



South Valley University

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English Department

English Language Course
for Persian Students
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Preface:

Ways of Improving English Language

Learning a second language can be a very stressful task if you let it. Somehow, the words you learn in the books don't seem to apply very well to real life situations. However, to improve Your English Skill you need to *study grammar and do exercises* and also you need to improve the basic four skills of any language which are: Speaking; Reading; Writing; and Listening.

Learning English Language is a process that requires effort and time that doesn't happen overnight. Some people learn English easier than others and that depends on their capability, willingness and goals. There are so many ways and technologies which help to make learning English more flexible and easier. Choosing the best ways for you and using so many different methods will help you to learn English faster. Learning English needs patience and practice so that you will never learn English, unless you practice what you have learned and have a lot of patience. Studying grammar and doing exercises are the most important ways to learn or improve your English.

Studying grammar makes you know the tenses of verbs, and how to talk and write correctly by using them. It isn't a whole process of learning English but it is a part of it. The majority of learners decrease the benefit of doing exercises and taking test.

In fact, those ways are very important to improve your English, to know which level you are and to what extent you are progressing. Also their results will give you motivation to continue.

Speaking Skill:

Q: Is it possible to improve your speaking skill without visiting English speaking country?

Yes, it's possible because you can improve your English by many ways. Some learners believe that it's impossible to improve their speaking skill unless they visit an English speaking country, but that's not correct because you can improve your English by many ways. At the beginning, it's important to keep in your mind that you should "speak as much as possible, and make mistake as much as possible because when you know that you made mistake you know that you made progress." try to take advantage of all of situations that encounter you. For example, when you go to school you should use the opportunity to speak to your teacher by answering the questions, debating or speaking with other students. Also when you go shopping you have a wonderful opportunity to practice your English by using a small talking by speaking with the Shop assistant, waiters and taxi driver. In addition, you can speak with your friends who speak English fluently. It's good to be in contact with native speakers for instance American, British, Irish and Australian who live in your city. When you talk to them don't be worried whether your expressions are right or wrong.

They don't care about your grammar at all. They only care about what you say to them, but that doesn't mean that the grammar is not important.

Finally, don't be afraid to speak even if you make mistakes. There's saying "The person who never made mistake, never made any thing." So think of your mistake as something positive and useful.

Writing Skill:

Q: How to improve your Writing Skill?

To improve your writing skill, write everything you want. Write about your hobbies, interests or write e-mail to your pen friend. Good writing is more than just using correct grammar and suitable words. It is a process that helps you to develop your thoughts and some people believe that they are unable to write in English form, but that's wrong if they can think and say some sentences that mean they can think and put their thoughts in sentences on a paper.

Also, writing a personal journal is a good practice for you where it makes you write daily. Constant writing will make your writing more natural, and helps you to get more confidence where the saying was said "The more writing you do, the better you will get". How to write correctly is an important element.

As I mentioned previously it is not only suitable words or correct grammar, but it is also planning, checking, revising and organization. Making a note and a rough plan for what you are going to write make the task much easier. Your first draft may have lots of mistakes and be incomplete. So, revise and revise and edit what you write, and make sure that your thoughts flow logically that will make your writing well developed and well organized.

Reading Skill:

Q: What's the benefit of reading books?

When you read a book, it shows you structures and expressions that you can use them in writing or speaking, it sees your grammatical roles naturally. And make you encounter new words. It's good to read at the right level for you to understand what you read. That's why you should know which level you are. When you find more than five new words pre page that means that you are not in the right level and you have to choose simpler. Read magazines, novels, short stories, articles, newspapers and what so ever interest you in, to get a good acknowledge of the English language. Now you can practice reading skill wherever you go where you find it in shop's names, advertisements, and car's numbers.

Finally, to learn English and become proficient Read, Read, Read and Read even if you don't understand what you read." Have

you forgotten what we said at the beginning “that learning English is gradual process and it doesn’t happen overnight?”

Listening Skill:

Q: What're the materials that help you in improving your listening skill?

There are so many materials that can help you in improving your listening skill such as Radio, Broadcast, and CDs in English you won't learn any language without hearing it first, even your own language. When you were a baby, you didn't understand your language. Then, you got it by listening to your family, and gradually you learned to speak, learned to read and learned to write, but listening comes first. Listening and imitating are ways which help you to be proficient in English. At first time you listen to English, it will sound like "One big long word", but if you keep listening, the big word will be "smaller" and you will be able to know where the word begins and where it ends. It's good to choose the materials that interest you, where being interested will make learning more enjoyable and effective.

Eventually, to improve your English language you have to improve the four skills, as what is written above about how to improve those skills and its related topics, in order to use it in the right way.

Part One

Essay Writing

Elements of Essay Writing

Essay marking criteria can be broadly summarized as follows:

1. Introduction (topic thesis)
2. Each paragraph should have a topic sentence
3. All ideas should be related to the topic sentence and all topic sentences should relate to the topic thesis (unity and coherence)
4. Details should be clear
5. Conclusion (a summary, an opinion, an advice, etc...)
6. Structure and word usage
7. Punctuation and Spelling
8. Knowledge and depth of reading
9. Relevance (the essay answers all parts of the topic Questions)
10. Lay out and organization

Writing Tips:

There are some tips that can be very helpful to get started with any kind of writing and successfully complete an essay. These tips can help you be concise and easily convey your thoughts and ideas to any kind of audience. They also can be helpful to choose the topic, organize paragraphs and ideas, and find supporting evidence and appropriate words.

