b. Impulsive
- c. Committed
- d. Devoted

15. What was the author's purpose in writing this text?

- a. Inform
- b. Persuade
- c. Entertain
- d. Confuse

16. In what genre is this story?

- a. Fiction
- b. Nonfiction
- c. Folklore
- d. Poetry

17. In what subgenre is this story?

- a. Biography
- b. Historical Fiction
- c. Realistic Fiction
- d. Fable

18. In which pattern is the text organized?

- a. Problem and Solution
- b. Chronological
- c. Sequence
- d. Cause and Effect

19. From what point of view is the story narrated?

- a. First-Person
- b. Third-Person Objective
- c. Second-Person
- d. Third-Person Omniscient

20. Which poetic technique is used in the following line: "He beeped it around the park for a while"?

- a. Onomatopoeia
- b. Simile
- c. Personification
- d. Hyperbole

21. Which technique is used in the following line: "He had gotten into a million hobbies and activities"?

- a. Onomatopoeia
- b. Simile
- c. Personification
- d. Hyperbole

22. Which technique is used in the following line: "The five-hundred dollar guitar lives under his bed."

- a. Onomatopoeia
- b. Simile
- c. Personification
- d. Hyperbole

GENERAL GRAMMAR

❖ Adjectives: comparatives and superlatives

Listen and repeat:-

Short adjectives

big	bigger	the biggest
cold	colder	the coldest
easy	easier	the easiest
hot	hotter	the hottest
short	shorter	the shortest
tall	taller	the tallest

Long adjectives

beautiful	more beautiful	the most beautiful
boring	more boring	the most boring
difficult	more difficult	the most difficult



Irregular adjectives

bad	worse	the worst
far	further	the furthest
good	better	the best

Listen:-

tall... taller the tallest

Now you:-

big	complicated	good		
nice			dangerous	bad
safe			intelligent	pretty

Ask me:-

if I am taller than my brother.	which mountain is the highest in the world.
if I am more intelligent than my boss.	



Ask:-

Is maths more difficult for you than English?	Which is the longest river in the world?	
Is the Nile as long as the Mississippi?		Is your partner a better driver than you?
Which is the longest river in your country?		Who is the laziest person in your family?



❖ Adjectives –ED and –ING

Listen:-

We were bored because the film was boring.

Now you:-

We were excited because the film was ...
 We were fascinated because the documentary was ...
 We were all amazed because the news was ...
 We're interested in the Internet because it's really ...
 I've had a tiring day so I'm ...
 They had a relaxing weekend so now they're very ...
 This class is boring so now we're ...

❖ Adverb Formation

Listen:-

amazing... amazingly

Now you:-

bad		intelligent
brilliant		nice
careful		quiet
easy		sad
fluent		slow
happy		urgent
immediate		



And now the irregular adverbs. L + R

early... early

fast... fast

good... well

hard... hard

late... late

Now fill the gaps.

It's not difficult. You can do it ...

Shut up! Do it ...

She's brilliant at French. She speaks it ...

Hurry up! Do it ...

I want it right now. I want it ...

I'll be very angry if you arrive ...

❖ Adverbs of Frequency

Listen:-

I eat hamburgers. NEVER... I never eat hamburgers

Now you:-

I am late. SOMETIMES

I arrive late. SOMETIMES

We go to the cinema. OFTEN

She says sorry. NEVER

I eat meat. HARDLY EVER

Everybody is sad. SOMETIMES

Ask someone how often they:-

do exercise.

eat sweets.

go to the / *cinema* / *theatre* /

watch a dvd.

buy a / *newspaper* / *magazine* /

read.

play computer games.



❖ Agreeing and Disagreeing

Listen:-

I like rice... So do I; I played tennis yesterday... So did I.

Now you:-

I can swim

I like dark chocolate

I can't play the violin

I went to the cinema at the weekend

I didn't go out last night

I'd love to visit New York

I've been to Ibiza

I haven't been to Menorca

I'm going to the theatre next week

❖Articles: the Definite and the Zero

Ask me:-

- if I like cheese.
- if I like red wine.
- if I have ever been in hospital.
- what time I get back from work.
- what time I go to bed in the week.

- what I normally have for / dinner / breakfast / ?
- when the last time was I went to the dentist.
- how often I watch TV.
- how often I listen to the radio.



❖Both and Either

Ask me if:-

- I would like to spend either a week in Mallorca or 4 days in Berlin.
- both my parents are from the same town.

Listen:-

- Two days in New York or four days in L.A...
- Would you prefer either two days in New York or four days in L.A.?

Now you make questions.

- one week in Benidorm or one day in Vienna
- an evening playing computer games or going to a football match
- a vegetarian restaurant or MacDonald's
- a week in Phuket or 3 days in Chiang Mai

.....

.....

Now make up some examples of your own to ask other students.

❖Countables and Uncountables

Listen:-

He's got 3 apples... How many apples has he got?

Now you:-

- She's got 2 TVs.
- They've got 5 cats.
- We've got some lemonade.
- Micky's got some cheese.
- Hannibal eats one person a day.

- Eve's got some rice.
- Eve's got 2 kilos of rice.
- I drink 2 litres of water a day.
- Eve eats an apple a day.



Ask someone:-

- how much orange juice they drink.
- how many coffees they drink a day.
- how many hours they sleep a night.

- how many hours they work a day.
- how many cousins / their children / they / have.
- how much exercise they do.



❖Direct and Indirect Pronouns

Ask me to:-

- recommend a good restaurant to you.
- explain how to attach a file to an email.

.....

.....

❖ Enough and Too

Ask:-

Are you ever too tired to go out on Friday nights?
Have you got enough money for the weekend?

.....

.....

Listen:-

I need more money... I haven't got enough money.

Now you:-

We need more milk
They need more time

You need more training
I need more English

.....

.....



Listen:-

I'm not going out. It's very cold... It's too cold to go out.

Now you:-

I'm not playing tennis. It's very hot
I can't help you. I'm very busy

I can't continue. I'm very tired
I can't sit down. I'm very restless

.....

.....

❖ Few and little

Listen:-

Not many people went to the party... few people went to the party

Now you:-

Not many restaurants in Spain have vegetarian options
Not much time rain falls in Valencia
Some people recycle plastic
Some countries care about the environment

.....

.....

❖ Indefinite Pronouns

Listen:-

Simon is in the kitchen... Someone is in the kitchen

Now you:-

Simon is at the door
I know Simon from Manchester
Simon took my pen

Listen:-

Simon went to the party... Noone went to the party

Now you:-

Simon likes techno music
Simon wasn't in the office
Simon remembered

Listen:-

Is Simon at home?... Is anyone at home

Now you:-

Does Simon like going to discos?
Does Simon like Japanese food?
Did Simon remember to phone the restaurant?

Ask someone if:-
 there is anything good on TV tonight.
 they are trying to help anyone at the moment.
 they sent someone an email yesterday.
 there is anything they hate doing on Saturdays.
 there is anything they won't eat.

Ask:-
 Does anybody in your family / *sail* / *speaking French*?
 Does anybody in your family play a musical instrument or sing?
 Has anyone here been to / *Lisbon* / *Morocco*?
 Have you sent anything by post recently? Who to?
 What would you advise anyone visiting your country for the first time?
 Is there anything you like to do on your birthday?
 Is there anything you like to eat on your birthday?

❖ Indirect Questions

Ask:-
 Would you mind answering a few questions?
 Could you tell me when the last time you used English was?
 I don't suppose you could lend me 50 Euros?
 Have you ever wondered what life is like in / *Sydney* / *Buenos Aires* / ?

Ask someone if:-
 they happen to know the dates for Easter.
 they could tell you the time.
 they could tell you what the capital of *Australia* / *Ecuador* / *Mongolia* / is.
 they remember what TV programmes they watched when they were small.
 they ever wonder what their first love is doing now.
 they know how much a litre of semi-skimmed milk costs.
 they would mind telling me which football team they support.
 they happen to know the currency of / *Morocco* / *Thailand* / .

❖ Object Pronouns

Listen:-
 She likes Charles... she likes him

Now you:-
 They like milk
 It likes bones
 She lives near Mary and Paul
 I live near David

We love dark chocolate
 She doesn't speak to Jenny
 He likes travelling
 She sees her friends a lot

❖ Possessive Adjectives

Listen:-
 Michael's city... his city

Now you:-
 Christina's country... her country
 Romeo and Juliette's story... their story
 Your and my world... our world
 Raquel's place... her place
 My grandmother's cooking... her cooking
 My grandmother's boyfriend... her boyfriend

My father's sister... his sister
 My parents' free time... their free time
 Uncle Albert's girlfriend... his girlfriend
 Auntie Helen's problems... her problems
 The monster's thing... its thing



❖ Possessive Nouns

Listen:-

The boyfriend of my sister... My sister's boyfriend

Now you:-

The animals of the farmer

The sportscar of your mother

The school of my father

The bar of Pepe

The house of Bob

The dog of my friend

The ego of my boss

The cat of my girlfriend



❖ Reflexive Pronouns

Listen:-

I cut myself HE... He cut himself

Now you:-

They did it themselves. I

He hurt himself. THEY

I burnt myself. YOU

He taught himself to type. WE



Ask:-

Have you taught yourself anything?

Have you kicked yourself about anything recently?

❖ Short Answer Questions

Listen:-

Do you like dark chocolate?... Yes, I do.

Ask:-

Are you happy with the government?

Are your children doing well at school?

Are you and your partner thinking about moving house?

Do your children like fish?

Does your boss ever arrive late for work?

❖ Subject Pronouns

Listen:-

The dog... it

Now you:-

Anne

David

Romeo and Juliette

Jane and I

eggs and potatoes

Robert

Andy and John

George and I

chocolate

apples and oranges



IDIOMS

❖ Business Idioms

Ask a student:-

how they keep up to date in their work.

what I feel like doing when I get in from work.

Did you go on holiday this summer? Did your budget go through the roof?

Is your boss easy to get hold of?

.....

❖ Commonly Used Idioms

Ask me:-

if I'm fed up with my students at the moment.

if there is anything I want to get rid of at the moment.

Ask a student:-

if they get on with their mother-in-law.

if they are fed up with anything at the moment.

Ask:-

Do you get on with your partner's mother?

Do you think it's worth spending money on / *holidays* / *a good TV* / ?

Do you ever organize things along the way?

Have you got rid of anything recently?

What was the last / *film you saw* / *book you read* / ? What was it about?

How much milk is there left in your fridge?

How many yoghurts are there left in your fridge?

How much class time do we have left?

MISTAKES

❖ Word Order

Correct these:-

He watches all day TV.

We go in summer to the beach.

I never am late.

She arrives always on time.

.....

PHRASAL VERBS

❖ Commonly Used Phrasal Verbs

Ask:-

Do you get on with your boss?

Have you taken up any new hobbies recently?

Have any of your plans fallen through recently?

Does anyone in your family ever show off?

Is there anything you need to sort out at the moment?

Have you caught a plane recently? What time did it take off?

Is there anything in your life you have to put up with?

Ask me:-

if there is anything I want to get rid of at the moment.

what hobbies I took up when I was a child.

Ask a student:-

when they fell out with someone the last time and why.

if they are running out of anything at the moment.

how well they get on with their neighbours.

❖ Make Up Phrasal Verbs

Ask a student:-

Have you made it up to anyone recently?

How would you make it up to your partner if you forgot their birthday?

.....

❖ Turn Phrasal Verbs

Ask a student:-

How did your last dinner party turn out?

Have you ever been turned down for a job?

.....

PREPOSITIONS

❖ For and During

Ask someone:-

what they did during the summer.

if they have a drink during the interval if they go to the theatre.

if they know anyone who sometimes falls asleep during a film.

if they have ever fallen asleep during a meeting.

Ask:-

How long have you been married?

How long you have lived in your present house?

❖ For and Since – see *present perfect*

❖ For and To

Ask:-

Why do people go on holiday?

Why do you work?

Why do people go to university.

Why do people go to the gym?

What do you do to keep fit?

What do you normally have for / *breakfast* / *lunch* / ?

What did you have for dinner last night?

What do you like to have for breakfast on Saturdays?

What did your partner give you for your birthday?

What did you give your partner for their birthday?

What do you do to prepare a meeting with clients?

Ask me:-

if I would help you me to change the tyre if you had a puncture.

who I buy souvenirs for when I go on holiday.

❖ In and On

Ask:-

Are you keen on seafood?

Have you ever been in trouble with your boss?

How often do you eat out on average?

How much time do you spend on the phone?

What are you interested in apart from work?

Ask me:-

What's on TV tonight?

Ask someone:-

if they are good in an emergency

the last time they were on a plane

❖ Prepositions of Place

Ask me:-

- if I like staying in bed when it's cold.
- if I have ever been in hospital.
- if I know anyone who works at the hospital.
- what time I arrive at work.
- what time I get to work.

Ask someone if:-

- what time they get to work.
- what time they get home from work.
- they prefer being at the beach or in the mountains.
- what countries they have been in.

❖ Prepositions of Time

Listen and repeat:

AT

at 10 o'clock, at half past nine, at 12 forty-five, at midnight, at night, at midday, at lunchtime, at the weekend, at Christmas and at Easter.

IN

In the morning, in the afternoon, in the evening, in June, in July, in the summer and in the week.

ON

On Monday, on my birthday, on the 14th of August, on Christmas Day, on New Year's Eve

Listen.

Wednesday... and you say "on Wednesday".

Now you:-

four o'clock; winter; the weekend, the morning; night; October; Thursday; lunchtime; 23rd June; Easter; Friday; September; the afternoon; the spring; the 14th April; Christmas and Christmas Day.

Ask someone:-

- if they prefer to study in the morning or in the evening.
- who takes the rubbish out at night.
- what time their alarm goes off in the morning.
- when their birthday is.

Ask me:-

- if I ever go out in the week.
- what I like doing at the weekend.
- what time I get up on Sundays.

TRICKY WORDS

❖ Ban, Forbid, Not Allow and Prohibit

Ask:-

- Are you allowed to smoke in your office?
 - Do you know anyone who has been banned from driving? Why?
 - Is there anything your children aren't allowed to do?
 - Is smoking in restaurants banned in your country?
 - What are your kids allowed to do at the weekends?
 - Do you think GPS should be banned in cars?
-

❖ Be and Get

Ask:-

- Is your English getting better?
- When was the last time you got angry about something?
- When do you get hungry?
- Are you fed up with anything at the moment?
- Do you know anyone who gets angry when they are hungry?
- Do you get car sick if you read in the car?
- Does anyone in your family get sea sick?

❖ Beat, Earn and Win

Ask:-

- Who is your favourite football team?
- ↳ Did they win last weekend?
- ↳ Who did they beat?
- Have you played chess recently?
- ↳ Did you win?
- ↳ Who did you beat?
- How much does your boss earn?
- What did you earn in your first job?

❖ Catch, Have and Take Lexical Phrases

Ask me:-

- how often I have a haircut.
- how often I catch a bus.
- when the last time was I took an exam
- what sort of people catch my attention.

Ask someone:-

- if they take many photos when they go on holiday.
- what they do when they catch a cold.

Ask:-

- Did you go out last Saturday? Did you have a good time?
- What do you always take with your on / holiday / a business trip / ?
- How many coffees do you have a day?

❖ Do and Make

Listen:-

An appointment... make an appointment

Now you:-

- a complaint
- a decision
- a mess
- a noise
- exercise

- lunch
- mistake
- plans
- the shopping
- the washing-up



Ask someone:-

- if they have made any appointments this week.
- if they have made any important decisions recently.
- how often they do exercise.
- when they do the shopping.
- if they make a mess in the kitchen when they cook. And your partner?
- if anyone has done them a favour recently.
- who does the shopping in their family.
- who does the washing-up in their house.
- who makes dinner in the week.
- who makes lunch on Saturdays.

Ask:-

- When do your children do their homework?
- Who makes dinner and who washes up in your house?
- Do you do sudokus?
- How often do you have to do reports?

❖ **Excited, nervous and worried**

Ask me:-

- what makes me nervous. And you?
- if I am worried about anything at the moment. And you?

Ask a student:-

- what their / *kids* / *dog* / gets excited about.
- if they are excited about / *the summer* / *Easter* / *Christmas* /
- if they get nervous about going to the dentist.

❖ **Expect, Hope and Wait**

Listen:-

I was standing in the queue for 20 minutes... I was waiting in the queue for 20 minutes

Change the verb for *expect*, *hope* or *wait*:-

- I was in the café for half an hour
- I think the boss will say no
- I really want to pass my driving test.

.....

Ask:-

- How long did you have to wait in the queue the last time you went to the bank?
- How long did you wait for your / *bus* / *train* / this morning?
- Do you mind waiting for people when they are late?
- Where do you hope to go for your next holiday?
- What do you expect will happen when all the ice in Greenland melts?

.....

.....

❖ **Go away, Go out and Leave**

Ask:-

- Do you normally go out on Friday and Saturday?
- Ask me if I normally go out on Fridays?
- How often do you go away for the weekend?
- What time do you leave for work in the morning?
- What time do you usually leave the office in the evening?

.....

.....

❖ Have and Have got

Ask me:-

- if I have any pets.
- if I've got any pets.
- if my mother has a car.
- if my mother has got a car

- if I have the time.
- if I've got the time.
- when I have my next class.
- when I've got my next class.