The following tips can be used for any kind of academic writing.

- Choosing the Topic
- Narrowing Down the Topic
- Organizing the Essay
- Organizing the Paragraph
- Active Verbs
- Choosing the Topic

If you have not been assigned a topic, then the whole world lies before you. Sometimes that seems to make the task of starting even more intimidating. Actually, this means that you are free to choose a topic of interest to you, which will often make your essay a stronger one.

Define Your Purpose:

The first thing you must do is to think about the purpose of the essay you are going to write about. Is your purpose to persuade people to believe as you do, to explain to people how to

complete a particular task, to educate people about some person, place, thing or idea, or something else entirely? Whatever topic you choose; it must fit that purpose.

Brainstorm Subjects of Interest:

Once you have determined the purpose of your essay, write down some subjects that interest you. No matter what the purpose of your essay is, an endless number of topics will be suitable.

If you have trouble thinking of subjects, start by looking around you. Is there anything in your surroundings that interests you? Think about your life. What occupies most of your time? That might make for a good topic. Don't evaluate the subjects yet; just write down anything that springs to mind.

Evaluate Each Potential Topic:

If you can think of at least a few topics that would be appropriate, you must simply consider each one individually. Think about how you feel about that topic. If you must educate, be sure it is a subject about which you are particularly well informed. If you must persuade, be sure it is a subject about which you are at least moderately passionate. Of course, the most important factor in choosing a topic is the number of ideas you have about that topic. Even if none of the subjects you thought of seem particularly appealing, try just choosing one to work with. It may turn out to be a better topic than you at first thought.

Before you are ready to move on in the essay-writing process, look one more time at the topic you have selected. Think about the type of paper you are expected to produce. Should it be a general overview, or a specific analysis of the topic? If it should be an overview, then you are probably ready to move to the next step.

Once you have determined that your topic will be suitable, you can move on.

Here are a few guidelines to help you through the process:

1. Pick a topic that you are interested in. You will express yourself with more clarity and insight if you are interested in the topic that you are writing about.
2. You should pick a topic based on the assigned texts that you understood. While writing your essay, the majority of your energy will be focused on explaining and supporting your individual perspective and thesis, so it is important that you understand and feel comfortable talking about the primary (and possibly secondary) material that will form the basis of your essay.
3. Select a topic that is challenging and thought provoking. You want to write about a topic that is interesting to you. Your essay should reflect your own individual and unique perspective on your chosen topic. It should not be a mere restatement of the

already existing academic ideas on the topic. So, you should choose a topic that challenges you and allows you room to express yourself in relation to the primary source text, and the secondary sources (if they are applicable to your assignment).

4. Your topic should be specific enough that you can form an opinion about it, but general enough that you can find enough information to support your perspective and write a comprehensive and substantial essay.

Narrowing Down the Topic:

In narrowing down your topic, you should consider the following ideas:

1. Identify and define the main elements of the topic that you have chosen and look at the different ways that they can be applied to the primary material of your essay.
2. Pay attention to the length that the professor has assigned for the essay. The length can dictate the amount of information that you will be able to fit into your paper. The length will also dictate the number of body parts that you will be able to use to support your thesis. As a general rule, the shorter the essay, the more limited and precise the topic will be. The longer the essay, the more space you will have to explore your topic and its implications and complexity.

3. In narrowing down your topic, pay attention to the specific aspects of the topic that are addressed within the primary text(s) for your essay and within class discussion. This will give you an indication of the specific ways that you can write about your source material. Professors are usually looking for a specific topic that addresses one of the central ideas of the material that you are studying. Choose the specific aspect that you feel runs through as much of the text as possible. This will afford you a topic that can be developed through the course of the primary source(s) to present your reading audience with a clearer view of the text or the ideas that dominate the material.
4. If you have any doubts about how you can find a specific aspect to address within the assigned topics, or if you are unsure as to which aspect you should focus on, do not hesitate to contact your professor for guidance. Often, this can save you a great deal of wasted effort and can help to focus your attention on a specific avenue for researching your topic.

Organizing the Essay:

1. Introductory Paragraph

Introductory paragraph consists of general points or attention grabbing details leading to the main idea. For instance, there are several means that effective writers use to "hook" their readers: beginning with an amusing or interesting anecdote, beginning with a question, beginning with a quotation, and beginning with a startling or paradoxical statement. The main idea is often written at the end of this paragraph in a thesis statement, which may also contain three or more reasons (written very succinctly) for supporting this main idea. Each of these reasons should be elaborated on in the body paragraphs that follow. Note: A thesis statement does not always come at the end of the introductory paragraph--some essays have the very first sentence as the thesis statement.

2. Body Paragraph (1)

Body Paragraph #1 often begins with a transition word or words like "First" or "The first of these reasons" and gives examples and/or details relating to the first supporting reason.

3. Body Paragraph (2)

Body Paragraph #2 often begins with a transition word or words like "Next" or "Second" or "Another reason" or "The second of these reasons" and gives examples and/or details relating to the second supporting reason.

4. Body Paragraph (3)

This often begins with a transition word or words like "Finally" or "Last" or "The final reason" and gives examples and/or details relating to the third supporting reason (which is often the strongest of the three supporting reasons).

5. Concluding Paragraph

This paragraph may begin with "In conclusion" or "To conclude" (although some markers find these somewhat mundane) or "Clearly" and often restates the thesis statement in different words. It may move from there to a general comment about life, or to a final important point, or to a suggestion about future action that may be needed. Some writers like to end with a relevant quotation, or end with a question, or end with a prediction or warning.

Another concluding technique is to end with some idea or detail from the beginning of the essay (thus bringing this idea full circle). Yet another means of concluding is to end with an allusion to a historical or mythological figure or event.

Organizing the Paragraph:

Make sure that each sentence flows logically. The traditional way to do this when writing an essay is to use connecting words or phrases, often conjunctions (linking words) such as "although", "because", "so", "moreover", or "therefore". In this way, you build your logic and arguments. These connections come in simple and complex forms.

Simple connections

(also, although, and, as, because, but, despite, first, however, if, next, now, second, then, therefore, third, until)

Although we sometimes need words to show the logic and connection between sentences and paragraphs, many connecting words make your style more complex and academic than necessary.

Complex connections

(accordingly, as you are aware, consequently, for this reason, furthermore, hence, in addition, in as much as, likewise, more specifically, moreover, nevertheless, nonetheless)

Use the connections to make sure your reader can follow the flow of information, ideas and arguments within sentences, from sentence to sentence and between paragraphs. But don't let too many connections creep into your writing and keep to the simple ones recommended.

Using Active Verbs:

Using active verbs is essential if you want to write with a direct authoritative style. Instead of using the impersonal passive verbs and third person viewpoint, you should write with strong, active verbs.

Whatever the subject of the essay, you can write with active verbs to make your writing style more direct, clear and forceful. If there's one piece of advice on writing style you should follow, it's to use active verbs throughout your essays.

Style Guide:

Abbreviations, addresses, capitalization, English grammar, Internet terminology, numbers, plurals, possessives, punctuation, spelling, and word usage).

Some English Transitional Expressions

Here are some of the most common transitional expressions in English, grouped according to the type of relationship shown by each.

1. Addition Transitions

and

also

besides

first, second, third

in addition

in the first place, in the second place, in the third place

furthermore

moreover

to begin with, next, finally

2. Cause-Effect Transitions

Accordingly

and so

as a result

consequently

for this reason

hence

so

then

therefore

thus

So that

3. Comparison Transitions

by the same token
in like manner
in the same way
in similar fashion
likewise
similarly
in other words

4. Contrast Transitions

but
however
in contrast
instead
nevertheless
on the contrary
on the other hand
still
yet

5. Conclusion and Summary Transitions

and so
after all
at last
finally
in brief
in closing
in conclusion
on the whole

to conclude
to summarize

6. Example Transitions

as an example
for example
for instance
specifically
thus
to illustrate

7. Insistence Transitions

in fact
indeed
no
yes

8. Place Transitions

above
alongside
beneath
beyond
farther along
in back
in front
nearby
on top of
to the left
to the right

under

upon

9. Restatement Transitions

in other words

in short

in simpler terms

that is

to put it differently

to repeat

10. Time Transitions

Afterward

at the same time

currently

earlier

formerly

immediately

in the future

in the meantime

in the past

later

meanwhile

previously

simultaneously

subsequently

then

until now

Part Two
Reading Practice

(1)

The Perfect Peace

There once was a King who offered a prize to the artist who would paint the best picture of "PEACE". Many artists tried. The King looked at all the pictures, but there were only two he really liked and he had to choose between them.

One picture was of a calm lake. The lake was a perfect mirror for peaceful towering mountains were all around it. Overhead was a blue sky with fluffy white clouds. All who saw this picture thought that it was a perfect picture of peace. The other picture had mountains too. But these were rugged and bare. Above was an angry sky from which rain fell, in which lightening played. Down the side of the mountain tumbled a foaming waterfall. This did not look peaceful at all. But when the King looked, he saw behind the waterfall a tiny bush growing in a crack in the rock. In the bush a mother bird had built her nest. There, in the midst of the rush of angry water sat the mother bird on nest.

PERFECT PEACE:

"I choose this one" proclaimed the King. "PEACE does not mean to be in a place where there is no noise trouble, or hard work. PEACE means to be in the midst of all those things and still be calm in your heart. That is the REAL meaning of PEACE".

(2)

The Train

On a warm spring afternoon, Nicole and her brother went outside to play. Nicole was eight, and her brother Robert, was ten. "Let's go to the bridge," Nicole said. "If we stand on the bridge, we can see fish in the river." "I don't know ...," Robert said. "Mom told us, don't go on the bridge, "she said it is dangerous." "Oh, come on," Nicole said. "I'm not afraid. Are you?" Nicole and Robert walked onto the bridge and looking for fish in the river. The train was a train bridge. Three times a day, trains went over the bridge. But Nicole and Robert weren't thinking about trains. They were thinking about fish. The children were standing in the middle of bridge when they heard a loud noise. "A train's coming!" Robert yelled. "Run!" Robert ran to the end of the bridge. He was safe. Nicole ran, too, but she fell. She got up and continued running.