❖ Hear and Listen

Ask:-

- Did you listen to the news this morning? Ask me.
- Have you heard about any good books or films recently? Ask me.
- When was the last time you heard from an old school friend?

.....

❖ How, Like and What... like?

Ask:-

- What's your home town like?
- Do you like the capital city of your country?
- How is your boss at the moment?
- What is he like generally?

.....

❖ Job and Work

Ask:-

- How many times have you changed job in your life?
- Do you enjoy your work?
- If you changed job, what would you like to do?
- Do you have a list of jobs to do at home?
- What qualities do you need to do your job well?
- How many hours a day do you work?
- What time do you normally get to work?

❖ Journey, travel and trip

Ask:-

- Have you been on any business trips recently? Where to?
- When was the last time you travelled abroad?
- How long does your journey to work take?
- When will your next business trip be?

.....

❖ Know and Meet

Ask:-

- Where did you meet your partner? Ask me.
- How long have you known your best friend?
- ↳ Where did you meet?
- How well do you know your city?
- What is your favourite city in the world?
- ↳ How well do you know it?
- Have you ever met anyone famous?
- Have you ever met anyone you know on holiday? Who?

❖ Last and Take

Ask:-

- How long did your last meeting last?
- How long does a litre of milk last in your house?
- How long does a bar of dark chocolate last in your house?
- How long does a black ink cartridge last in your printer?
- How long does a full tank last you?
- How long does it take you to get to work?
- How long does it take you to pack your case for a business trip?
- Have you ever moved house? How long did it take you to find a new house?

❖ Look like, smell like, taste like and seem

Ask:-

- What is your favourite dish?
- ↳ What does it taste like?

Ask me:-

- what the Mona Lisa looks like.
- what Scarlett Johanssen looks like.

Ask a student:-

- what Channel No. 5 smells like?
- what *perfume* / *aftershave* their *partner* / *mother* wears and what it smells like.
- what gazpacho tastes like.
- what they feel like doing on Fridays after work.
- what truffles smell like.
- what oysters taste like.

❖ Remember and remind

Ask:-

- Do you remember any of your toys from when you were a child?
 - Do you know anyone who reminds you of someone famous?
 - Does your partner ever have to remind you about things?
-
-

❖ Say and Tell

Ask:-

- What does your boss say if you arrive late for work?
 - Have your children ever told you a lie?
-

Ask me:-

- to tell you about my favourite film.
- to tell you about what hobbies I took up when I was a child.

Ask a student:-

- what their *partner* / *mother* / *father* says about the environment.
 - to tell you what their boss says about the economy.
 - to tell you about their last holiday.
-

❖ There is... left; Have... left

Ask:-

- How much class time is there left?
- How much milk is there left in your fridge?
- How many yoghurts are there left in your fridge?
- How long do we have left before *Christmas* / *Easter*?
- How long do we have left before the end of the class?

❖ What... like? Questions

Ask a student:-

- what London is like.
- what Bangkok is like.
- what paella is like.
- what the people in Thailand are like.
- what the people in London are like.
- what I am like on a Monday morning.
- what the weather is like.
- what sort of weather they like.

- what */ Madrid / Paris / Tokyo /* etc is like.
- if they like */ Madrid / Paris / Tokyo /* .
- what they like about */ Madrid / Paris / Tokyo /* .
- what their neighbour looks like.
- what their neighbour is like.
- how their neighbour is.



VERBS and TENSES

❖ The First Conditional

Ask me:-

- if I'll have enough milk for the weekend if I don't go shopping on Friday.
- what I will do if I run out of cat food at the weekend.

Ask:-

- If you go shopping tomorrow, what will you buy?
- What will you do if you are too tired to cook tonight?
- What will you wear if you go out on Saturday?
- What will you do if you miss the bus home?

Ask a parent:-

- if they'll punish their children if they get bad reports from school.

❖ The Second Conditional

Ask:-

- what would you buy if you had some extra money?
- what would you do if you lost your */ house / car /* keys ?
- what would you do if your neighbour invited you to dinner?
- what would your dream bathroom be like.
- If you bought a dog, what breed would you choose?

Ask a student:-

- what they would do if they split up with their partner.
- what they would do if they were president.
- what type of music they would play if they had a disco.
- if they had a cinema, what type of films they would show.
- what you would do with your life if you didn't have to work.
- what they would do if they had more free time.

❖ The Third Conditional

Ask me:-

- what I would have done if I hadn't gone away at */ Easter / Christmas /*.
-

Ask a student:-

- if they went out or stayed in last Friday.
- ↳ what they would have done if they hadn't stayed in or gone out last Friday.
- what they would have done if they hadn't come to class today.

Ask:-

- What did you study?
- ↳ What would you have done if you had studied something different?
- What do you think you would have done if you hadn't started working for your present company?
- What would you have done if I hadn't come to class today?

❖ Gerund and Infinitive – Part One

Listen:-

He ate my sweets. ADMIT... “and you have to say:” He admitted eating my sweets.

Now you:-

Tony told a lie. ADMIT
 I wait in queues. CAN'T STAND
 We went to the cinema. DECIDE
 I cancelled the meeting. DECIDE
 He brought his laptop. FORGET
 I brought my mobile. FORGET
 I smoked. GIVE UP
 I go shopping on Saturdays. HATE
 You go to the shop. DO YOU MIND
 You pay for lunch. DO YOU MIND
 We buy some milk. NEED
 We check the times. NEED

She took us to the airport. OFFER
 She picked me up from the airport. OFFER
 He paid for my lunch. OFFER
 He told me. REFUSE
 He did it. REFUSE
 I go to New York. WANT
 You do it. I WANT
 They do it. SHE WANTS
 I do it. SHE WANTS
 I go to Tegucigalpa. WOULD LIKE
 I go to Valencia. LIKE



Ask me:-

if I mind waiting more than 15 minutes for a friend to turn up.
 if I have given up doing anything lately?

.....

Ask a student:-

if they have forgotten to bring anything to class.
 where they would like to go for their next holiday.

.....

Ask:-

Is there anything you can't stand doing at the weekend?
 Have you forgotten to do anything recently?
 What do you enjoy doing when you are on holiday?
 Is there anything you need to buy at the moment?

❖ Gerund and Infinitive – Part Two

Listen:-

We met at the airport. ARRANGE... We arranged to meet at the airport.

Now you:-

They met under the station clock. ARRANGE
 I saw Frank. AVOID
 We saw the manager. DEMAND
 He stole my jacket. DENY
 He was banned from driving. DESERVE

We went back to Galicia. KEEP
 They got good service. EXPECT
 She did it. MEAN
 I won't go through that part of town. RISK
 He won't pay. THREATEN



Ask:-

Is there anyone you try to avoid seeing at the moment?
 Is there anything you have given up doing recently?
 Have you arranged to meet anyone tomorrow?
 Have you ever threatened to stop your children's pocket money?

Ask me:-

if there is anything I am avoiding doing at the moment.

.....

Modal Verbs

❖ Be / Get Used To and Used To

Listen:-

I played rugby... I used to play rugby

Now you:-

I rode a motorbike.

I liked heavy metal.

We ate out every week.



Listen:-

I am accustomed to the heat... I am used to the heat

Now you:-

She is accustomed to speaking to clients.

He is accustomed to getting up early.

My boss is accustomed to stressful situations.

I am accustomed to studying at home.



Listen:-

I adapted to the cold... I got used to the cold

Now you:-

I adapted to a heavy schedule.

She adapted to travelling a lot.

I adapted to the stress levels

He adapted to working from home.



Ask:-

Is there anything you don't do now that you used to do a few years ago?

How long did it take you to get used to your current position?

Are you used to all the travelling you do?

Is there anything in life you can't get used to?

She was a goth girl.

He always wore black clothes.

I went skating.

I am not accustomed to bad manners.

They are accustomed to travelling a lot.

Are you accustomed to it?

We adapted to rude clients.

I adapted to the long flights.

Have you adapted to the workload?

❖ Can, Could and Be Able To

Listen:-

She plays the guitar... she can play the guitar

Now you:-

We speak French

She rides a horse

I don't ride a horse

They can't play tennis

I swam when I was six

She read when she was five

I rode a bike when I was six

We won't go to class next Friday

They won't go skiing



Ask:-

Can you use Powerpoint?

Can anyone in your family play an instrument?

Can anyone you know speak German?

If you could catch a plane tomorrow, where would you go?

Will you be able to relax on Saturday?

I won't go to the wedding

We won't go to the meeting

We won't finish in time

They have solved the problem

I haven't done my report yet

We haven't done the shopping.

They escaped the fire

They avoided the problem

We avoided the rush hour

❖ **Modal Verbs of Obligation**

Ask me:-

- what I have to do before I leave for work every morning?
- what I have to do before I go to bed at night?
- if I think people should think about the environment more?

.....

Ask a student:-

- if they have to get up early on Saturdays.
- what you mustn't do if you smell gas in your house.

.....

Ask:-

- what mustn't you do if you go out to a disco with friends?
- what should you do if you forget a friend's birthday?

.....

❖ **The Passive**

Listen:-

A lion ate the President of Zimbabwe... The President of Zimbabwe was eaten by a lion.

Now you:-

- They grow rice in Valencia.
- They transport fish from Galicia to Madrid.
- Fossil fuels are destroying the earth.
- A Japanese organization is killing whales.

- The soldiers killed the security guards.
- A shark ate the Prime Minister of Australia.
- They didn't build Rome in a day.
- The singer has been arrested by the police.



Ask me if:-

- coffee is grown in Kenya
- cars are made in South Korea
- pineapples are grown in Costa Rica
- whales are protected by international law
- the environment is being damaged by cars
- tropical forests are being destroyed by illegal logging
- global warming is being taken seriously by governments

❖ **Tag Endings**

Listen:-

You're French... You're French, aren't you?

Now you:-

- You're an accountant
- You're not a Valencian
- The mayoress isn't a socialist
- People are a bit selfish

- You didn't go out last night
- You haven't been shopping
- I haven't phoned my mother
- Spain gets hot in summer



TENSES

The Present Tense – To Be

❖ To Be in affirmative sentences

Listen and repeat:-

I am happy... I'm happy.
 You are happy... you're happy.
 She is happy... she's happy.
 He is happy... he's happy.
 It is happy... it's happy.



Listen:-

We are happy... we're happy

Now you:-

I am happy
 He is happy
 It is happy



Listen:-

We are happy. SHE She's happy

Now you:-

I am happy IT
 He is happy WE
 It is happy THEY
 I am happy ANNA
 It is happy CHARLES



Listen:-

She is French. THEY... They are French

Now you:-

I'm Australian. He.
 You're intelligent. We.
 We are happy. You.
 He's worried. The government.
 I'm Australian. He.



❖ To Be in negative sentences

Listen and repeat:-

I'm not French.
 You aren't French.
 She isn't French.
 He isn't French.
 It isn't French.



Listen:-

She is German... She isn't German

Now you:-

He is German
 They are German
 You're German

We are happy... we're happy.
 You are happy... you're happy.
 They are happy... they're happy.

They are happy
 You are happy
 We are happy

They are happy SHE
 You are happy I
 We are happy HE
 You are happy ANGELINA and BRAD
 We are happy THE DOG

Brad is in love. Angelina.
 The president is an ecologist. I.
 The earth is angry. The people.
 He is dirty. People.
 Brad is in love. Angelina.

We aren't French.
 You aren't French.
 They aren't French.

We are German
 I'm German
 It's German

Listen:-

Bilbao is the capital of Spain... No, Bilbao isn't the capital of Spain.

Now you:-

Manchester is the capital of England.

Oranges are blue.

Penelope Cruz is American.

Elephants are small.

Mice are big.

English is boring.

I am sad.

I am a policeman.

You are / *children* / *adults* /



Brigitte Bardot is American.

Sean Connery is English.

Mel Gibson is English.

Hugh Grant is Chinese.

Paris Hilton is a cleaner.

The pyramids are in Bankok.

The Amazon River is in Canada.

Maribel Verdú is French.

❖ To Be in Questions

Ask me if:-

I am English.

I am a / *shop assistant* / *policeman*.

Penelope Cruz is American.

Brad Pitt is an actor.

the Pope is a Catholic.



the President is a socialist.

we are in class.

you and I are outside.

elephants are grey.

tomatoes are red.

Ask me:-

where I am.

where we are.

where the Taj Mahal is.

where the Pyramids are.

what a pterodactyl is

what my surname is.

what my brother's name is.

what my favourite film is.

what star sign I am

what date my birthday is.

what nationality Penelope Cruz is

what colour grapes are.



who the president of France is.

who the king of Spain is.

who Lily Allen is.

who the Minimoys are.

who Wallace and Gromit are.

when Christmas Day is.

when my next holidays are.

how tall I am.

how tall my brother is.

how far London is from Paris.

how far my house is from here.

what the weather is like.

❖ To Be with Yes No Questions

Listen:-

Are you Japanese?... Yes, I am OR No, I'm not.

Now you:-

Are you Spanish? OR WHATEVER

Are you German? OR WHATEVER

Is Naomi Watts beautiful?

Is Tom Cruise Bulgarian?

Is Will Smith South Korean?

Is the sky black?

Is the sky blue?



Are we in New York?

Are we in Spain?

Are Brad Pitt and Angelina Jolie a couple?

Are the Pyramids in Greece?

Are the Pyramids in Egypt?

Am I your teacher?

Am I a monster?

❖ There is, There are

Ask me if:-

there is a beach near my city.
there are mountains near my home.
there are any tomatoes in my fridge.
there is any chocolate in my fridge.

there are any coins in my pocket.
there is any money in my pocket.
there is an underground railway in my city.



Ask:-

How many litres of milk there are in my fridge.
How many TVs there are in my house.
How much sugar there is in my cupboard.
How much water there is in my fridge.

The Present Tense – all other verbs

❖ Present Simple Affirmative Sentences

Listen and repeat:-

I live here
You live here
He lives here
She lives here
It lives here

We live here
You live here
They live here



Listen:-

They come from Brazil. She... She comes from Brazil.

Now you:-

I do sudokus. She.
She goes to university. They.
I have two cats. She.
Sam looks great. Raquel.

They make fans. You.
We say yes. They.
They use Linux. She.
She writes emails. We.



❖ Present Simple Negative Sentences

Listen and repeat:-

I don't live there
You don't live there
She doesn't live there
He doesn't live there
It doesn't live there

We don't live there
You don't live there
They don't live there



Listen:-

Tigers live in the sea... No, tigers don't live in the sea.

Now you:-

Cooks make cars.
Teachers have short holidays.
The King of Spain lives in Bilbao.
The Queen of England plays football.
The police rob people.
My mother does the washing-up.
My father has a farm.
My sister uses her time well.

I write a page a day.
They grow bananas in Canada.
I drive a sportscar.
Kangaroos come from South America.
We go to the country on Saturdays.
I like stories about the city.
This food looks good.
Those people say silly things.



❖ Present Simple Questions

Listen and repeat:-

Do I want to go out?
Do you want to go out?
Does she want to go out?
Does it want to go out?

Do we want to go out?
Do you want to go out?
Do they want to go out?



Listen:-

“My boss drinks milk”... and you have to say: “Does your boss drink milk?”

Now you:-

you like cheese / dark chocolate
you live in Germany
your brother likes tomatoes
your Mum goes to the theatre
they play tennis

you have a dog
your dog likes going for walks
you have a cat
your cat drinks milk
people respect the environment



Ask a student if:-

their partner washes up.
they have any pets or children.
they have a dog.
they listen to the radio. What station?
they have a hobby? What?

Ask me:-

where I live.
where my brother lives.
where I buy my groceries.
what time I get up in the week.
what time I get up on Sundays.
what time I go to bed in the week.
how often I watch TV.

how often I watch a DVD.
how often I go to the cinema.
how often I buy a newspaper.
how often I read.
how long it takes me to get to work / college.
how often I read.
how long it takes me to get to work / college.



Ask a student:-

how long it takes me to get ready in the morning.
how long it takes my partner to get ready to go out.
how long it takes them to get to work.
what kind of music they like.
what sort of books they like to read.
what make of printer they have.
what time their boss gets in in the morning.

Now let's make questions:-

Listen:-

I go to the gym on Tuesdays and Thursdays... When do you go to the gym.

Now you:-

I live in Valencia
My class starts at 9:30
I phone my Mum twice a week
My Dad does the washing-up
My Mum likes classical music

.....

❖ Present Simple Questions Third Person S

Ask:-

Do you have any children?

↳ Does your / *daughter* / *son* / play an instrument?

↳ What does / *he* / *she* / play?

Does your / *partner* / *Mum* / *Dad* / like chocolate?

↳ When does / *he* / *she* / eat it?

Does your partner drive?

↳ How often does your partner drive?

↳ Where does your partner drive to?

Does your partner smoke?

↳ How many cigarettes a day does your partner smoke?

Does your mother-in-law like music?

↳ What type of music does she like?

❖ Present Continuous

Ask me:-

what I'm thinking about right now

if my boss is being good

what my cats are doing right now

if I'm studying anything at the moment

.....

Ask:-

Are you using your English much these days?

Are you feeling tired lately?

Is your boss feeling tired lately?

Are you doing anything special tonight?

.....

The Past Simple

❖ Regular Verb -ED Pronunciation PART ONE

Listen:-

Okay, I'm going to explain the pronunciation of regular verbs. Listen carefully because this is a bit complicated. The pronunciation of the -ed ending of regular verbs depends on the type of sound at the end of the verb.