"Hurry! Hurry!" Robert yelled from the end of the bridge. "The train's coming!" Nicole looked behind her and saw the train. It was coming fast! Nicole ran toward her brother. Then she fell a second time. She fell right on the train track. She looked back again at the train. The train was very close now! There was no time to get up and run, so Nicole didn't move. She stayed where

she was –lying between the rails of the train track. She put her head down and waited for the train to go over here. Robert stood at the end of the bridge and screamed. A few seconds later, all twelve cars of the train went over Nicole. Sometimes the bottom of the train touched Nicole’s back, but she was not hurt. After the train went over her, Nicole stood up and yelled to Robert, “Don’t tell Mom! Don’t tell Mom!” Of course, Nicole’s mother found out about Nicole and the train. Nicole’s mother was angry and happy at the same time. She was angry that Nicole went on the bridge, but was happy that Nicole was alive. And Nicole? How is she? Nicole’s mother says, “Nicole is fine, but sometimes she goes to sleep and then wakes up crying. And she doesn’t like the Sound of trains.”

Questions:

1. Vocabulary

Which sentence has the same meaning as the sentence in the story? Circle the letter of your answer.

1. “Run!” Robert *yelled*.
 - a. "Run!" Robert said quietly.
 - b. "Run!" Robert said loudly.
2. Nicole doesn’t like the *sound* of the trains.
 - a. Nicole doesn’t like to see trains.
 - b. Nicole doesn’t like to hear trains.

2. Comprehension

Remembering Details

- One word in the sentence is not correct. Find the word and cross it out. Write the correct word.
1. One a warm winter afternoon, Nicole and her brother went out to play. *spring*
 2. Nicole was four years old, and her brother, Robert was ten.
 3. Nicole and Robert walked onto the bridge and began looking for rocks in the river.
 4. Suddenly the children heard a quiet noise.
 5. A truck was coming!
 6. Robert walked to the end of the bridge; he was safe.
 7. When Nicole fell the time, there was no time to run, so she stayed where she was –sitting on the train.
 8. A few hours later, all twelve cars of the train went over Nicole.
 9. Sometimes the top of the train touched Nicole’s back, but she wasn’t hurt.
 10. After the train went over her, Nicole stood up and yelled to Robert, “Don’t tell Dad!”

Understanding Cause and Effect

- Find the best way to complete each sentence. Write the letter of your answer on the line.
1. Nicole and Robert went to the train bridge
 2. The bridge was dangerous
 3. When she fell the second time, Nicole didn't get up and Run
 - 4- Nicole told Robert, "Don't tell Mom"
 - a. because trains went over it three times a day.
 - b. because she thought, "Mom will be angry."
 - c. because they wanted to look for fish in the river.
 - d. because there was no time.

(3)

MONICA DICKENS

Monica dickens, great-granddaughter of the novelist Charles dickens, wrote her first book just before the last war. During the war she was a nurse, and her book "one pair of fact, from which this piece is taken, was a result of her experiences in hospitals. She has written about herself a dozen novels.

It was July, the month when one ought to be planning holidays. We were supposed to get three week's holidays in the year, which meant that I ought to get mine at least by the beginning of September. People told me, however, that there was not a hope. I would be sure to have to wait. Often one went for a year and a half without a holiday, and it was said that fanny churchman tried to delay your holiday till the following year; so at the end of three years you found you had only had six weeks off work. I had several reasons for wanting a holiday in August. One morning I was foolish enough to go and tell matter so. It needed a lot of courage to bring myself to it, but I did I want that holiday, and in any case, she couldn't kill me. Or could she, I wondered, when my turn came outside the door. I wished I had not come.

She only said, 'I suppose you think you're the only nurse in the hospital, nurse, 'but it was the way she said these things.

It was much too hot to work. The rooms filled up, nurse summer went off sick and was not replaced, and we worked on in the heat. At the end of the day one was too tired to go out and enjoy the lovely evenings. I sweated up and down obeying the bells, with an angry red face and with my clothes damp. We had a patient in with spots, and when I got hot, I used to think I had got spots too. She had them all round her back.

One morning, I suddenly felt very dizzy and nearly fell by the professor's wash basin. I thought no more about it until I felt dizzy again, later on. Perhaps I was going to have a heat stroke. We were very busy, and I didn't have much time to feel ill, but I had a feeling while I worked that it was all a dream and that I was using somebody else's legs. When I got moment to think about it, I hoped that I was going to be ill. It would be a rest if nothing else. Presently, I hope even more; I didn't want to feel like this for nothing. My head was swimming, but I didn't take my temperature yet in case I should be disappointed. By tea-time I couldn't understand properly what was said to me. Surely now I was ill. But as I went to the medicine cupboard to get a thermometer, I remembered. Tomorrow was my day off work. My father was fetching me at half-past eight tonight and driving me up to London. I couldn't be ill yet, or they would keep me here in my black iron bed. If I could be ill later, I could be at home, which would be lovely.

COMPREHENSION

1. In which month do many English people plan a holiday?
.....
2. How long did some people work without a holiday?
.....
3. How long a holiday ought each nurse to have in one year?
.....
4. Why did she go to see matron?
.....
5. Did she enjoy the hot weather? Give a reason for your answer.
.....
6. What happened to her one morning near the wash basin?
.....
7. Why did she hope that she was going to be ill?
.....
8. How did she feel while she worked?
.....
9. Why did she go to the medicine cupboard?
.....
10. What was her father going to do that night?
.....

(4)

Headache

Headache is generally regarded as being a symptom of high blood pressure, although it is also stated that hypertension is the “silent killer”. Many people who have high blood pressure think that when they get a headache it means that their pressure has gone up. The problem here is that both headache and high blood pressure are very common, which means that it is certainly true that the two occur together, but what exactly is the connection?

In fact, not only do most people with high blood pressure not have headaches any more than the rest of us, but when they do, it's usually not from the blood pressure. Merely having a high level of blood pressure inside your head does not normally produce any symptoms; if you lift a heavy weight, your pressure may go up by 30 or 40 mm, but you don't get a headache.

What can cause headache is muscle tension. Any muscle that is tensed for long enough starts to hurt, and chronic tension in the scalp or neck muscles is a very common cause of headache.

A study conducted many years ago shed some very interesting light on the relationship between headache and high blood pressure. Out of 104 people who had high blood pressure

but were unaware of it, only three volunteered that they had headaches, although another 14 admitted it when asked. But of 96 people who had been told that they had high blood pressure, 71 said they had headaches. The simplest explanation for this finding is that being told that you have high blood pressure makes you start to worry, and that this in turn causes the headaches.

This study showed that there are a much smaller number of patients, mostly with very high pressures, in whom headaches are directly related to the height of the blood pressure. In such individuals treating the blood pressure will relieve the symptoms. But, in general, there was no connection between the occurrence of headaches and what was happening to the blood pressure, and in most cases the highest readings of blood pressure were not associated with headaches. In addition, there was no particular tendency for the blood pressure to go up or down just before the headache started. Whether or not the patients were taking blood pressure lowering medications also had no effect on the association between headache and blood pressure.

Questions:

1. What do most of people think of the cause of headache?

.....

2. What causes a headache?

.....

3. Why did the study conduct?

.....

4. Is Headache Related to Increases of Blood Pressure?

.....

(5)

The Twins of Siam

A young mother was lying on a bed. She had just given birth to twin boys. She was tired but happy. A woman was helping her. Suddenly the woman screamed. "What's the matter?" the mother cried. She lifted her head and looked at her babies. The babies were joined at their chests. She couldn't separate them. That happened in Siam – now called Thailand – in 1811. The mother named her babies Chang and Eng. Chang and Eng grew up and became the famous Siamese twins. People came from all over Siam to stare at the twins. One day, when the twins were 18, an American saw them. He thought, "I can make money with the twins." He asked Chang and Eng, "Will you come with me to the United States?" Chang and Eng wanted to go to the United States, so they went with the man. They never saw Siam or their family again. Chang and Eng traveled with the American for ten years. Later they traveled alone. People paid to see them and ask them questions about their lives. Finally the twins got tired of traveling. They got tired of answering questions. They decided to live quietly in North Carolina. Soon after they moved to North Carolina, the twins met two sisters. The sister's name was

Adelaide and Sarah. The twins fell in love with the sisters. Chang married Adelaide and Eng married Sarah. The marriages were very unusual. Adelaide and Sarah lived in separate houses. The twins lived in one house for four days. Then they went to the other house for four days. The marriages were unusual, but they were long and happy. Chang and Eng had ten children, and Eng and Sarah had eleven children. The twins were happy with Adelaide and Sarah, but they weren't happy with each other. Sometimes they argued and they didn't talk to each other. They asked doctor after doctor, "Please separate us." Every doctor said, "I can't separate you. The operation is too dangerous." So, the twins stayed joined together. One night when the twins were 63, Eng suddenly wake up. He looked at Chang, who was lying beside him. Chang wasn't breathing. Eng screamed for help, and one of his sons came. "Uncle Chang is dead," the young man said. "Then I'm going to die, too," Eng said, and he began to cry. Two hours later Eng was dead. For 63 years the twins of Siam lived together as one. In the end, they also died as one.

Questions:**1. Vocabulary**

- READ THE SENTENCES. Guess the meaning of the words.
Circle the letter of your answer.
- 1. A woman was helping the young mother. Suddenly the woman *screamed*. "What's the matter?" the mother cried.
a. yelled in a loud voice. b. smiled happily.
- 2. The babies were joined at their chests. She couldn't *separate* them.
a. take them apart. b. wake them up.
- 3. People came all over Siam to *stare at* the twins.
a. take picture of. b. look at.
- 4. The twins weren't always happy with each other. Sometimes they *argued*.
a. spoke quietly. b. spoke in angry voices.

2. Comprehension**Understanding the Main Idea:**

Circle the letter of the best answer.