There are three different types of sound at the end of a regular verb: firstly, a vowel sound, for example /ɑ:/ in "multiply" or /ə/ in "offer". Okay, that's one. Secondly, we have verbs ending in a vibration of the vocal chords. These are called voiced consonants. Here are some examples.

Listen and repeat:-

arrive... arrive; love... love; name... name and call... call.

You can feel the vibration.

Now repeat all the voiced consonants:-

B, G, L, M, N, V, Z.

Right. Now, the third type of sound are the unvoiced consonants. Examples are /p/ as in "stop" and /ʃ/ as in "wash".

Okay, listen and repeat all the unvoiced consonants:-

K, F, P, S, SH, CH, X.

OK, back to the first type of sound, the verbs ending in a vowel sound.

L + R the infinitives and the past simple of the following verbs.

agree-agreed; destroy-destroyed; offer-offered

Question: how is the -ed ending pronounced with verbs ending in a vowel sound? Listen.

"Offered."

"/d/"

Drills and Questions for Grammar Practice

Right. /d/. Now I am going to say the verb in infinitive and you say it back to me in the past simple. I will give you the answer if you need it, before I say the next one.

allow		offer
cry		play
free		prepare
multiply		reply

Right, let's do the second type - the verbs ending in the voiced consonants B, G, L, M, N, V, Z. Listen and repeat:-

age-aged; fail-failed; save-saved

So, my question is: how is the -ed ending pronounced with verbs ending in a voiced consonant?

An example is "lived".

"/d/"

Right. /d/, the same as before. Now I am going to say the verb in infinitive and you say it back to me in the past simple. I will give you the answer if you need it, before I say the next one.

arrive		happen
believe		rain
call		smile
explain		welcome

Now for a big question: what happens if the verb ends in the voiced consonant "d", like in "decide" for example. I mean, you can't say "decidudud", can you? Try to pronounce the past simple of "decide"

"Decided"

Yes, we say "decided". So, how is the -ed ending for all verbs ending in the /d/ sound pronounced?

"/-id/"

/-id/. Right, now repeat "decide, decided". Now I am going to say the verb in infinitive and you say it back to me in the past simple. I will give you the answer if you need it, before I say the next one.

add		include
avoid		land
depend		need
expand		

Right. So far, so good but there's more: the verbs ending in the unvoiced consonants K, F, P, S, SH, CH, X

Listen and repeat:-

cook-cooked; laugh-laughed; miss-missed

So, how is the -ed ending pronounced for verbs ending in unvoiced consonants, such as "missed"?

"/t/"

/t/. Right. Now I am going to say the verb in infinitive and you say it in the past simple. I will give you the answer if you need it, before I say the next one.

ask		help
dance		stop
finish		wash
guess		watch

Question: what happens when the verb ends in the unvoiced consonant "t"? I mean, you can't say "complicatutud", can you? Pronounce the past simple of "complicate."

"Complicated"

Question: how is the -ed ending for all verbs ending in the "t" sound pronounced, like "complicated"?

"-id".

"-id". Right, we say "complicated".

Listen and repeat:-

complicate – complicated.

Now you try these:-

accept	insist
attract	print
count	taste
eliminate	waste

❖ Regular Verb -ED Pronunciation PART TWO

This is part 2 of the pronunciation of regular verbs in the past. OK then, convert the following phrases from the present simple to the past simple.

Listen:-

He agrees... he agreed

Now you:-

I agree	We need milk
I deny it	They ask difficult questions
He employs three people	I check my emails in the morning
She plays rugby	We like dark chocolate
You copy my work	I promise to go
You explain things very well	I want candy
Bad things happen	They waste time and money
They change things	I only wait 15 minutes
She avoids me	



❖ Regular Verb -ED Pronunciation PART THREE “Maintenance”

Listen:-

agree... agreed

Now you:-

One day

vowel sound	voiced consonant	unvoiced consonant	/d/	/t/
agree	call	ask	add	accept
copy	cause	dance	attend	attract
enjoy	change	finish	avoid	count
follow	clean	help	decide	expect
play	live	laugh	depend	invite

Another day

vowel sound	voiced consonant	unvoiced consonant	/d/	/t/
retire	listen	like	divide	print
show	move	look	end	transport
study	rain	miss	include	treat
try	smile	promise	land	wait
worry	turn	work	need	want

❖ Past Simple Negative with Regular Verbs

Listen:-

I played... I didn't play

Now you:-

One day

She asked a question	Our friendship ended
You copied my work	We enjoyed the show
We danced	She helped me
We decided about it last week	I invited her



Another day

I laughed at Charles's joke
He looked happy
We offered
I printed it out

She studied hard
He waited
He wanted to go
He worried too much



❖ Past Simple Questions with Regular Verbs

Listen:-

I enjoyed the film... Did you enjoy the film?

Now you:-

They danced
I decided to go
She invited me
We laughed
She liked it

She studied hard
We played tennis
I waited
It worked
I worried about it



❖ Irregular Verbs

Verb Families

Group One / Day One

Listen and repeat:-

cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put
quit	quit	quit
shut	shut	shut
spread	spread	spread

Ask:-

- COST How much did your *computer / pen drive /* cost?
- CUT Have you cut yourself recently?
- HIT Did you hit your brother when you were small?
- LET Did your parents let you use their car when you were 19?
- PUT Where did you put your mobile when you arrived home last night?
- QUIT When was the last time you quit a job?

SHUT

SPREAD

Group Two / Day Two

Listen and repeat:-

bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought

Ask:-

- BRING Did you bring anything home from the office last night? What?
- BUY Did you buy anything yesterday? What?
- CATCH Did you catch a *bus / taxi / train / underground train /* last week? Where to?
- FIGHT Did you fight with your brothers and sisters when you were small?

TEACH

THINK Did you think about changing jobs last *month / year /* ? Why?

Group Three / Day Three

Listen and repeat:-

have	had	had
lend	lent	lent
make	made	made
pay	paid	paid
send	sent	sent
spend	spent	spent

Ask:-

HAVE	What toys did you have when you were a kid?
LEND	Did you lend anyone any money last / <i>month</i> / <i>year</i> / ?
MAKE	Did you make any new friends / <i>last weekend</i> / <i>last year</i> / ? How? How did you make friends with your best friend? Where?
PAY	How much did you pay for your / <i>computer</i> / <i>pen drive</i> / <i>mp3 player</i> / <i>camel</i> / ?
SEND	How many emails did you send yesterday?
SPEND	How much did you spend yesterday?

Group Four/ Day Four

Listen and repeat:-

feel	felt	felt
keep	kept	kept
leave	left	left
meet	met	met
read	read /red/	read /red/
sleep	slept	slept

Ask:-

FEEL	How did you feel on Sunday morning?
KEEP	Where did you keep your money when you were a kid?
LEAVE	What time did your last flight leave?
MEET	Where did you meet your partner?
READ	Did you read last night? What?
SLEEP	How many hours did you sleep last night?

Group Five/ Day Five

Listen and repeat:-

find	found	found
get	got	got
hear	heard	heard
lose	lost	lost
say	said	said
sit	sat	sat
stick	stuck	stuck
tell	told	told
win	won	won

Drills and Questions for Grammar Practice

Ask:-	
FIND	Did anybody find any money last year? How much?
GET	What time did you get to / <i>work</i> / <i>class</i> / <i>the job centre</i> / this morning?
HEAR	Did you hear anything interesting on the radio this morning?
LOSE	Did anybody lose anything on their last holiday?
SAY	What did you say to / <i>your partner</i> / <i>Mum</i> / before you left home this morning?
	What was the last thing you said to your boss?
SIT	Where did you sit in class when you were a child?
	Where did you sit on the school bus?
STICK
TELL	Did anyone tell you any good news last week? What?
WIN	Did anyone win anything last year?

Group Six/ Day Six

Listen and repeat:-

be	was / were	been
become	became	become
break	broke	broken
choose	chose	chosen
come	came	come
freeze	froze	frozen
see	saw	seen
speak	spoke	spoken
steal	stole	stolen

Ask:-

BE	Where were you on Sunday at 7 am?
BECOME
CHOOSE	Did you choose all the furniture in your house? Who?
COME	Did anyone come to your house at the weekend? Who?
FREEZE	Did you freeze anything last week? What?
SEE	Did you see a / <i>bad</i> / <i>good</i> / movie last week? What?
	Has anyone been to an art gallery or museum recently?
	What did you see?
SPEAK	Did you speak to anyone on the phone last night? Who to?
STEAL	Did anyone steal anything from you last year? What?

Group Seven/ Day Seven

Listen and repeat:-

drive	drove	driven
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
forgive	forgave	forgiven
give	gave	given
hide	hid	hidden
ride	rode	ridden
shake	shook	shaken
take	took	taken
write	wrote	written

Ask:-

DRIVE	Did you drive anywhere at the weekend? Where to?
EAT	<i>/ How many biscuits / how much fruit / did you eat yesterday?</i>
FALL
FORGET	Did anyone forget anything when they left the house this morning? What?
FORGIVE
GIVE	What did you give your <i>/ Mum / your child / your cat /</i> for their birthday?
HIDE	Did you hide anything in your house last year?
RIDE	Did you ride a <i>/ bike / motorbike / horse / phant / camel /</i> last year?
SHAKE
TAKE	Did you take anyone to the airport last <i>/ month / year /</i> ?
WRITE	How many emails did you write yesterday?

In Alphabetical Order

A – C/ Day Eight

Listen and repeat:-

be	was / were	been
begin	began	began
break	broke	broken
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

Ask:-

BE	Where were you on Sunday at 7 am?
BEGIN	When did you begin studying English?
BREAK	Did your children break anything last month? Did you? What?
BUY	Did you buy anything yesterday? What? Did you buy any clothes last month? What?
CATCH	Did you catch a <i>/ bus / taxi / train / underground train /</i> last week? Where to?
CHOOSE	Did you choose all the furniture in your house? Who?
COME	Did anyone come to your house at the weekend? Who?
COST	How much did your <i>computer / pen drive /</i> cost?
CUT	Have you cut yourself recently?

D – F/ Day Nine

Listen and repeat:-

do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

Drills and Questions for Grammar Practice

Ask:-

DO	Did anybody do any exercise yesterday? What? When did you do the shopping last week?
DRAW	Did your children draw on the walls when they were small? Did you?
DRINK	<i>/ How much water / how many coffees /</i> did you drink yesterday?
DRIVE	Did you drive anywhere at the weekend? Where to?
EAT	<i>/ How many biscuits / how much fruit /</i> did you eat yesterday?
FEEL	How did you feel on Sunday morning?
FIGHT	Did you fight with your brothers and sisters when you were small?
FIND	Did anybody find any money last year? How much? Did anybody find anything strange last year? What?
FLY	Did you fly anywhere last year? Where to?
FORGET	Did anyone forget anything when they left the house this morning? What?

G – P / Day Ten

Listen and repeat:-

get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hide	hid	hidden
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
pay	paid	paid

Ask:-

GET	What time did you get to <i>/ work / class / the job centre /</i> this morning?
GIVE	What did you give your <i>/ Mum / your child / your cat /</i> for their birthday?
GO	Where did you go yesterday? In August?
GROW	Did you grow anything when you were a kid?
HAVE	What toys did you have when you were a kid?
HIDE	Did you hide anything in your house last year? <i>/ from your child last weekend?</i>
KNOW	Did you know how to whistle when you were six?
LEAVE	What time did your last flight leave?
LOSE	Did anybody lose anything on their last holiday?
MAKE	Did you make any new friends <i>/ last weekend / last year /</i> ? How? How did you make friends with your best friend? Where?
MEET	Where did you meet your partner?
PAY	How much did you pay for your <i>/ computer / pen drive / mp3 player / camel /</i> ?

Q – S / Day Eleven

Listen and repeat:-

read	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen

Ask:-

READ	Did you read last night? What?
RIDE	Did you ride a / bike / motorbike / horse / phant / camel / last year?
RING	Did you ring anyone last night? Did anyone ring you?
RUN	Did anyone run for the bus this morning? Did anyone run into an old friend last week? Did anyone run out of anything yesterday?
SAY	What did you say to / your partner / Mum / before you left home this morning? What was the last thing you said to your boss?
SEE	Did you see a / bad / good / movie last weekend? What? Has anyone been to an art gallery or museum recently? What did you see?
SELL	Did anyone sell anything last year? What?
SEND	How many emails did you send yesterday?
SLEEP	How many hours did you sleep last night?
SPEAK	Did you speak to anyone on the phone last night? Who to?
SPEND	How much did you spend yesterday?
STEAL	Did anyone steal anything from you last year? What?

T – Z / Day Twelve

Ask:-

take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Ask:-

TAKE	Did you take anyone to the airport last / month / year / ? Did anyone take up a new hobby last year? What?
TELL	Did anyone tell you any good news last week? What?
THINK	Did you think about changing jobs last / month / year / ? Why? Did you think about making any changes to your life yesterday? What?
THROW	Did you throw out the rubbish this morning? Did you throw anything important away by accident last year?
WAKE	What time did you wake up this morning?
WEAR	What did you wear to the last wedding you went to? On New Year's Eve? What did you wear to the last important meeting you went to?
WIN	Did anyone in your family win anything last year?
WRITE	How many emails did you write yesterday? Did you take anyone to the airport last / month / year / ?

❖Past Simple Questions

Ask:-

- Where did you go on your last holiday?
- What TV programmes did you watch when you were a kid?
- How did you meet your partner?
- What did you have for lunch on Sunday?
- What time did you get home yesterday?
- Where did you go on your last holiday?

Ask me if:-

- I went shopping yesterday.
- I had spaghetti for lunch yesterday.
- the President went to China last week.

Ask somebody:-

- where they went on their last holiday.
- who they went with.
- what they had / *for lunch yesterday / for breakfast this morning /*
- what they did last weekend.
- what time they got up last Sunday.
- what time they got home last night.
- how many coffees they had yesterday.
- how much water they drank yesterday.
- how many countries they visited last year.

❖The Past Continuous

Ask:-

- What were you doing:-**
- at 10 o'clock last night.
- yesterday afternoon.
- last Saturday night.
- when the World Trade Center was attacked.
- when Princess Diana was killed.

Ask someone what they were doing when:-

- the sunami happened.

.....
.....

Ask a father:-

- what he was doing when his wife was giving birth to their first child.

❖The Past Continuous

Ask:-

- what I am going to do for my / *Christmas / Easter / summer /* holidays.

.....
.....

Ask a parent:-

- what their children are going to do on Saturday.

Yes / No questions

- Are you going out after class?*
- Are you going out this Saturday?*

.....

* we normally use what looks like the present continuous when the main verb is *go*.

❖ Going to or Will

Ask me:-

what I'm going to do / *in the holidays / at Easter / at Christmas*.
if I will arrive late for school or work tomorrow.

.....

Ask a student:-

what they are going to do at the weekend.
what they think will happen if sea levels rise by half a metre.

.....

The Present Perfect

❖ For and Since

Listen:-

the 14th of August... since the 14th of August

Now you:-

the 8th of July
a week
5 minutes
yesterday
this morning
about 2 months

Christmas
Easter
last month
Tuesday
my birthday
nine thirty



Ask:-

How long have you been working for your present company?
How long have you been living in your present house?

Ask me:-

how long it's been since I went to the / *cinema / theatre* / .
if I have put on any weight since / the *summer / Christmas* / .

❖ Regular Verbs in Affirmative for the Present Perfect

Listen:-

I lived in Manchester... I have lived in Manchester

Now you:-

I agreed
He copied the programme
I called him
We changed our minds
We danced together

It finished
He attended the meeting
She decided not to go
We accepted
They invited me



❖ Regular Verbs in Negative for the Present Perfect

Listen:-

I lived in Manchester... I haven't lived in Manchester

Now you:-

I agreed
He copied the programme
I called him
We changed our minds
We danced together

It finished
He attended the meeting
She decided
We accepted
They invited me



❖ **Regular Verbs in Questions for the Present Perfect**

Listen:-

I lived in Manchester... Have you lived in Manchester?

Now you:-

I agree

He copied the programme

I called him

We changed our minds

We danced together

It finished

He attended the meeting

She decided not to go

We accepted

They invited me

❖ **Irregular Verbs for the Present Perfect**

Day One A - F

Listen and repeat:-

be

was / were

been

begin

began

began

break

broke

broken

choose

chose

chosen

come

came

come

do

did

done

draw

drew

drawn

drive

drove

driven

eat

ate

eaten

fly

flew

flown

forget

forgot

forgotten

Day Two G - R

Listen and repeat:-

get

got

got or gotten

give

gave

given

go

went

gone

grow

grew

grown

hide

hid

hidden

know

knew

known

ride

rode

ridden

ring

rang

rung

run

ran

run

Day Three S - Z

Listen and repeat:-

see

saw

seen

speak

spoke

spoken

steal

stole

stolen

take

took

taken

throw

threw

thrown

wake

woke

woken

wear

wore

worn

write

wrote

written

❖ Irregular Verbs in Questions for the Present Perfect

Listen:-

I was in London... I have been to London

Now you:-

You were in Madrid

I broke a glass

I ate snails

I forgot her name

She gave me extra time

They went to Florence

I rode a camel

They rang me

I saw that film

We spoke about it

He took her to the airport

I wrote to them



❖ Already and Still in the Present Perfect

Listen:-

I've already planned my weekend. "And you change it to..." I still haven't planned my weekend

Now you:-

I've already had lunch.

I've already made plans for / *the summer / Christmas / Easter / the holidays.*

I've already done the shopping for the weekend.

I've already had a coffee.

I've already phoned my Mum.

He has already written the report

They have already repaired the traffic lights.

They have already repaired the the photocopier.

❖ Already and Yet in the Present Perfect

Listen:-

I've already planned my weekend. "And you change it to..." Have you planned your weekend yet?

Now you:-

I've already had lunch.

I've already made plans for / *the summer / Christmas / Easter / the holidays.*

I've already done the shopping for the weekend.

I've already had a coffee.

I've already phoned my Mum.

He has already written the report

They have already repaired the traffic lights.

They have already repaired the the photocopier.

❖ Just in the Present Perfect

Listen:-

I've had lunch... I've just had lunch

Now you:-

I have seen her.

I've done the shopping for the weekend.

I've had a coffee.

I've phoned my Mum.

My brother has called.

They have repaired the traffic lights.

I've planned my weekend.

I've made plans for the / *summer / Christmas / Easter / holidays.*

I've written the report.

Tell the class three things you have just done.

❖Ever in the Present Perfect

Listen:-
New York... Have you ever been to New York?

Now you:-
Manila
Greece
Florence
ride a camel
meet a famous person
drink champagne

feel embarrassed
lose your *purse / wallet*
lose your car
see the Pyramids
eat snails
eat snakes



❖Questions in the Present Perfect

Ask a student:-
if there is anything important you still haven't done today.

.....
.....

❖The Present Perfect or Past Simple

Ask me:-
if I have ever been to France. Ask me when I went.
when I passed my driving test.
how long I have been an English teacher.

.....

Ask a student:-
when the last time they went to the theatre was.
where they went last summer.
if they have passed their driving test yet.

.....

Ask:-
Have you got a *cat / dog* ? How long you've had it?
Have you ever ridden a horse? A motorbike?
When was the last time you rode a horse?
How long have you lived in your present house?
Where did you live before?

❖The Present Perfect Continuous

Ask me if:-
I have been watching much TV recently.
I have been drinking much coffee recently.
I have been doing much exercise recently.
I have been playing computer games much recently.

Ask:-
Have you been spending much money recently?
Have you been working hard recently? Why?
Have you been travelling much recently?
Have you been feeling well recently?
Have you been spending much time with your *children / parents / partner* recently?
Have you ever been skiing? Where did you go?

❖ Tense Usage

Ask a student:-

- what they are going to do next weekend.
- what they are going to do this summer.
- what the weather will be like tomorrow.
- what they think will happen when all the ice in Greenland melts.
- when the last time they went to the cinema was.
- when they passed their driving test.
- if they have ever been abroad.
- if they have ever been to San Francisco.
- if they have planned their summer yet.

Ask:-

- Do you have a hobby? What?
- Do you like seafood?
- What do you think your children are doing now?
- What do you think your boss is doing now?

Numbers and Time

❖ Numbers 13 and 30 etc

Listen and repeat:-
13 -30; 14 -40 etc.

Right, I'll say the number and you say the number as a series. Here's an example:-
"13"... "one three"

Now you:-
90; 50; 16; 17; 40; 13; 15; 80; 19

Now you say the number and I say the number as a series:-

❖ Ordinal Numbers

Listen and repeat:-
first, second, third etc.

Listen:-
five... fifth; 13... thirteenth; 21... twenty-first

Now you:-
1, 2, 3, 4, 5, 6, 9, 10, 22, 14, 12, 8, 3, 31, 25, 15, 16, 7, 24, 17, 27, 30 & 20

❖ The Time

Convert from digital time to normal time (or the other way round)

Listen:-
3:05... five past three
11:10... Ten past eleven

Now you:-	
11:15	05:12
06:25	08:09
01:30	07:02
08:35	09:09
12:45	02:59
03:55	12:57
5:05	01:58

❖ **The Date**

Listen:-

November 5*... the fifth of November

Now you:-

August 14

October 29

July 24

May 5

September 3

April 1

December 15

June 23

March 13

July 8

January 31

February 22

ENGLISH GAMES FOR ADULTS & SECONDARY

GAME	INSTRUCTIONS	LANGUAGE AREA															
BOGGLE	Teacher prepares a grid of consonants and vowels 6 x 6 and puts it on the board. Two teams have 3 minutes to list as many words as they can make by joining adjacent letters (up, down, left, right & diagonal) in the grid.	Spelling; word awareness.															
CHALLENGE	Word pyramid game. 1st student writes one letter on board. 2nd student writes the same letter underneath and adds a letter. 3rd student copies the two letters underneath and adds another. This continues until a student thinks it's impossible to continue the word and shouts CHALLENGE. If the student can name the word the challenger is eliminated and vice versa.	Spelling; word building; suffixes															
HOUSE RULES	Working in groups of 3 or 4, (1) students write down a description of the apartment they are sharing, and include (2) details about whether they are working, on the dole or studying. Then they (3) make a list of house rules for harmoniously living together. (4) Each group describes to the class their situation. Then ask if (5) anyone would like to change apartment. If so, the student sits with the new group who then explain the house rules of their place while the rest of the class avidly listens. The student can try another apartment if they don't like the sound of the first one.	Conversation; 'real' English															
JUST A MINUTE	Teacher names topic and 1st student talks about it. Interrupted by other students for hesitation, repetition, irrelevance and grammar. Successful challenger continues with what remains of the minute on the same topic. Bad challenges lose points, complete minute by one student wins lots of points.	Fluency, confidence speaking, eliminating personal mistakes.															
LANDSCAPE GAME	<p>Ask students to draw a landscape which included the following:-</p> <p>1- bushes (friends) 5- a snake (sex) 2- a house (the self) 6- the Sun (religion) 3- mountains (outlook*) 7- a tree (father) 4- a path (ambition) 8- water (mother)</p> <p>* pointed = pessimistic; round = optimist</p> <p>When they have finished, ask them what they think each feature represents, tell them and ask them to interpret their drawings. Be sensitive about it.</p>	Generating natural discussion															
MASTERWORD	<p>Similar to Mastermind but with words. Someone thinks of a four letter word (say LOVE) and draws this grid on the board.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Quantity of letters</th> <th style="padding: 5px;">Correctly Positioned</th> <th style="padding: 5px;">(love)Don't write this!</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">live</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">vale</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">move</td> </tr> <tr> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">love</td> </tr> </tbody> </table> <p>Students say four letter words which get a score according to their closeness to the target word. It's a logic game.</p>	Quantity of letters	Correctly Positioned	(love)Don't write this!	3	3	live	2	1	vale	3	3	move	4	4	love	Word awareness, discovering new words.
Quantity of letters	Correctly Positioned	(love)Don't write this!															
3	3	live															
2	1	vale															
3	3	move															
4	4	love															
NEVER ENDING SENTENCE	One student starts a sentence and the next one carries it on with AND or BUT.	Sentence structure															

PATH GAME

Ask students write down a descriptions of:-

- 1- a path (outlook on life)
- 2- a twig they find (small problem)
- 3- a trunk lying across the path (big problem)
- 4- A bear ahead sitting on the path (someone sexually attractive)
- 5- A fork in the road. (politics)
- 6- A wall (death)
- 7- What they hear on the other side (after-life)

Students read out their descriptions; you ask what they think each thing means; explain the meaning; discuss the results.

Writing; generating natural discussion

POST-IT

Need a self-adhesive pad. Everyone writes name of a famous person on paper and slaps it on the forehead of student. Everyone has one and takes turns asking yes/no questions to the class to find out who it is.

Question formation.

TIC TAC TOE

"Noughts and crosses" with words. Draw 3X3 grid on board and fill squares with adverbs of frequency, verbs, question words OR ANY FUNCTIONAL GROUP. 2 teams. 1st chooses a square and if they make a perfect sentence with the word e.g. I go to the cinema once a month, then they win the square. Win or lose, second team then tries.

Adverbs of frequency, linkers, verbs, making questions, past of verbs, and much more.

ENGLISH GAMES FOR ALL AGES

GAME	LANGUAGE AREA								
ALPHABET GAME									
Somebody says a letter and everybody has to say something beginning with that letter. Keep going round, eliminating hesitators until you are left with the winner.	New vocabulary								
BACKWARD QUESTION									
Dictate to class a question letter by letter and back to front. e.g. E-K-I-L (What's the weather like?) The first to suss the question wins. Make sure studes are writing down the letters	Question formation								
BING									
Students count around the class, but every fifth factor is replaced by "BING". "1-2-3-4-BING-6-7-8-9-BING-11-" etc. When students make a slip, they are eliminated and must put their hands on their heads.	NUMBERS, of course!								
CHAIN GAME									
Student 1 – I like sweets Student 2 – I like sweets and coke etc	Using 'to like' & food vocabulary.								
FOOTBALL									
Variety of hangman. Draw a football pitch on board, divided into 6 columns. Make a cardboard 2 dimensional football (or get the kids to do it and vote on the best one). Place dob of blue-tack behind ball and place in middle of pitch. Find a word and draw a line for each letter under the pitch. Each team takes turns saying a letter. Don't write them on the board because if they repeat a letter they should have been paying more attention. When they guess a letter, write it in and move the football towards the opposite team's goal by one column. If the letter contains two or more of their letter the football moves two or more columns. They repeat their turn if they get it right. This is great fun. Once they score a goal, the other team kicks off like in the real game.	The Alphabet; spelling, vocab revision.								
HANGMAN									
Ask any kid	The Alphabet; spelling								
HARRY POTTER									
Similar to 20 Questions but the name Harry Potter represents an activity or thing. e.g. one student thinks of an everyday activity like cleaning teeth. Class ask, "How often do you Harry Potter?" And so on until someone guesses what Harry Potter represents.	Actions; daily routine; personal hygiene; free time.								
LEXIS									
Teacher or studes prepare eight numbered words in secret and write 1 to 8 on board. In turns studes choose number and get a new letter for the number. They then try to guess the word. They have to pronounce it perfectly. The student carries on choosing numbers until they guess wrong.	Pronunciation, vocab groups and revision.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. do</td> <td style="width: 50%;">5.</td> </tr> <tr> <td>2. woma</td> <td>6. m</td> </tr> <tr> <td>3. chil</td> <td>7.</td> </tr> <tr> <td>4</td> <td>8.</td> </tr> </table>	1. do	5.	2. woma	6. m	3. chil	7.	4	8.	
1. do	5.								
2. woma	6. m								
3. chil	7.								
4	8.								
PICTIONARY I									
2 teams. One member from each at blackboard. Teacher shouts a letter and each student must draw something beginning with that letter. The first team to say what is being drawn, wins the round. Studes not allowed to draw the same thing. Extremely popular.	Alphabet, pronunciation and word awareness.								
VERSION Only allow verbs and/or adjectives									
WORD BINGO									
Studes look for a six letter word in their books and write it down. Teacher shouts out letters until someone has all the letters crossed off.	Recognising the alphabet, spelling and word awareness.								

ENGLISH GAMES FOR PRIMARY SCHOOL

GAME	LANGUAGE AREA
CIRCLE THE NUMBER	
Teacher writes numbers at random on board. Two students stand in front of it, chalk in hand. Teacher says, "Circle number 13." Winner stays on.	Numbers; pronunciation 13-30, 14-40 etc.
CHINESE WHISPERS	
A word is whispered around the class and the end result checked.	Practice for new vocab; pronunciation
DETECTIVE	
One stude leaves the class, closing the door. Another stude puts teacher's keys in pocket. Everybody shouts, "Come in" and stude reenters. Stude has so many turns to ask, "Have you got the keys?" If right, goes out again. If wrong, person who had keys goes out.	Have you got... believe it or not.
FUNNY VOICES	
One stude sits alone with back to class. Teacher points to another stude and asks the second student a question? This stude replies using a funny voice to try to disguise his/her identity. Winner stays on.	All questions; good at beginning of year, so studes get to know each others' names
MIMING	
A student represents new vocab through mime and the class has to guess what is being represented.	New vocab
MIMING II	
A chair is placed in front of the board where a student sits, back to the board. Teacher or rival writes a word on board. Team member has to mime with sounds the word. One minute time limit. At end, if failed, stude turns round and groans.	New vocab
MOUTHING	
Teacher or stude mouths a word which studes have to guess.	Pronunciation, vocab groups and revision.
PAIRS	
2 students draw a 3X4 grid on paper, numbered 1-12. They place 6 words twice each in the squares from a word family (e.g. clothes or food). They go to the board and put the numbered grid on it. Other students choose pairs of numbers to try to get pairs. The students at the board keep writing in the words and rubbing them off again between turns.	Word families; spelling; peer teaching
SHOUT	
2 teams. One member of one team goes to board. Teacher shouts out lexical group like FOOD and the team must shout out food words so that their member at the board can list them. Teacher times a minute and then counts up correctly spelt words to get the points.	Spelling correction and vocab revision.
SIMON SAYS	
Ask a kid. Don't forget to let the kids be Simon.	Body parts; commands; building up a language for the class room.
SIMON'S STATUES	
Blast some funky music and kids dance. Stop the CD. Gigglers and quiverers sit down. Say, 'Simon says – Be a tiger-' After a few moments hit the play button.	Actions, vocab and for letting off steam. Kids have a massive surface energy to volume ratio, just like mice.

SNAKE

2 teams. First team stands in line perpendicular to board. Teacher shouts a word e.g. fish. First in line runs up and writes it on board, then runs back and hands chalk to next in line. Second student runs up and continues word snake by writing OUSE. Runs back to give chalk to next kid etc. FISHHOUSEGGORANGE Teacher times a minute. Each correct word is worth 1 point.
VERSION Verbs worth 2 points.

Spelling; word awareness; irregular verbs; comparative & superlatives

WHO'S WEARING... ?

A stude stands in front of class and observes what everyone is wearing. Turn out lights or blindfold student and ask, 'Who's wearing a red T-shirt?'

Clothes

WORDS IN A BAG

Everyone goes through their books picking out difficult words to spell and writes each word onto a small scrap of paper and then folds it up tight. Someone goes round with a bag collecting the papers. A student then pulls one out of the bag and hands it back to the bag carrier, without opening it. The bag carrier goes to the board, opens it and reads out the word. The student must then spell the word, which the bag carrier writes on the board.

Spelling; pronunciation; how to say the alphabet; elimination of typical spelling errors; peer teaching

WRITE IN THE AIR

Stude or teacher writes in air. The person who guesses the word does the next one

Spelling

WRITE ON BACK

A stude writes on back of another stude who has to guess the word.

Spelling

FLASHCARD GAMES

BRING ME

Put flash cards on a table at far end of class. At other end position three chairs side by side. Teacher sits in middle with one stude either side. Teacher shouts, "Bring me a horse." The two studes stand up and leg it over to the table and the first to bring the teacher the horse card wins.

New vocabulary

MEMORY

Place 7 cards along the board. Listen and repeat words and turn cards around, back to class. Studes try to remember all seven words in the correct order for points. When a student says the wrong word or takes too long, show the troublesome card before starting again with the next student.

New vocabulary

PICTIONARY II

Show a card to one student who has to draw it on the board. The first one to guess the word gets to draw the next one.

New vocabulary

PISTOLS AT DAWN

Two studes come forward. Give each one a flashcard which they hold behind their backs. Shout, "Draw!". Studes reveal their cards to each other, and the first to name the picture wins. Winner stays on.

New vocabulary

REVEAL

Place 2 flashcards together, face2face. Slowly raise one. First student to say what the flashcard represents wins.

Vocabulary Revision

WHAT'S MISSING?

Place 7 flashcards along the blackboard. Gather them up, remove one card and put them back. First stude to say the missing card wins.