1. This story is about
a. dangerous operation.
b. unusual marriage.
c. Siamese twins brothers

2. The twins talked to many doctors because
 - a. the twins were often sick.
 - b. they wanted the doctors to separate them.
 - c. the doctors wanted to study the twins.

Remembering Details:

- Read the sentences. One word in each sentence isn't correct. Find the word and cross it out. Write the correct word.
1. The story happened in Siam – now called China – in 1811.
 2. Chang and Eng grew up and became the famous Siamese doctors.
 3. People came from all over Siam to laugh at the twins.
 4. An Australian asked Chang and Eng to come with him to the United States.
 5. Chang and Eng traveled with American for ten days.
 6. After they moved to North Carolina, the twins met two cousins.
 7. The marriage was unusual, but they were long and unhappy.
 8. Every doctor said, "I can separate you because the operation is too dangerous."

Understanding Reasons:

- Find the best way to complete each sentence. Write the letter of your answer on the line.
1. The young mother lifted her head
 2. Chang and Eng went to the United States
 3. People paid
 4. The twins went to doctor after doctor
- a. to ask the twins questions.
 - b. to ask about an operation.
 - c. to travel with the American.
 - d. to look at her babies.

(6)

What Do I Feed My Hamster?

Hamsters are delicate animals. They need to eat a balanced diet, or they can become very sick. It is important that hamsters be fed only foods that are healthful for them.

Most pet stores sell hamster mix. This is a combination of foods that are just right for hamsters. Some hamsters are picky eaters, and you have to find a hamster mix that your hamster will like. Most hamsters only eat a few tablespoons a day. You should feed them at the same time every day, or you can just keep your hamster's bowl full. Remember to clean the bowl at least once a week. Hamsters also drink a lot of water, so be sure to keep the water supply full and fresh.

Just like people, hamsters like treats. In addition to the hamster mix, you can occasionally feed your hamster seeds, nuts, raisins, and some other people food. You should never feed your hamster anything unless you are sure that it is safe for hamsters. Hamsters have *cheek pouches*, little pockets in their mouths where they can store food. Foods that are not right for the hamster can get stuck in these pockets and make the hamster sick.

Feed your hamster carefully, and always take good care of your pet!

ANSWER THESE QUESTIONS:

1. Why do hamsters need a balanced diet?
 - a. So they don't fall down
 - b. So they don't become sick
 - c. So they don't get fat
 - d. Hamsters are picky eaters.
2. What does "hamsters are picky eaters" mean?
 - a. Hamsters like to pick up their food.
 - b. Hamsters eat food with special picks.
 - c. Hamsters don't eat foods they don't like.
 - d. Hamsters like to pick their food from the store.
3. How often should you clean the hamster bowl?
 - a. Every day
 - b. Every 30 days
 - c. Every 7 days
 - d. At the same time every day
4. When should you feed your hamster treats?
 - a. Sometimes
 - b. At least once a week
 - c. Every day
 - d. never
5. What does "people food" mean?
 - a. Food that people make
 - b. Food that people eat
 - c. Food that hamsters eat
 - d. Food that hamsters don't eat
6. What are "cheek pouches"?
 - a. Baggies for storing cheeks
 - b. Fat patches on the cheeks
 - c. Pockets inside of your cheeks
 - d. Pockets in hamster cheeks for storing food.

(7)

Eddie Loves Baseball

Eddie loves baseball. It is his favorite sport. Eddie plays baseball on a team every year in the spring. He loves to go to baseball practice.

Every day when it is sunny, Eddie's father pitches a baseball to Eddie in the backyard. This is the time of day that Eddie likes best. He enjoys spending time with his father and he loves practicing baseball. Eddie collects baseball cards throughout the year. He and father visit the stores and buy cards for Eddie's collection. Eddie spends hours with his baseball cards. He arranges them in different groups, and trades them with other baseball fans.

One day, Eddie's father came home with tickets to see the Atlanta Braves play the next Saturday. Eddie was so excited. He counted down the days on the calendar.

Finally, it was the day of the game. Eddie and his father drove to Atlanta early in the morning. They visited the Braves' museum at the stadium and saw a short movie on the history of the Atlanta Braves. Eddie enjoyed seeing the museum. They ate lunch at the stadium, and soon it was time for the game. The game was exciting. Eddie tried to watch every move the players made. If he watched carefully and practiced a lot, he might just be on one of those baseball cards some day! After the game, Eddie and his

father drove home. They talked about the game. They talked about which players were the best, and which parts were the most exciting. Eddie went to sleep that night still thinking of baseball. His dreams were filled with images from his very special day.