New vocabulary

Drills and Questions for Grammar Practice

INDEX

General Grammar	1
13-30 etc	36
3rd person S	22
Adjectives –ED and –ING	1
Adjectives>Comparatives and Superlatives	1
Adults and secondary	38
Adverb Formation	2
Adverbs of Frequency	2
Agreeing and Disagreeing	2
All the other verbs	20
Already, just, still and yet	34
Articles: the definite and zero	3
Ban, forbid, not allow, and prohibit	9
Be / get used to and used to	16
Be and Get	10
Beat, earn and win	10
Both and Either	3
Business	7
Can, could and be able to	16
Catch, have and take lexical phrases	10
Commonly used	7
Comparatives and Superlatives	3
Conditionals	14
Countables and Uncountables	3
Direct and indirect pronouns	3
Do and Make	10
-ed pronunciation	22
Enough and Too	4
Ever	35
Excited, nervous and worried	11
Expect, hope and wait	10
Few and little	4
First Conditional	14
Flashcard games	37
For and since	32
For and To	5
Games for class	38
Gerunds and Infinitives	15
Go away, go out and leave	11
Going to	32
Going to or Will	32
Have and have got	12
Hear and listen	12
How, Like and What... like?	12

Idioms	7
In and On	6
Indefinite pronouns	4
Indirect questions	5
Irregular verbs	23
Irregular verbs	33
Irregular verbs > questions	34
Job and work	12
Journey, travel and trip	12
Last and Take	13
Listen and hear	13
Look like and seem	13
Make up	8
Mistakes	7
Modal verbs	16
Most common	7
Numbers and Time	36
Object Pronouns	5
Obligation	17
Ordinal numbers	36
Passive	17
Past Continuous	31
Past Simple	22
Past Simple or Present Perfect	35
Phrasal verbs	7
Possessive Adjectives	5
Possessive Nouns	6
Prepositions	8
Prepositions of Place	9
Prepositions of Time	9
Present Continuous	22
Present Perfect	32
Present Simple	18
Present simple affirmative	20
Present simple negative	20
Present simple questions	21
Primary	37
questions	23
Questions in general	31
Reflexive Pronouns	6
Regular verbs	22
Regular verbs > affirmative	32
Regular verbs > negative	22
Regular verbs > negative	32
Regular verbs > questions	33
Regular verbs> questions	23
Remember and remind	13
Say and Tell	13
Second Conditional	14

Drills and Questions for Grammar Practice

Short Answer Questions	6
Subject Pronouns	6
Tag endings	17
Tense Usage	36
The Date	37
The Present Perfect Continuous	35
The Time	36
There is / there are	20
There is... left	13
Third Conditional	14
To be affirmative sentences	18
To be negative sentences	18
To be questions	19
To be yes no questions	19
Tricky words	9
Turn	8
Verb Families lists with questions	23
Verb lists with questions A - Z	28
Verbs and tenses	14
What... like?	14
Word order	7

NAME:

DATE:

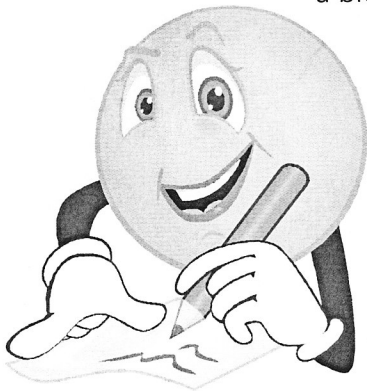
ELA-FLANAGAN – SIXTH GRADE

MY FIRST ESSAY

There are two main ways to **write a compare/contrast essay**. One way is called the block style and the other is the point to point style. We will write a comparison/contrast essay using the point to point style. You will use your notes from your interview with your parents, grandparents, etc. from your "Ta-Na-E-Ka" packet. Your essay will be written in five paragraphs. It must be typed and double spaced. You must use Times New Roman 12 font.

Before you begin your writing we will be working on graphic organizers and outlines. Please use one of the graphic organizers provided as part of the pre-writing process. You will submit this and your completed outline with your essay to demonstrate the pre-writing process. You will write a rough draft, and you will edit that draft. This too will be submitted with your final draft to prove you have completed editing and proofreading parts of the writing process.

Please take advantage of the websites and tools I will be placing on my website to help you with this writing assignment. Be sure you research the examples on line and use the links that describe the type of writing we will be doing. Below is the assignment as well as a description of a block style approach to writing a compare/contrast essay.



WARNING!! IMPORTANT
INSTRUCTIONS INSIDE DO NOT
LOSE THIS
PACKET!! **CAUTION**

As part of our "Ta- Na-E-Ka" packet you interviewed an older relative about his or her life. You noted how their life was different than yours. Now, think about how at the age of eleven or twelve your lives may be the same even today. If you need to review your notes or go back to the adult you interviewed for your homework assignment, please do so. You will use the notes to create a graphic organizer which shows the similarities and differences of your life and that of your parent, grandparent, etc. From this graphic organizer, you will create an outline and finally a rough draft of a compare/contrast essay.

- Your essay must be five paragraphs in length. It must have a strong opening sentence which makes the reader interested in continuing to read. You must introduce the two people who will be compared in the first paragraph.
- Your second paragraph will concentrate on one point of comparison. You can pick any of the topics from your homework assignment (school, transportation, communication). Follow your outline below and use the examples on line to help create this paragraph.
- Your third paragraph will focus on another point of comparison. Again, go back to your homework assignment to determine what you will write about here. You will choose one more point of comparison for your third paragraph. This, too, will be taken from the homework assignment.
- Your last paragraph will link back to your first so you must restate in some way the ways you and your older relative are alike and different. I must be aware you are finishing your paper. Do not introduce any new points of comparison here; just wrap up the paper with something that indicates "Wow! He/She really made a great point here!"

THE BIGGEST PART OF YOUR PAPER IS PLANNING. TAKE YOUR TIME. FOLLOW THE DIRECTIONS. USE YOUR EDIT PACKET AND WATCH YOUR DUE DATES. DO NOT LOSE ANY OF YOUR OUTLINES, GRAPHIC ORGANIZERS, AND ROUGH DRAFTS. THESE ALL WILL BE PART OF YOUR FINAL PRODUCT- THE ESSAY.

Your essay will be graded on the Standard MCAS SCORING GUIDE. This assesses your writing for development of your essay. It stresses organization, clarity, strong and vivid description and language (specific nouns, vivid verbs, strong adjectives). In this section, details and examples are reviewed and as well as paragraph structure. The rubric also focuses on how well the students understands his or her audience or assignment's task.. The task in this essay is to write a clear, comparison/contrast essay. The audience is me! Remember to get rid of those words you might use when speaking to a friend. This is a FORMAL writing assignment. Don't write it as though you are speaking to me.

The second section of the essay will be graded on Standard English Conventions. This is spelling, grammar, sentence structure (no run-ons, no fragments) and mechanics. The two grades are added for a final overall essay grade.

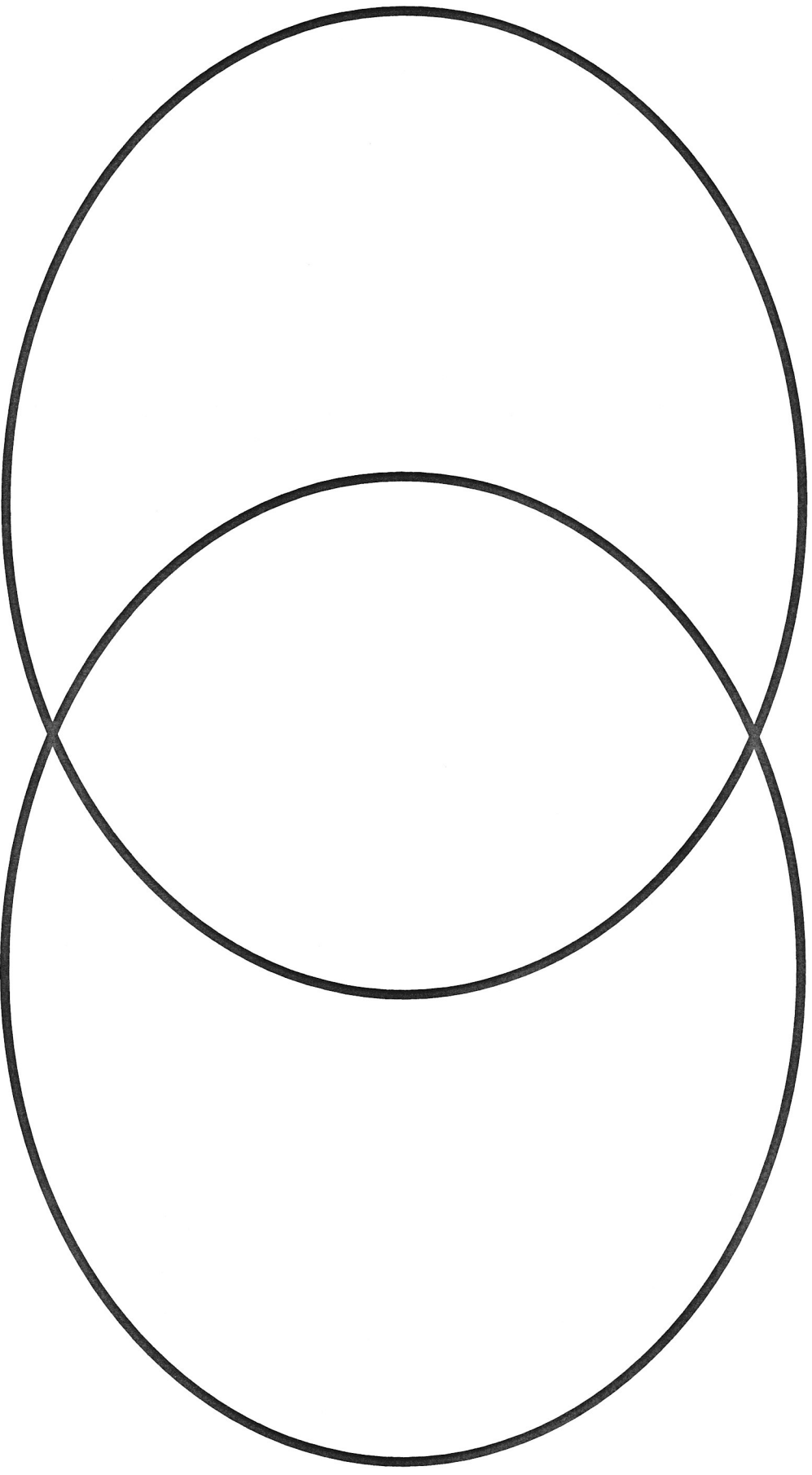
SOME HELPFUL TRANSITION WORDS FOR THIS TYPE OF ESSAY

like, similar to, also, unlike, similarly, in the same way, likewise, again, compared to, in contrast, in like manner, contrasted with, on the contrary, however, although, yet, even though, still, but, nevertheless, conversely, at the same time, regardless, despite, while, on the one hand, on the other hand.

Following this page there are several different types of graphic organizers for an essay of this type. **Choose one** to start your writing process.

This organizer will become part of your essay package.

V E N N D I A G R A M



Name: _____

Date: _____

Compare and Contrast

Choose two different topics to compare and contrast.
Use the graphic organizer below to organize your information.

Topic 1: _____

Topic 2: _____

<i>How Are They Alike?</i>	<i>How Are They Different?</i>

Compare and Contrast Essay

I. Introduction (Include a hook and a thesis statement)

- The thesis must address the issues or themes specified.
- *The thesis must address BOTH a similarity and a difference.*

II. Topic Sentence: Point of Comparison 1

A. How are they alike?

B. Why? Give one reason

C. How are they different?

D. Why? Give one reason

E. Clincher Sentence: Ties the paragraph together and links it to the thesis.

III. Topic Sentence: Point of Comparison 2

A. How are they alike?

B. Why? Give one reason

C. How are they different?

D. Why? Give one reason

E. Clincher Sentence: Ties the paragraph together and links it to the thesis.

IV. Topic Sentence: Point of Comparison 3

A. How are they alike?

B. Why? Give one reason

C. How are they different?

D. Why? Give one reason

E. Clincher Sentence: Ties the paragraph together and links it to the thesis.

V. Concluding Paragraph (Reinforces thesis, synthesizes clincher sentences, addresses "So What?")

FOREVER WRITING FOCUS CORRECTION AREAS (FCAS)
FOR THREE- FIVE PARAGRAPH ESSAYS
ALL DRAFTS

	S	T
1.) VOCAB WORDS ADDED AND MARKED OFF	<input type="checkbox"/>	<input type="checkbox"/>
2.) TRANSITIONAL WORDS ADDED AND MARKED OFF	<input type="checkbox"/>	<input type="checkbox"/>
3.) NO YOU	<input type="checkbox"/>	<input type="checkbox"/>
4.) NO CONTRACTIONS	<input type="checkbox"/>	<input type="checkbox"/>
5.) GENERAL TOPIC SENTENCES FOR EACH PARAGRAPH	<input type="checkbox"/>	<input type="checkbox"/>
6.) GENERAL CLINCHER SENTENCES FOR EACH PARAGRAPH	<input type="checkbox"/>	<input type="checkbox"/>
7.) GENERAL INTRODUCTION PARAGRAPH	<input type="checkbox"/>	<input type="checkbox"/>
8.) GENERAL CONCLUDING PARAGRAPH	<input type="checkbox"/>	<input type="checkbox"/>
9.) THREE-FIVE PARAGRAPHS	<input type="checkbox"/>	<input type="checkbox"/>
10.) 12 FONT, TIMES NEW ROMAN	<input type="checkbox"/>	<input type="checkbox"/>
11.) NO "I" STATEMENTS IN OPENING AND CLOSING SENTENCES	<input type="checkbox"/>	<input type="checkbox"/>
12.) DOUBLE SPACED	<input type="checkbox"/>	<input type="checkbox"/>

For Rough Draft

FOREVER WRITING FOCUS CORRECTION AREAS (FCAS)
FOR THREE- FIVE PARAGRAPH ESSAYS
ALL DRAFTS

- | | S | T |
|--|--------------------------|--------------------------|
| 1.) ³ VOCAB WORDS ADDED AND MARKED OFF | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.) ⁵ TRANSITIONAL WORDS ADDED AND MARKED OFF | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.) NO YOU | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.) NO CONTRACTIONS | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.) GENERAL TOPIC SENTENCES FOR EACH PARAGRAPH | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.) GENERAL CLINCHER SENTENCES FOR EACH PARAGRAPH | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.) GENERAL INTRODUCTION PARAGRAPH | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.) GENERAL CONCLUDING PARAGRAPH | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.) THREE-FIVE PARAGRAPHS | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.) 12 FONT, TIMES NEW ROMAN | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.) NO "I" STATEMENTS IN OPENING AND CLOSING SENTENCES | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.) DOUBLE SPACED | <input type="checkbox"/> | <input type="checkbox"/> |

For Final Draft

MCAS Scoring Guide for Topic/Idea Development

**YOUR
SCORE**

Score	Description	
6	<ul style="list-style-type: none"> • Rich topic/idea development • Careful and/or subtle organization • Effective/rich use of language 	
5	<ul style="list-style-type: none"> • Full topic/idea development • Logical organization • Strong details • Appropriate use of language 	
4	<ul style="list-style-type: none"> • Moderate topic/idea development and organization • Adequate, relevant details • Some variety in language 	
3	<ul style="list-style-type: none"> • Rudimentary topic/idea development and/or organization • Basic supporting details • Simplistic language 	
2	<ul style="list-style-type: none"> • Limited or weak topic/idea development, organization, and/or details • Limited awareness of audience and/or task 	
1	<ul style="list-style-type: none"> • Little topic/idea development, organization, and/or details • Little or no awareness of audience and/or task 	

MCAS Scoring Guide for Standard English Conventions

**YOUR
SCORE**

Score	Description	
4	<ul style="list-style-type: none"> Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions) 	
3	<ul style="list-style-type: none"> Errors do not interfere with communication and/or Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics 	
2	<ul style="list-style-type: none"> Errors interfere somewhat with communication and/or Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics 	
1	<ul style="list-style-type: none"> Errors seriously interfere with communication AND Little control of sentence structure, grammar and usage, and mechanics 	

SCORE FOR TOPIC IDEA AND DEVELOPMENT _____

SCORE FOR STANDARD ENGLISH CONVENTIONS _____

FINAL ESSAY SCORE _____

KEP THIS PAPER! YOU WILL PASS IT IN WITH ALL YOUR ESSAY MATERIALS.

YOUR ESSAY DUE DATES

DUE DATE

- 1. Homework "Ta-Na-E-Ka" - Interview with Older relative _____

- 2. Graphic Organizer homework _____

- 3. Outline of Essay due by _____

- 4. Rough Draft to class for Peer Edit _____

- 5. Self - Edit _____

- 6. Final in Class _____

REMEMBER WITH YOUR FINAL PLEASE HAVE THE FOLLOWING. YOU WILL BE GIVEN A QUIZ GRADE FOR HAVING ALL OF THESE ATTACHED TO YOUR FINAL ESSAY.

- 1. "Ta-Na-E-Ka" Interview 10 points _____
- 2. Graphic Organizer 10 points _____
- 3. Outline of Essay 10 points _____
- 4. Rough Draft of Essay 25 points _____
- 5. Self-Edit Sheet 10 points _____
- 6. Forever FCA's sheet 10 points _____
- 6. Final Essay 25 points _____

- TOTAL WRITING PROCESS QUIZ POINTS** _____

Cambridge English

VOCABULARY LIST

Key English Test (KET)

Key English Test for Schools (KETfS)



Introduction to the KET Vocabulary List

The KET Vocabulary List gives teachers a guide to the vocabulary needed when preparing students for the KET and KET for Schools examinations.

Background to the list

The KET Vocabulary List was originally developed by Cambridge ESOL in consultation with external consultants to guide item writers who produce materials for the KET examination. It drew on vocabulary from the Council of Europe's Waystage (1990) specification and other vocabulary which corpus evidence shows is high frequency.

The list covers vocabulary appropriate to the A2 level on the Common European Framework of Reference (CEFR) and includes receptive vocabulary (words that the candidate is expected to understand but which is not the focus of a question) and productive vocabulary (words that the candidate needs to know in order to answer a question).

The list does not provide an exhaustive list of all words which appear on the KET and KET for Schools question papers and candidates should not confine their study of vocabulary to the list alone.

How the list is updated

The vocabulary of English changes over time, with words being added and other words falling into disuse. In order to maintain its currency, the KET Vocabulary List is updated on an annual basis, with the decision to add or remove words being informed by reference to the **Cambridge Learner Corpus** and **English Vocabulary Profile**.

The **Cambridge Learner Corpus** is a collection of over 44 million words of English, based upon evidence of language use by learners from all over the world and from which the **English Vocabulary Profile** has developed. The **English Vocabulary Profile** shows the most common words and phrases that learners of English need to know in British or American English. The meaning of each word or phrase in the wordlists has been assigned a level between A1 and B2 on the CEFR.

A preview version of the **English Vocabulary Profile** can be accessed by visiting the website: <http://www.englishprofile.org>

Organisation of the list

- **Word sets**

Some categories of words that a learner at this level might be expected to know, e.g. days of the week, are not included in the alphabetical list but are listed in Appendix 1. Although 'grammar words' (pronouns, modal verbs, etc.) are included, the Language Specifications section of the KET and KET for Schools Handbooks (available from www.cambridgeesol.org) should be consulted for a more complete listing.

- **Exemplification**

Example phrases and sentences showing how words might be used are given only where words with different meanings need to be constrained. For example, *bank* is followed by 'I changed my money in a bank' – this shows that *bank* is limited to the idea of a financial institution: candidates are not expected to know other meanings, such as 'a river bank'.

- **Multi-word verbs**

All multi-word (or phrasal) verbs that a KET or KET for Schools candidate might be expected to know are included in the list. These verbs include 'literal' verbs (i.e. where the meaning is transparent), e.g. *sit down*, *go out* and 'non-literal' verbs, e.g. *look after*, *get up*.

- **Topic lists**

In Appendix 2, words have been grouped together under common KET and/or KET for Schools themes, such as 'Food and Drink', 'House and Home' and 'Sport'.

Unsuitable topics

Cambridge ESOL examinations must not contain anything that might offend or upset candidates, potentially affect their performance or distract them during the examination. A number of 'sensitive' topics are considered unsuitable for use in KET and KET for Schools, for example war and politics, and vocabulary relating to these is not included in the KET Vocabulary List.

Personal vocabulary

The content of the KET Vocabulary List is general in nature and is unlikely to cover completely the productive vocabulary that may be required by candidates. Candidates should know the specific lexis they will need to describe themselves and their lives, for example hobbies, likes and dislikes.

Abbreviations

Abbreviations used in the KET Vocabulary List are:

abbrev	abbreviation or acronym	mv	modal verb
adj	adjective	n	noun
adv	adverb	phr v	phrasal verb
av	auxiliary verb	pl	plural
Am Eng	American English	prep	preposition
Br Eng	British English	prep phr	prepositional phrase
conj	conjunction	pron	pronoun
det	determiner	sing	singular
exclam	exclamation	v	verb

Summary of points to be noted

- The list does not include every word that may appear on a KET or KET for Schools paper.
- The list covers receptive and productive vocabulary.
- The list is updated every year.

Contents

A.....	5
B.....	6
C.....	7
D.....	9
E.....	10
F.....	11
G.....	12
H.....	11
I.....	12
J.....	12
K.....	12
L.....	13
M.....	14
N.....	15
O.....	15
P.....	16
Q.....	17
R.....	17
S.....	18
T.....	20
U.....	21
V.....	21
W.....	21
Y.....	21
Z.....	21
Appendix 1.....	21
Cardinal numbers	21
Ordinal numbers	21
Days of the week	21
Months of the year	21
Seasons of the year.....	21
Countries, languages and nationalities	21
Continents	21
Health, Medicine and Exercise	25

A

a/an (det)	ago (adv)	apple (n)
able (adj)	agree (v)	appointment (n)
<ul style="list-style-type: none"> • be able to 	<ul style="list-style-type: none"> • Yes, I agree with you. • Don't you agree, Sam? 	<ul style="list-style-type: none"> • an appointment with the doctor
about (adv & prep)	air (n)	area (n)
<ul style="list-style-type: none"> • What about a cold drink? • I have about £3. (adv) • a book about animals (prep) 	<ul style="list-style-type: none"> • to travel by air 	arm (n)
above (adv & prep)	airport (n)	armchair (n)
accident (n)	alarm clock (n)	around (adv & prep)
across (adv & prep)	album (n)	<ul style="list-style-type: none"> • to travel around (adv) • to sit around the table (prep)
<ul style="list-style-type: none"> • The bank's across the road. • He walked across the bridge. 	all (adv, det & pron)	arrive (v)
act (n & v)	all right/alright (adj, adv & exclam)	art (n)
activity (n)	almost (adv)	article (n)
actor (n)	alone (adj & adv)	<ul style="list-style-type: none"> • an article about skiing
actually (adv)	along (prep)	artist (n)
ad (n)	already (adv)	as (conj & prep)
<ul style="list-style-type: none"> • an ad on TV 	alright (adj, adv & exclam)	<ul style="list-style-type: none"> • as good as • as soon as possible • the same as
add (v)	also (adv)	ask (v)
address (n)	always (adv)	assistant (n)
adult (adj & n)	a.m. (adv)	as well (adv)
advanced (adj)	amazing (adj)	as well (as) (prep)
adventure (n)	ambulance (n)	at (prep)
advertisement (n)	among (prep)	at / @ (prep)
advice (n)	an (det)	<ul style="list-style-type: none"> • My email address is david@cambridgeesol.org
aeroplane (n)	and (conj)	attractive (adj)
afraid (adj)	angry (adj)	aunt (n)
after (adv & prep)	animal (n)	autumn (n)
afternoon (n)	another (det & pron)	available (adj)
afterwards (adv)	answer (n & v)	away (adv)
again (adv)	any (det & pron)	<ul style="list-style-type: none"> • He's gone away • It's two kilometres away
against (prep)	anybody (pron)	awful (adj)
<ul style="list-style-type: none"> • We watched England play against France. 	anymore (adv)	
age (n)	anyone (pron)	
<ul style="list-style-type: none"> • I don't know his age. 	anything (pron)	
aged (adj)	anyway (adv)	
	anywhere (adv)	
	apartment (n)	
	apartment building (n)	

B

baby (n)	before (adv, conj & prep)	blue (adj & n)
back (n, adv & adj)	begin (v)	board (n)
backpack (n)	beginner (n)	<ul style="list-style-type: none"> The teacher's writing on the (black/white)board.
bad (adj)	beginning (n)	board game (n)
badly (adv)	behind (adv & prep)	boat (n)
badminton (n)	believe (v)	body (n)
bag (n)	belong (v)	boil (v)
bake (v)	below (adv & prep)	boiled (adj)
ball (n)	belt (n)	book (n & v)
balloon (n)	beside (prep)	bookcase (n)
banana (n)	best (adj & adv)	bookshelf (n)
band (n)	better (adj & adv)	bookshop (n) (Br Eng) (Am Eng:
bandage (n)	between (prep)	bookstore)
bank (n)	bicycle (n)	bookstore (n) (Am Eng) (Br Eng:
<ul style="list-style-type: none"> I changed my money in the bank. 	big (adj)	bookshop)
barbecue (n)	bike (n)	boot (n)
baseball (n)	bill (n)	<ul style="list-style-type: none"> a pair of boots
basketball (n)	<ul style="list-style-type: none"> Can I have my bill, please? 	bored (adj)
bat (n)	biology (n)	boring (adj)
bath (n)	bird (n)	born (v)
bathing suit (n)	birth (n)	<ul style="list-style-type: none"> I was born in Manchester.
bathroom (n)	birthday (n)	borrow (v)
bathtub (n)	biscuit (n) (Br Eng) (Am Eng:	<ul style="list-style-type: none"> She borrowed a book from the library.
battery (n)	cookie)	boss (n)
be (av & v)	bit (n)	both (pron & det)
beach (n)	<ul style="list-style-type: none"> Just a small bit of cake, please. 	bother (v)
bean (n)	black (adj & n)	bottle (n)
bear (n)	blackboard (n)	bottom (n)
beard (n)	blanket (n)	<ul style="list-style-type: none"> at the bottom of the stairs
beautiful (adj)	block (n)	bowl (n)
because (conj)	<ul style="list-style-type: none"> Shall we walk round the block? 	box (n)
become (v)	blond(e) (adj)	boy (n)
bed (n)	blood (n)	boyfriend (n)
bedroom (n)	blouse (n)	brain (n)
bee (n)		

brave (adj)
 bread (n)
 break (n & v)

- a break for lunch (n)
- Someone's broken the window. (v)

 breakfast (n)
 bridge (n)
 bright (adj)
 brilliant (adj)

- I thought the film was brilliant!

bring (v)
 broken (adj)
 brother (n)
 brown (adj & n)
 brush (n & v)
 build (v)
 building (n)
 burger (n)
 bus (n)
 business (n)
 businessman (n)
 businesswoman (n)

bus station (n)
 bus stop (n)
 busy (adj)
 but (conj)
 butter (n)
 buy (v)
 by (prep)
 bye (exclam)

C

cabinet (n)
 cafe/café (n)
 cafeteria (n)
 cake (n)
 calendar (n)
 call (n & v)

- I'll call (phone) again later this afternoon.
- He's called John.
- I'm waiting for a call from Anna.

 camel (n)
 camera (n)
 camp (v)
 camping (n)
 campsite (n)
 cap (n)
 capital (n)
 can (n & mv)
 candy (n)
 cannot (mv)
 car (n)

card (n)

- birthday card
- credit card

 career (n)
 careful (adj)

- Be careful!

 carefully (adv)
 car park (n) (Br Eng) (Am Eng: parking lot)
 carpet (n)
 carrot (n)
 carry (v)
 cartoon (n)
 case (n) cash (n & v)
 castle (n)
 cat (n)
 catch (v)
 cathedral (n)
 CD (n)
 CD player (n)
 ceiling (n)
 cell phone (n)

cent (n)
 centre/center (n)
 centimetre/centimeter (cm) (n)
 century (n)
 cereal (n)
 certainly (not) (adv)
 chain (n)
 chair (n)
 change (v & n)
 channel (n)
 chat (n)
 chatroom (n)
 cheap (adj)
 check (v)
 cheese (n)
 chef (n)
 chemist (n) (Br Eng) (Am Eng: drugstore)
 chemistry (n)
 cheque (n)
 chess (n)
 chicken (n)

child (n)

chilli (n)

chips (n pl)

- egg and chips

chocolate (n)

choose (v)

cinema (n)

circle (n)

circus (n)

city (n)

class (n)

- a language class
- a first-class ticket classical (adj)

classmate (n)

classroom (n)

clean (adj & v)

cleaner (n)

clear (adj)

- It's not clear to me.

clearly (adv)

clever (adj)

click (n & v)

- click here to go to our website

climb (v)

climbing (n)

clock (n)

close (adj & v)

close to (prep phr)

closed (adj)

clothes (n pl)

cloud (n)

cloudy (adj)

clown (n)

club (n)

- to join a club

coach (n)

- a coach trip
- a tennis coach

coat (n)

coffee (n)

cola (n)

cold (adj & n)

colleague (n)

collect (v)

college (n)

colour (n & v)

comb (n)

come (v)

comfortable (adj)

comic (n)

company (n)

- What's the name of your company?

competition (n)

complete (v)

computer (n)

concert (n)

congratulations! (exclam)

contact (n & v)

conversation (n)

cook (n & v)

cooker (n)

cookie (n) (Am Eng) (Br Eng: biscuit)

cooking (n)

cool (adj & exclam)

- That's a cool bike! (adj)

copy (v)

corner (n)

- the corner of the street

correct (adj)

cost (n & v)

costume (n)

- I forgot my swimming costume.

could (mv)

country (n)

countryside (n)

course (n)

- a university course
- a main course
- of course (not)

cousin (n)

cover (v)

cow (n)

crazy (adj)

cream (adj & n)

credit card (n)

cricket (n)

cross (n & v)

- Don't cross the road here! (v)

crossing (n)

- Use the crossing to cross the street.

crowd (n)

crowded (adj)

cry (v)

- The baby's crying.

cup (n)

cupboard (n)

curry (n)

curtain (n)

customer (n)

cut (v)

cycle (v)

cycling (n)

D

dad (n)	desk (n)	door (n)
daily (adj & adv)	dessert (n)	dot (n)
dance (n & v)	detail (n)	<ul style="list-style-type: none"> • dot com
dancer (n)	diary (n)	double (adj)
dancing (n)	dictionary (n)	<ul style="list-style-type: none"> • a double room
danger (n)	die (v)	down (adv & prep)
dangerous (adj)	difference (n)	download (n & v)
dark (adj)	different (adj)	<ul style="list-style-type: none"> • I downloaded the songs from the internet (v).
date (n)	difficult (adj)	downstairs (adv)
<ul style="list-style-type: none"> • What's the date today? 	digital (adj)	Dr (n)
daughter (n)	digital camera (n)	draw (v)
day (n)	dining room (n)	drawer (n)
dead (adj)	dinner (n)	drawing (n)
dear (adj)	dinosaur (n)	dream (n & v)
<ul style="list-style-type: none"> • Dear Anne, 	diploma (n)	dress (n & v)
decide (v)	dirty (adj)	dressed (adj)
deep (adj)	disco (n)	drink (n & v)
degree (n)	discount (n)	drive (v)
<ul style="list-style-type: none"> • The temperature's 30 degrees today. 	discuss (v)	driver (n)
delay (n & v)	dish (n)	driving licence (n)
<ul style="list-style-type: none"> • There will be a delay of two hours. (n) • The flight is delayed. (v) 	<ul style="list-style-type: none"> • Chicken and chips is my favourite dish. 	drugstore (n) (Am Eng) (Br Eng: chemist)
dentist (n)	do (av & v)	drum (n)
department (n)	doctor (n)	dry (adj & v)
department store (n)	document (n)	duck (n)
describe (v)	dog (n)	during (prep)
desert (n)	doll (n)	DVD (n)
	dollar (n)	DVD player (n)
	dolphin (n)	

E

each (det & pron)	enough (adv, det & pron)	example (n)
ear (n)	enter (v)	<ul style="list-style-type: none"> • Look at the example first.
early (adj & adv)	<ul style="list-style-type: none"> • Are you going to enter the poster competition? 	<ul style="list-style-type: none"> • for example
earn (v)	<ul style="list-style-type: none"> • Please enter through the side door. 	excellent (adj)
earring (n)	entrance (n)	except (conj & prep)
easily (adv)	envelope (n)	excited (adj)
east (n, adj & adv)	eraser (n) (Am Eng) (Br Eng: rubber)	exciting (adj)
easy (adj)	especially (adv)	excuse (v)
eat (v)	euro (n)	<ul style="list-style-type: none"> • Excuse me!
egg (n)	even (adv)	exercise (n & v)
electric (adj)	evening (n)	exhibition (n)
electricity (n)	ever (adv)	<ul style="list-style-type: none"> • art exhibition
elephant (n)	every (det)	exit (n)
elevator (n) (Am Eng) (Br Eng: lift)	everybody (pron)	expensive (adj)
else (adv)	everyone (pron)	explain (v)
<ul style="list-style-type: none"> • Anything else? 	everything (pron)	explore (v)
email (n & v)	everywhere (adv)	explorer (n)
empty (adj)	exactly (adv)	<ul style="list-style-type: none"> • This book's about famous explorers.
end (v & n)	examination/exam (n)	extra (adj)
engine (n)		eye (n)
engineer (n)		
enjoy (v)		

F

face (n)	film (n & v)	foot (n)
fact (n)	final (adj)	<ul style="list-style-type: none"> my right foot
factory (n)	finally (adv)	football (n)
fail (v)	find (v)	footballer (n)
fair (adj)	find out (phr v)	for (prep)
<ul style="list-style-type: none"> She has fair hair. 	fine (adj)	foreign (adj)
fall (n & v)	<ul style="list-style-type: none"> That's fine! 	forest (n)
<ul style="list-style-type: none"> in the fall (n) (Am Eng) (Br Eng: autumn) 	<ul style="list-style-type: none"> I'm fine, thank you. 	forget (v)
<ul style="list-style-type: none"> he fell and hurt his leg (v) 	fine (adj)	fork (n)
family (n)	finger (n)	<ul style="list-style-type: none"> knife and fork
famous (adj)	finish (v)	form (n)
fan (n)	fire (n)	<ul style="list-style-type: none"> Fill in this form.
fantastic (adj)	first (adv & adj)	free (adj & adv)
far (adv)	<ul style="list-style-type: none"> First... then... (adv) 	French fries (n) (Am Eng) (Br Eng: chips)
<ul style="list-style-type: none"> How far is the next garage? 	<ul style="list-style-type: none"> John came first. (adv) 	fresh (adj)
farm (n)	<ul style="list-style-type: none"> first prize (adj) 	<ul style="list-style-type: none"> fresh fruit
farmer (n)	first name (n)	fridge (n)
fashion (n)	fish (n & v)	fried (adj)
fast (adj & adv)	fishing (n)	friend (n)
fast food (n)	fit (adj)	friendly (adj)
fat (adj)	flat (n)	from (prep)
father (n)	flight (n)	front (n)
favourite (adj)	floor (n)	<ul style="list-style-type: none"> in the front of the train
feel (v)	<ul style="list-style-type: none"> The bedrooms are on the first floor. 	<ul style="list-style-type: none"> Stand in front of me.
<ul style="list-style-type: none"> to feel well 	<ul style="list-style-type: none"> Don't leave your clothes on the floor. 	fruit (n)
festival (n)	flower (n)	full (adj)
few (det & adj)	fly (v)	fun (adj & n)
field (n)	fog (n)	funny (adj)
file (n)	foggy (adj)	furniture (n)
fill (v)	follow (v)	further (adj)
fill in (phr v)	food (n)	future (n)
<ul style="list-style-type: none"> to fill in a form 		