ANSWER THE FOLLOWING QUESTIONS:

1. When does Eddie play on a baseball team?
 - a. every sunny day
 - b. on Saturday
 - c. in the spring
 - d. throughout the year
2. What does Eddie collect?
 - a. baseballs
 - b. baseball bats
 - c. baseball helmets
 - d. baseball cards
3. Where did Eddie's father take him?
 - a. to see the Atlanta Braves play
 - b. to see a Christmas play
 - c. to school
 - d. to see his Aunt Jane in Atlanta
4. What did Eddie and his father do after going to the museum?
 - a. slept
 - b. dreamed
 - c. ate lunch
 - d. went home
5. What does Eddie want to be when he grows up?
 - a. a sports announcer
 - b. a baseball player
 - c. a baseball card collector
 - d. a race car driver

(8)

The Strange Animal

Part one

There were many people to tell that boy what to do. There was his mother and his father, his grandfather, and his older brother. And there was also an aunt, who was always saying: 'Do this. Do that.' Every day this aunt would shout at him, and make a great noise that would frighten the birds. The boy did not like his aunt. Sometimes he thought that he might go to some man to buy some medicine to put into her food to make her quiet, but of course he never did this. In spite of his entire aunt's shouting and ordering about, the boy always obeyed her, as his father said he must. 'She has nothing to do but shout at you,' the boy's father explained. 'It keeps her happy.' 'When I'm a big man I'll come and shout in her ear,' the boy said. It was good to think about that.

There was a place that the aunt knew where a lot of fruit grew. It was a place which was quite far away, and the boy did not like going there. Near this place there were caves and the boy had heard that a strange animal lived in this caves. One of his friends had seen this strange animal and had warned people about going near that place. But the aunt insisted on sending the boy to pick

fruit there, and so he went, his heart a cold stone of fear inside him. He found the tress and began to pick the fruit, but a little later he heard the sound of something in the bush beside him. He stopped his task and stood near the tree in case the strange animal should be coming. Out of the bush came the strange animal. It was just as his friend had described it and the boy was very frightened. Quickly he took out the drum which he had brought with him and began to bear it.

The strange animal stopped, looked at the boy in surprise, and began to dance. All day the boy played the drum, keeping the strange animal dancing. As long as he played the drum, he knew that there was nothing that the strange animal could do to harm him. At last, when night came, the strange animal stopped dancing and disappeared back into the bush. The boy knew that it had gone back to its cave and so he was able to walk home safely. When he reached home, though, his aunt had prepared her shouting. ‘Here is all the fruit? She shouted. Thinking that he had eaten it, she then began to beat him until the boy was able to run away from her and hide in his own hut. The boy told his father the next day of the real reason why he had been unable to bring back fruit from the tree. He explained that there had been a strange anima; dancing. The father listened and told the story to the aunt, who scoffed at the

boy. ‘There are no strange animals at the place,’ she said. ‘You must be making all this up.’ But the father believed the boy and said that the next day they would all go to the fruit place with him. The aunt thought that this was a waste of time, but she was not going to miss any chance of shouting, and so she came too. When the family reached the tree there was no strange animal.

The aunt began to pick fruit from the tree and stuff it into her mouth. Calling to the boy to give her his drum, she hung it on the branch of a tree in a place where he would not be able to get at it on the branch of a tree in a place where he would not be able to get at it easily. ‘You must pick fruit,’ she shouted to the boy. ‘You must not play a drum in idleness.’ The boy obeyed his aunt, but all the time he was listening for any sounds to come from the bush. He knew that sooner or later the strange animal would appear and that they would then all be in danger.

Part two

When the strange animal did come, it went straight to the boy's father and mother and quickly ate them up. Then the aunt tried to run away, but the strange animal ran after her and ate her too. While this was happening, the boy had time to reach up for his drum from the branch of the fruit tree. Quickly he began to play this drum, which made the strange animal stop looking for people to eat and begin to dance. As the boy played his drum faster and faster, the strange animal danced more and more quickly.

Eventually the boy played so fast that the animal had to spit out the father and mother. The boy was very pleased with this and began to play more slowly. At this, the strange animal's dancing became slower. 'You must play your drum fast again,' the boy's father said. 'Then the strange animal will have to spit out your aunt.' 'Do I have to?' The boy asked, disappointed that he would not be allowed to leave the aunt in the stomach of the strange animal. 'Yes,' the boy's father said sternly. 'You must.' Reluctantly, the boy again began to play the drum and the strange animal began to dance more quickly. After a few minutes it was dancing so quickly that it had to spit out the aunt. Then darkness came and the strange animal went back to its cave. The aunt she

was quiet as well, and she never shouted at the boy again. Being swallowed by a strange animal had taught the aunt not to waste her time shouting; now, all that she wanted to do was to sit quietly in the sun. The boy was very happy.

(9)

The Silent Village

In this much-travelled world, there are still thousands of places which are inaccessible to tourists. We always assume that villagers in remote places are friendly and hospitable. But people who are cut off not only from foreign tourists, but even from their own countrymen can be hostile to travelers. Visits to really remote villages are seldom enjoyable - as my wife and I discovered during a tour through the Balkans.

We had spent several days in a small town and visited a number of old churches in the vicinity. These attracted many visitors for they were not only of great architectural interest, but contained a large number of beautifully preserved frescoes as well. On the day before our departure, several busloads of tourists descended on the town. This was more than we could bear, so we decided to spend our last day exploring the countryside. Taking a path which led out of the town, we crossed a few fields until we came to a dense wood. We expected the path to end abruptly, but we found that it traced its way through the trees. We tramped through the wood for over two hours until we arrived at a deep stream. We could see that the path continued on the other side, but

we had no idea how we could get across the stream. Suddenly my wife spotted a boat moored to the bank. In it there was a boatman fast asleep. We gently woke him up and asked him to ferry us to the other side. Though he was reluctant to do so at first, we eventually persuaded him to take us.