G

game (n)	glove (n)	grandparent (n)
garage (n)	go (v)	grandson (n)
garden (n)	goal (n)	granny (n)
garlic (n)	gold (n & adj)	grape (n)
gas (n) (Am Eng) (Br Eng: petrol)	golden (adj)	grass (n)
gas station (n) (Am Eng) (Br Eng: petrol station)	golf (n)	great (adj)
gate (n)	good (adj)	green (adj)
geography (n)	good afternoon (exclam)	grey (adj & n) (Br Eng) (Am Eng: gray)
get (v)	goodbye (exclam)	grilled (adj)
get fit (v)	good evening (exclam)	grocery store (n) (Am Eng)
get off (phr v)	good-looking (adj)	group (n)
• to get off the bus	good morning (exclam)	grow (v)
get on (phr v)	good night (exclam)	grow up (phr v)
• to get on the bus	go out (phr v)	guess (v)
get up (phr v)	• Are you going out this evening?	guest (n)
• to get up in the morning	grade (n)	guest-house (n)
gift (n)	gram(me) (n)	guide (n)
girl (n)	grandchild (n)	guidebook (n)
girlfriend (n)	grand(d)ad (n)	guitar (n)
give (v)	granddaughter (n)	guy (n)
glad (adj)	grandfather (n)	• He's a really nice guy.
glass (n)	grandma (n)	gym (n)
glasses (n pl)	grandmother (n)	
	grandpa (n)	

H

hair (n)	herself (pron)	heating (n)
half (det, n & pron)	• by herself	• Can you turn the heating on?
half-price (adj)	hey (exclam)	heavy (adj)
hall (n)	hi (exclam)	• a heavy blanket
hand (n)	high (adj)	helicopter (n)
handbag (n)	hill (n)	hello (exclam)
happen (v)	him (pron)	honey (n)
happy (adj)	himself (pron)	hope (v)
hard (adj & adv)	• by himself	horrible (adj)
• hard wood (adj)	hip hop (n)	horse (n)
• the homework was hard (adj)	his (det & pron)	hospital (n)
• to work hard (adv)	history (n)	hot (adj)
hat (n)	hit (v)	hotel (n)
hate (v)	hobby (n)	hour (n)
have (av & v)	hockey (n)	house (n)
have got to (mv)	hold (v)	housewife (n)
have to (mv)	holiday (n)	how (adv)
he (pron)	home (n & adv)	however (adv)
head (n)	homework (n)	hungry (adj)
• My head hurts.	headache (n)	hurry (v)
help (v)	headteacher (n)	hurt (v)
her (det & pron)	health (n)	husband (n)
here (adv)	healthy (adj)	
hers (pron)	hear (v)	
	heart (n)	

I

I (pron)	in (adv & prep)	interesting (adj)
ice (n)	include (v)	international (adj)
ice cream (n)	including (prep)	internet (n)
ice skating (n)	indoor (adj)	into (prep)
ID (n)	indoors (adv)	invitation (n)
ID card (n)	information (n)	invite (v)
idea (n)	in front of (prep phr)	island (n)
identification (n)	insect (n)	it (pron)
if (conj)	inside (adv & prep)	IT (n)
ill (adj)	instead (adv)	its (det)
immediately (adv)	instructions (n pl)	itself (pron)
important (adj)	instrument (n)	
improve (v)	interested (adj)	

J

jacket (n)	job (n)	just (adv)
jam (n)	join (v)	<ul style="list-style-type: none">• I've just seen Tom.
<ul style="list-style-type: none">• fruit jam	journalist (n)	<ul style="list-style-type: none">• Just a moment.
jazz (n)	journey (n)	
jeans (n pl)	juice (n)	
jewellery (n) (Br Eng) (Am Eng:	jump (v)	
jewelry)	jumper (n)	

K

keep (v)	kick (n & v)	king (n)
<ul style="list-style-type: none">• May I keep this?• Keep right!	kilogramme (kg) (n) (Br Eng)	kiss (n & v)
key (n)	(Am Eng: kilogram)	kit (n)
keyboard (n)	kilometre (km) (n) (Br Eng)	kitchen (n)
<ul style="list-style-type: none">• I play the keyboard in a band.• The keyboard for my computer is broken.	(Am Eng: kilometer)	kite (n)
	kind (adj & n)	knife (n)
	<ul style="list-style-type: none">• That's very kind of you.• What kind of book do you want?	know (v)

L

lake (n)	lend (v)	living room (n)
lamp (n)	less (adj, det & pron)	long (adj)
language (n)	lesson (n)	look (v)
laptop (computer) (n)	let (v)	<ul style="list-style-type: none"> • You look happy. • Don't look now!
large (adj)	letter (n)	look after (phr v)
last (adj & det)	level (n)	look at (phr v)
late (adv & adj)	<ul style="list-style-type: none"> • language level 	look for (phr v)
<ul style="list-style-type: none"> • The train is going to be late. (adj) 	library (n)	look out (phr v)
later (adv)	<ul style="list-style-type: none"> • driving licence 	<ul style="list-style-type: none"> • Look out – it's going to fall!
<ul style="list-style-type: none"> • I'll see you later. 	lie down (phr v)	lorry (n)
latest (adj)	life (n)	lose (v)
laugh (v)	lift (n)	<ul style="list-style-type: none"> • We lost the game. • I've lost my passport.
lazy (adj)	<ul style="list-style-type: none"> • Take the lift to the third floor. 	lost (adj)
learn (v)	light (n & adj)	lots / a lot (n)
least (adv)	like (adv, prep & v)	<ul style="list-style-type: none"> • a lot of homework.
<ul style="list-style-type: none"> • at least 	<ul style="list-style-type: none"> • What's the weather like? (adv) • It's like an orange but bigger. (prep) • I'd like a drink. (v) 	loud (adj)
leather (n & adj)	line (n)	love (n & v)
leave (v)	<ul style="list-style-type: none"> • draw a line • the next line 	lovely (adj)
<ul style="list-style-type: none"> • The train leaves at 10 o'clock. • I left my bag in the cinema. • There isn't any milk left. 	lion (n)	low (adj)
left (adj, adv & n)	list (n)	luck (n)
<ul style="list-style-type: none"> • Go to the left. (n) • left hand (adj) • Turn left. (adv) 	listen (v)	lucky (adj)
left-hand (adj)	litre (n) (Br Eng) (Am Eng: liter)	luggage (n)
leg (n)	little (adj)	lunch (n)
lemon (n)	live (v)	lunchtime (n)
lemonade (n)		

M

machine (n)	menu (n)	monthly (adj & adv)
mad (adj)	message (n)	moon (n)
magazine (n)	metre (n) (Br Eng) (Am Eng:	more (adj, adv, det & pron)
mail (n)	meter)	morning (n)
main course (n)	midday (n)	most (adj, adv, det & pron)
make (v)	middle (n)	mother (n)
make-up (n)	<ul style="list-style-type: none"> in the middle 	motorbike (n)
man (n)	midnight (n)	motorway (n)
manager (n)	might (mv)	mountain (n)
mango (n)	mile (n)	mouse (n)
many (det & pron)	milk (n)	mouth (n)
map (n)	million (n)	move (v)
mark (n)	mind (v)	movie (n) (Am Eng) (Br Eng:
market (n)	<ul style="list-style-type: none"> Do you mind if I close the 	film)
married (adj)	<ul style="list-style-type: none"> window? 	movie theater (n) (Am Eng) (Br
match (n)	<ul style="list-style-type: none"> I don't mind if... 	Eng: cinema)
<ul style="list-style-type: none"> football match 	<ul style="list-style-type: none"> Never mind. 	movie star (n) (Am Eng) (Br
maths/mathematics (n) (Br Eng) (Am	<ul style="list-style-type: none"> Mind your head! 	Eng: film star)
Eng: math)	mine (pron)	MP3 player (n)
matter (n & v)	mineral water (n)	Mr (n)
<ul style="list-style-type: none"> It doesn't matter. (v) 	minus (prep)	Mrs (n)
<ul style="list-style-type: none"> What's the matter? (n) 	minute (n)	Ms (n)
may (mv)	mirror (n)	much (adj, adv, det & pron)
maybe (adv)	Miss (n)	mug (n)
me (pron)	miss (v)	mum (n)
meal (n)	missing (adj)	museum (n)
mean (v)	mistake (n)	mushroom (n)
meat (n)	mix (v)	music (n)
mechanic (n)	mobile (phone) (n)	musical (adj)
medicine (n)	model (n)	musician (n)
meet (v)	modern (adj)	must (mv)
meeting (n)	moment (n)	my (det)
melon (n)	<ul style="list-style-type: none"> Just a moment. 	myself (pron)
member (n)	money (n)	<ul style="list-style-type: none"> by myself
<ul style="list-style-type: none"> a member of a club 	monkey (n)	
memory (n)	month (n)	

N

name (n)	never (adv)	no one (pron)
national (adj)	new (adj)	normal (adj)
nationality (n)	news (n)	north (n, adj & adv)
nature (n)	newspaper (n)	nose (n)
near (adv & prep)	next (adj & adv)	not (adv)
nearly (adv)	next to (prep)	note (n & v)
neck (n)	nice (adj)	notebook (n)
necklace (n)	night (n)	nothing (pron)
need (v)	no (adv, det & pron)	notice (n)
neighbour (n)	nobody (pron)	now (adv)
net (n)	noise (n)	number (n)
<ul style="list-style-type: none"> I found a great website on the net. 	noisy (adj)	nurse (n)
	noon (n)	

O

occupation (n)	once (adv)	ours (pron)
o'clock (adv)	<ul style="list-style-type: none"> only once 	ourselves (pron)
of (prep)	one (det & pron)	out (adv)
of course (not) (adv)	onion (n)	outdoors (adv)
off (adv)	online (adj & adv)	out of (prep)
offer (n & v)	only (adv & adj)	outside (prep & adv)
office (n)	<ul style="list-style-type: none"> I only wanted to help. 	over (prep & adv)
often (adv)	<ul style="list-style-type: none"> the only one 	<ul style="list-style-type: none"> over 60 people (adv)
oh (exclam)	open (adj & v)	<ul style="list-style-type: none"> to travel all over the world (prep)
oil (n)	opera (n)	own (adj)
<ul style="list-style-type: none"> car oil cooking oil 	opposite (prep)	<ul style="list-style-type: none"> They cook their own meals.
OK/okay (exclam)	or (conj)	
old (adj)	orange (adj & n)	
omelette (n)	order (n)	
on (prep & adv)	other (det & pron)	
	our (det)	

P

pack (v)	people (n pl)	play (v & n)
• pack a suitcase	pepper (n)	• to play football (v)
page (n)	per (prep)	• to play the guitar (v)
pain (n)	perfect (adj)	• a play at the theatre (n)
paint (v & n)	perfume (n)	player (n)
painter (n)	perhaps (adv)	playground (n)
painting (n)	person (n)	pleasant (adj)
pale (adj)	pet (n)	please (v & exclam)
pair (n)	petrol (n)	• I'm very pleased for you. (v)
• a pair of shoes	petrol station (n)	• Please be quiet!
paper (n & adj)	pharmacy (n)	pleased (adj)
pardon (exclam)	phone (v & n)	plus (prep)
• Pardon?	photo(graph) (n)	p.m. (adv)
parent (n)	photographer (n)	pocket (n)
park (n & v)	photography (n)	point (v)
parking lot (n) (Am Eng) (Br Eng: car park)	physics (n)	police (n)
part (n)	piano (n)	police car (n)
• the best part of the day	pick up (phr v)	police officer (n)
partner (n)	picnic (n)	police station (n)
party (n)	picture (n)	polite (adj)
pass (v)	piece (n)	pool (n)
• You pass the station on the left.	• a piece of cake	• swimming pool
• to pass a driving test	pillow (n)	poor (adj)
passenger (n)	pilot (n)	pop (n)
passport (n)	pink (adj)	• pop music
past (prep)	pity (n)	popular (adj)
pasta (n)	• What a pity!	possible (adj)
path (n)	pizza (n)	possibly (adv)
pay (v)	place (n)	post (v & n)
PC (personal computer) (n)	plan (n & v)	• to post a letter
pear (n)	plane (n)	• What's in the post today?
pen (n)	• The plane was late.	postcard (n)
pence (n)	plant (n)	poster (n)
pencil (n)	plastic (n & adj)	post office (n)
pencil case (n)	plate (n)	potato (n)
penfriend (n)	platform (n)	pound (£) (n)
penny (n)	• Your train leaves from Platform 8.	practice (n) (Br Eng) (Am Eng:

practise)
• football practice
practise (v)
• You must practise if you want to play well.
prefer (v)
prepare (v)
present (n)
• a birthday present
pretty (adj)

price (n)
print (v)
printer (n)
prize (n)
probably (adv)
problem (n)
program (n)
• a computer program
programme (n)
• a TV programme

project (n)
• a school project
pull (v)
pupil (n)
purple (adj)
purse (n)
push (v)
put (v)
put on (phr v)
puzzle (n)

Q

quarter (n)
• a quarter of an hour
queen (n)
question (n)

quick (adj)
quickly (adv)
quiet (adj)

quite (adv)
• Are you quite sure?
• quite old
quiz (n)

R

rabbit (n)
race (n & v)
• a running race (n)
• She raced her brother to the bus stop. (v)
racket (n)
• Can I borrow your tennis racket?
radio (n)
railway (n)
rain (n & v)
raincoat (n)
rap (n)
read (v)
reading (n)
ready (adj)
• When will it be ready?
real (adj)
really (adv)
reason (n)

receipt (n)
receive (v)
receptionist (n)
record (v)
red (adj)
refrigerator (n)
remember (v)
rent (v)
repair (v)
repeat (v)
rest (n & v)
• to have a rest (n)
• 'Try to rest', the doctor said. (v)
restaurant (n)
return (n & v)
• my return from holiday (n)
• He returned home late. (v)
• She returned her library books. (v)

rice (n)
rich (adj)
ride (n & v)
right (n, adj & adv)
• He swam to the right. (n)
• your right hand (adj)
• That's the right answer. (adj)
• Turn right here. (adv)
right hand (adj)
ring (n)
river (n)
road (n)
roast (v & adj)
rock (n)
• rock concert
roof (n)
room (n)
• a double room
round (adj)

roundabout (n)
rubber (n)
rugby (n)
ruler (n)

run (v)
runner (n)
running (n)

S

sad (adj)

safe (adj)

sail (v)

sailing (n)

salad (n)

sale (n)

- for sale

salt (n)

same (adj & pron)

- at the same time (adj)
- Your watch is the same as mine.
(pron)

sandwich (n)

sauce (n)

sausage (n)

save (v)

- to save money
- to save time

say (v)

scarf (n)

school (n)

schoolchild (n)

science (n)

scissors (n pl)

scooter (n)

screen (n)

sea (n)

seat (n)

second (adj, det & n)

secretary (n)

see (v)

sell (v)

send (v)

sentence (n)

serve (v)

set (n)

several (det & pron)

shall (mv)

shame (n)

- What a shame!

shampoo (n & v)

share (v)

she (pron)

sheep (n)

sheet (n)

- a bed sheet

shelf (n)

ship (n)

shirt (n)

shoe (n)

shop (n & v)

shop assistant (n)

shopping (n)

short (adj)

- a short time

shorts (n pl)

should (mv)

shout (v)

show (v & n)

- Show me your photos. (v)
- a film show (n)

shower (n)

shut (v)

sick (adj)

side (n)

- this side of the room

sightseeing (n)

sign (n)

silver (n & adj)

simple (adj)

since (prep)

sing (v)

singer (n)

singing (n)

single (adj)

sink (n)

sister (n)

sit (v)

sit down (phr v)

site (n)

sitting room (n)

size (n)

skate (v)

skateboard (n)

skateboarding (n)

skating (n)

ski (v)

skiing (n)

skirt (n)

sky (n)

sleep (v)

slice (n)

slim (adj)

slow (adj)

slowly (adv)

small (adj)

smoke (v)

smoking (n)

snack (n)

snow (n & v)

snowboard (n)	sport (n)	study (v)
snowboarding (n)	sports centre (n)	subject (n)
so (conj & adv)	spring (n)	<ul style="list-style-type: none"> What's your favourite subject at school? the subject of a talk
<ul style="list-style-type: none"> So, I think it's right. (conj) He ate too much, so he felt ill. (conj) He wanted to go but he didn't say so. (adv) 	<ul style="list-style-type: none"> I hate winter but I love spring. 	such (det)
soap (n)	square (n & adj)	suddenly (adv)
soccer (n)	stadium (n)	sugar (n)
sock (n)	staff (n)	suit (n)
sofa (n)	stage (n)	<ul style="list-style-type: none"> He was wearing a grey suit.
soft (adj)	stairs (n pl)	suitcase (n)
software (n)	stamp (n)	summer (n)
some (det & pron)	<ul style="list-style-type: none"> Put a stamp on the envelope. 	sun (n)
somebody (pron)	stand (v)	sunglasses (n pl)
someone (pron)	<ul style="list-style-type: none"> She was standing at the bus stop. 	sunny (adj)
something (pron)	star (n & v)	supermarket (n)
sometimes (adv)	start (v)	supper (n)
somewhere (adv)	station (n)	suppose (v)
son (n)	stay (v)	<ul style="list-style-type: none"> I suppose so. I suppose you're right.
song (n)	steak (n)	sure (adj)
soon (adv)	steal (v)	<ul style="list-style-type: none"> I'm (not) sure.
sorry (adj)	<ul style="list-style-type: none"> Someone's stolen my bag! 	surf (v)
<ul style="list-style-type: none"> I'm sorry I'm late. Sorry, I don't understand that. 	still (adv)	surfboard (n)
sort (n)	stomach (n)	surfing (n)
sound (v)	stomach ache (n)	surname (n)
<ul style="list-style-type: none"> That sounds nice. 	stop (n & v)	surprise (n)
soup (n)	store (n)	surprised (adj)
south (n, adj & adv)	storm (n)	sweater (n)
space (n)	story (n)	sweet (n & adj)
spare (adj)	straight (adj & adv)	swim (v)
speak (v)	<ul style="list-style-type: none"> a straight line (adj) Go straight on. (adv) 	swimming (n)
speaker (n)	strange (adj)	swimming costume (n) (Br Eng)
special (adj)	<ul style="list-style-type: none"> That's a strange story! 	(Am Eng: bathing suit)
spell (v)	street (n)	swimming pool (n)
spelling (n)	strong (adj)	swimsuit (n)
spend (v)	student (n)	
spoon (n)	studies (n pl)	

T

table (n)	their (det)	tooth (n)
table tennis (n)	theirs (pron)	toothbrush (n)
take (v)	them (pron)	top (n)
<ul style="list-style-type: none"> • I'll take it to your room. • It takes three hours. 	themselves (pron)	<ul style="list-style-type: none"> • the top of the page
take off (phr v)	then (adv)	total (adj & n)
<ul style="list-style-type: none"> • She took off her shoes. 	there (adv)	tour (n)
talk (n & v)	these (det & pron)	tour guide (n)
tall (adj)	they (pron)	tourist (n)
taxi (n)	thin (adj)	tourist information centre (n)
tea (n)	thing (n)	towel (n)
teach (v)	think (v)	town (n)
teacher (n)	thirsty (adj)	toy (n)
team (n)	this (det & pron)	traffic (n)
teenager (n)	those (det & pron)	traffic light (n)
telephone (n & v)	through (prep)	train (n)
television (TV) (n)	throw (v)	trainer (n)
tell (v)	thunderstorm (n)	<ul style="list-style-type: none"> • a pair of trainers
temperature (n)	ticket (n)	tram (n)
<ul style="list-style-type: none"> • The temperature was below zero. 	tidy (adj & v)	travel (v)
tennis (n)	tidy up (v)	tree (n)
tent (n)	tie (n)	trip (n)
term (n)	tiger (n)	trouble (n)
terrible (adj)	tights (n pl)	trousers (n pl)
test (n)	till (prep)	true (adj)
text (n & v)	time (n)	try (v)
textbook (n)	timetable (n)	try on (phr v)
text message (n)	tired (adj)	T-shirt (n)
than (prep & conj)	to (prep)	turn (v)
thank (v)	toast (n)	turn off (phr v)
thanks (exclam)	today (n & adv)	<ul style="list-style-type: none"> • Turn the gas off.
thank you (exclam)	toe (n)	turn on (phr v)
that (conj & pron)	together (adv)	<ul style="list-style-type: none"> • Turn the heating on.
the (det)	toilet (n)	twice (adv)
theatre (n) (Br Eng) (Am Eng: theater)	tomato (n)	type (n)
	tomorrow (n & adv)	tyre (n) (Am Eng: tire)
	tonight (n & adv)	
	too (adv)	

U

umbrella (n)	uniform (n)	us (pron)
uncle (n)	university (n)	use (v)
under (prep)	until (prep)	useful (adj)
underground (n & adj)	unusual (adj)	usual (adj)
understand (v)	up (prep & adv)	usually (adv)
unfortunately (adj)	upset (adj)	
unhappy (n)	upstairs (adv)	

V

v/versus (prep)	video (n)	visitor (n)
• Manchester United v Liverpool	video game (n)	vocabulary (n)
variety (n)	view (n)	volleyball (n)
various (adj)	village (n)	
vegetable (n)	violin (n)	
very (adv)	visit (v)	

W

wait (v)	way (n)	• Welcome to London! (exclam)
waiter (n)	• Do it this way.	well (adv & adj)
waitress (n)	• one-way street	well known (adj)
wake (v)	• Is this the quickest way home?	west (n, adj & adv)
wake up (phr v)	we (pron)	wet (adj)
walk (v)	wear (v)	what (det & pron)
walking (n)	weather (n)	wheel (n)
wall (n)	web (n)	when (adv)
wallet (n)	web page (n)	where (adv)
want (v)	website (n)	which (det & pron)
warm (adj)	week (n)	while (conj)
wash (v)	weekday (n)	white (adj)
washing machine (n)	weekend (n)	who (pron)
washing-up (n)	weekly (adj & adv)	whole (adj & n)
wash up (phr v)	welcome (adj & exclam)	• the whole world (adj)
watch (n & v)	• You're welcome (adj)	• the whole of July (n)
water (n)		

why (adv)

wide (adj)

wife (n)

wild (adj)

- wild animals

will ('ll) (mv)

win (v)

wind (n)

window (n)

windsurfing (n)

windy (adj)

winner (n)

winter (n)

wish (n)

- Best wishes.

with (prep)

without (prep)

woman (n)

wonderful (adj)

wood (n)

wooden (adj)

wool (n)

word (n)

work (n & v)

worker (n)

world (n)

worried (adj)

worry (v)

worse (adj)

worst (adj)

would (mv)

wow (exclam)

write (v)

write down (phr v)

writer (n)

writing (n)

wrong (adj)

Y

yeah (exclam)

year (n)

yellow (adj)

yes (adv)

yesterday (adv)

yet (adv)

- Has he arrived yet?

yoghurt (n)

you (pron)

young (adj)

your (det)

yours (pron)

yourself (pron)

Z

zero (n)

zoo (n)

Appendix 1

Word sets

In addition to the words in the alphabetical list, KET and KET for Schools candidates are expected to know:

Cardinal numbers

one, two, three, etc. *to* one thousand

Ordinal numbers

first, second, third, fourth, etc. *to* thirty-first

Days of the week

Monday, Tuesday, etc.

Months of the year

January, February, etc.

Seasons of the year

spring, summer, autumn, winter

Countries, languages and nationalities

English-speaking countries and others, for example Brazil/Brazilian, Canada/Canadian, China/Chinese, France/French, Ireland/Irish, India/Indian, Italy/Italian, Spain/Spanish, etc.

Continents

Africa, Australia, North America, South America, Asia, Antarctica, Europe

Appendix 2

Topic Lists

Appliances

camera	DVD (player)	laptop	telephone
CD (player)	electric	lights	television / TV
cell phone	electricity	mobile (phone)	video
clock	fridge	MP3 player	washing machine
computer	gas	PC	
cooker	heating	phone	
digital camera	lamp	radio	

Clothes and Accessories

bag	fashion	raincoat	tights
bathing suit	glasses	ring	trainers
belt	glove	scarf	trousers
blouse	handbag	shirt	try on (v)
boot	hat	shoes	T-shirt
bracelet	jacket	shorts	umbrella
cap	jeans	skirt	uniform
chain	jewellery / jewelry	suit	wallet
clothes	jumper	sunglasses	watch
coat	kit	sweater	wear (v)
costume (swimming)	necklace	swimming costume	
dress	pocket	swimsuit	
earring	purse	tie	

Colours

black	golden	orange	red
blue	green	pale	white
brown	grey	pink	yellow
dark	light	purple	

Communication and Technology

address	digital	laptop (computer)	screen
at / @	digital camera	mobile (phone)	software
by post	dot	mouse	talk
call (v)	download (n & v)	MP3 player	telephone
camera	DVD (player)	net	text (n & v)
CD (player)	email (n & v)	online	video
cell phone	envelope	PC	web
chat	file	photograph	web page
click (v)	information	photography	website
computer	internet	phone	
conversation	keyboard	printer	

Documents and Texts

ad / advertisement	diary	magazine	passport
article	diploma	menu	postcard
bill	email	message	project
book	form	newspaper	text (n & v)
card	letter	note	textbook
comic	licence	notebook	ticket

Education

advanced	course	lesson	ruler
beginner	desk	level	school
biology	dictionary	library	science
blackboard	diploma	mark	student
board	eraser	maths/mathematics	studies
book	exam(ination)	note	study (v)
bookshelf	geography	physics	subject
chemistry	history	practice (n)	teach
class	homework	practise (v)	teacher
classmate	information	project	term
classroom	instructions	pupil	test (n)
clever	know	read	university
coach	language	remember	
college	learn	rubber	

Entertainment and Media

act	draw	magazine	practise (v)
actor	drawing	MP3 player	programme
adventure	disco	museum	project
advertisement	drum	music	radio
art	DVD (player)	musician	read (v)
article	exhibition	news	rock (concert)
board game	festival	newspaper	screen (n)
book	film (n & v)	opera	show (n)
card	fun	paint (v)	sing
cartoon	go out	painter	singer
CD (player)	group	photograph	song
chess	guitar	photographer	television / TV
cinema	hip hop	photography	theatre
classical (music)	instrument	piano	ticket
competition	keyboard	picture	video (game)
concert	laugh	play (n)	watch (v)
dance (n & v)	listen to	pop (music)	
dancer	look at	practice (n)	

Family and Friends

aunt	girl	group	mum(my)
boy	grandchild	guest	neighbour
brother	grand(d)ad	guy	parent
child	granddaughter	husband	pen-friend
cousin	grandfather	love (n & v)	sister
dad(dy)	grandma	married	son
daughter	grandmother	Miss	surname
family	grandpa	mother	teenager
father	grandparent	Mr	uncle
friend	grandson	Mrs	wife
friendly	granny	Ms	

Food and Drink

apple	chocolate	ice	plate
bake	coffee	ice cream	potato
banana	cola	jam	rice
barbecue	cook (n & v)	juice	roast (v & adj)
biscuit	cooker	kitchen	salad
boil	cream	knife	salt
boiled	cup	lemon	sandwich
bottle	curry	lemonade	sauce
bowl	cut (n)	lunch	sausage
box	dessert	main course	slice (n)
bread	dinner	meal	snack (n)
break (n)	dish (n)	meat	soup
breakfast	drink	melon	steak
burger	eat	menu	sugar
butter	egg	milk	sweet (n & adj)
cafe/café	fish	mineral water	tea
cafeteria	food	mushroom	thirsty
cake	fork	oil	toast
can (n)	fridge	omelette	tomato
candy	fried	onion	vegetable
carrot	fruit	orange	waiter
cereal	garlic	pasta	waitress
cheese	glass	pear	wash up
chef	grape	pepper	yog(h)urt
chicken	grilled	picnic	
chilli	honey	piece of cake	
chips	hungry	pizza	

Health, Medicine and Exercise

accident	cut (v)	foot	pain
ambulance	danger	hair	problem
appointment	dangerous	hand	rest (n)
arm	dead	head	run
baby	dentist	health	sick
back	die	hear (v)	soap
bandage	doctor	heart	stomach
blood	Dr	hospital	stomach ache
body	ear	hurt (v)	swim
brain	exercise	ill	temperature
break (v)	eye	leg	tired
check (v)	face	lie down	tooth
chemist	fall (v)	medicine	toothache
clean (adj & v)	feel (v)	neck	toothbrush
cold (n)	finger	nose	walk
comb (n)	fit	nurse	well (adj)

Hobbies and Leisure

barbecue	CD (player)	guitar	musician
beach	club	hobby	paint (n & v)
bicycle	collect (v)	holidays	park
bike	computer	join	party
book	dance (n & v)	magazine	photograph (n & v)
camera	draw	member	picnic
camp	DVD (player)	MP3 player	quiz
camping	festival	museum	tent
campsite	go out	music	video game

House and Home

address	computer	garage	refrigerator
apartment	cooker	garden	roof
armchair	cupboard	gas	room
bath(tub)	curtain	gate	safe (adj)
bathroom	desk	hall	shelf
bed	dining room	heating	shower
bedroom	door	home	sink
blanket	downstairs	house	sitting room
bookcase	drawer	key	sofa
bookshelf	DVD (player)	kitchen	stay (v)
bowl	entrance	lamp	toilet
box	flat (n)	light	towel
carpet	floor	live (v)	
chair	fridge	living room	
clock	furniture	pillow	

Measurements

centimetre / centimeter	hour	minute	week
day	kilo(gram[me])/kg	moment	year
degree	kilometre/km/kilometer	quarter	
gram(me)	litre / liter	second	
half	metre / meter	temperature	

Personal Feelings, Opinions and Experiences (adjectives)

able	difficult	kind	soft
afraid	excellent	lovely	sorry
alone	famous	lucky	special
amazing	fast	married	strange
angry	favourite	modern	strong
bad	fine	nice	sure
beautiful	free	noisy	sweet
better	friendly	old	tall
big	funny	pleasant	terrible
bored	good	poor	tired
boring	great	pretty	unhappy
brave	happy	quick	useful
brilliant	hard	quiet	well
busy	heavy	ready	worried
careful	high	real	wrong
clear	hungry	rich	young
clever	important	right	
cool	interested	slow	
different	interesting	small	

Places: Buildings

apartment (building)	college	hospital	school
bank	department store	hotel	shop
block	disco	house	sports centre
bookshop	elevator	library	stadium
bookstore	entrance	lift	supermarket
building	exit	museum	swimming pool
cafe/café	factory	office	theatre
cafeteria	flat	pharmacy	university
castle	garage	police station	
cathedral	grocery store	post office	
cinema	guest-house	railway station	

Places: Countryside

area	forest	path	sky
beach	hill	railway	village
campsite	island	rainforest	wood
farm	lake	river	
field	mountain	sea	

Places: Town and City

airport	city centre	petrol station	station
bridge	corner	playground	street
bus station	market	road	town
bus stop	motorway	roundabout	underground
car park	park	square	zoo

Services

bank	doctor	petrol station	theatre
cafe / café	garage	post office	tourist information
cafeteria	hotel	restaurant	
cinema	library	sports centre	
dentist	museum	swimming pool	

Shopping

ad / advertisement	cheque	expensive	shop
assistant	close (v)	for sale	shop assistant
bill	closed	open (v & adj)	shopper
bookshop	cost (n & v)	pay (for)	shopping
buy (v)	credit card	penny	spend
cash (n & v)	customer	pound	store
cent	department store	price	supermarket
change (n & v)	dollar	receipt	try on
cheap	euro	rent	

Sport

ball	football	riding	swimming
badminton	football player	rugby	swimming costume
baseball	game	run (v)	swimming pool
basketball	goal	sailing	swimsuit
bat	golf	sea	table tennis
bathing suit	hockey	skate (v)	team
beach	kit	skateboard (n)	tennis
bicycle	luck	ski (v)	tennis player
bike	member	skiing	throw (v)
boat	play (v)	snowboard (n)	ticket
catch (v)	player	snowboarding	tired
climb (v)	pool (n)	soccer	trainers
club	practice (n)	sport(s)	v / versus
coach (n)	practise (v)	sports centre	volleyball
competition	prize	stadium	walk (v)
cricket	race (n & v)	surf	watch (v)
cycling	racket	surfboard	win (v)
enter (a competition)	rest (n & v)	surfboarding	windsurfing
fishing	ride (n & v)	swim	winner

The Natural World

air	fire	moon	spring
autumn	flower	mountain	star
beach	forest	north	summer
bee	grass	plant	tree
country	grow	rabbit	water
countryside	hill	river	west
desert	hot	sea	winter
east	ice	sky	wood
explorer	island	south	wool
field	lake	space	world

Time

afternoon	evening	morning	tonight
a.m./p.m.	half (past)	night	week
appointment	holidays	noon	weekday
autumn	hour	o'clock	weekend
birthday	January - December	past	weekly
calendar	meeting	quarter (past/to)	winter
century	midnight	second	working hours
clock	minute	spring	year
daily	moment	summer	yesterday
date	Monday - Sunday	time	
day	month	today	
diary	monthly	tomorrow	

Travel and Transport

(aero)/(air)plane	explorer	park (v)	street
airport	far	passenger	suitcase
ambulance	flight	passport	taxi
backpack	fly	petrol	ticket
boat	garage	petrol station	tour (n)
bridge	helicopter	pilot	tour guide
bus	journey	platform	tourist
bus station	leave	railway	tourist information centre
bus stop	left	repair (v)	traffic
car	light	return (n & v)	traffic light
case	luggage	ride	tram
coach	machine	right	travel
country	map	road	trip
delay (n & v)	mechanic	roundabout	tyre
delayed	mirror	sailing	underground (n)
drive	miss (v)	seat	visit
driver	motorbike	ship	visitor
driving/driver's licence	motorway	station	way (n)
engine	move	stop	wheel
engineer	oil	straight on	window

Weather

cloud	hot	sun	wet
cloudy	ice	sunny	wind
cold	rain	thunderstorm	windy
fog	snow	warm	
foggy	storm	weather	

Work and Jobs

actor	diploma	journalist	secretary
artist	doctor	king	shop assistant
boss	Dr	letter	shopper
break (n)	driver	manager	singer
business	earn	mechanic	staff
businessman	email (n & v)	meeting	student
businesswoman	engineer	message	teacher
chemist	explorer	musician	tennis player
cleaner	factory	nurse	tour guide
coach (n)	farm	occupation	uniform
company	farmer	office	waiter/ waitress
computer	footballer	painter	work
cook (n & v)	football player	photographer	worker
customer	guest	pilot	writer
dentist	guide	police officer	
desk	instructions	queen	
diary	job	receptionist	