The path led to a tiny village perched on the steep sides of a mountain. The place consisted of a straggling unmade road which was lined on either side by small houses. Even under a clear blue sky, the village looked forbidding, as all the houses were built of grey mud bricks. The village seemed deserted, the only sign of life being an ugly-looking black goat tied to a tree on a short length rope in a field nearby. Sitting down on a dilapidated wooden fence near the field, we opened a couple of tins of sardines and had a picnic lunch.

All at once, I noticed that my wife seemed to be filled with alarm. Looking up I saw that we were surrounded by children in rags who were looking at us silently as we ate. We offered them food and spoke to them kindly, but they remained motionless. I concluded that they were simply shy of strangers. When we later walked down the main street of the village, we were followed by a silent procession of children. The village which had seemed deserted immediately came to life. Faces appeared at windows.

Men in shirt sleeves stood outside their houses and glared at us. Old women in black shawls peered at us from door-ways.

The most frightening thing of all was that not a sound could be heard. There was no doubt that we "were unwelcome visitors. We needed no further warning. Turning back down the main street, we quickened our pace and made our way rapidly towards the stream where we hoped the boatman was waiting.

Comprehension Check

Give short answers to these questions in your own words:

- Why are visits to really remote villages seldom enjoyable?
.....
- Why did the author and his wife decide to spend their last day exploring the countryside?
.....
- How did the author and his wife get across the stream?
.....

Vocabulary

Explain the meanings of the following words and phrases as they are used in the passage:

- inaccessible
- hospitable
- vicinity

- traced
- eventually

Multiple Choice Questions

Choose the right answer:

1. The writer's wife got frightened when
 - a. noticed she and her husband had been surrounded by silent children
 - b. she noticed that the village looked forbidding and deserted
 - c. she noticed that she and her husband was being followed by the children
 - d. she noticed that she and her husband were not welcome
2. The village seemed deserted, the only sign of life
an ugly-looking black goat tied to a tree.
 - a. been
 - b. being
 - c. was
 - d. has been
 - e. will be
1. When the children were offered food they
 - a. didn't move
 - b. accepted it
 - c. refused it
 - d. ran away
 - e. stood quite still

(10)

The Ideal Servant

It is a good thing my aunt Harriet died years ago. If she were alive today she would not be able to air her views on her favourite topic of conversation: domestic servants. Aunt Harriet lived in that leisurely age when servants were employed to do housework. She had a huge, rambling country house called 'The Gables'. She was sentimentally attached to this house, for even though it was far too big for her needs, she persisted in living there long after her husband's death.

Before she grew old, Aunt Harriet used to entertain lavishly. I often visited The Gables when I was a boy. No matter how many guests were present, the great house was always immaculate. The parquet floors shone like mirrors; highly polished silver was displayed in gleaming glass cabinets; even my uncle's huge collection of books was kept miraculously free from dust. Aunt Harriet presided over an invisible army of servants that continuously scrubbed, cleaned, and polished. She always referred to them as the shifting population for they came and went with such frequency that I never even got a chance to learn their names.

Though my aunt pursued what was, in those days, an enlightened policy in that she never allowed her domestic staff to work more than eight hours a day, she was extremely difficult to please. While she always decried the fickleness of human nature, she carried on an unrelenting search for the ideal servant to the end of her days, even after she had been sadly disillusioned by Bessie.

Bessie worked for Aunt Harriet for three years. During that time she so gained my aunt's confidence that she was put in charge of the domestic staff. Aunt Harriet could not find words to praise Bessie's industry and efficiency. In addition to all her other qualifications, Bessie was an expert cook. She acted the role of the perfect servant for three years before Aunt Harriet discovered her little weakness.

After being absent from The Gables for a week, my aunt unexpectedly returned one afternoon with a party of guests and instructed Bessie to prepare dinner. Not only was the meal well below the usual standard, but Bessie seemed unable to walk steadily. She bumped into the furniture and kept mumbling about the guests. When she came in with the last course — a huge pudding — she tripped on the carpet and the pudding went flying through the air, narrowly missed my aunt, and crashed on the

dining table with considerable force. Though this occasioned great mirth among the guests, Aunt Harriet was horrified. She reluctantly came to the conclusion that Bessie was drunk. The guests had, of course, realized this from the moment Bessie opened the door for them and, long before the final catastrophe, had had a difficult time trying to conceal their amusement. The poor girl was dismissed instantly. After her departure, Aunt Harriet discovered that there were piles of empty wine bottles of all shapes and sizes neatly stacked in what had once been Bessie's wardrobe. They had mysteriously found their way there from the wine-cellar!

Comprehension Check

- Give short answers to these questions in your own words. Use one complete sentence for each answer.

1. What did Aunt Harriet most like to talk about?

.....

2. Why did Aunt Harriet continue to live in The Gables after her husband's death?

.....

3. Why did Aunt Harriet always refer to her servants as "the shifting population"?

.....

Vocabulary

- Explain the meanings of the following words and phrases as they are used in the passage:
 - air her views
 - persisted in
 - immaculate
 - enlightened
 - domestic staff

Multiple Choice Questions

- Choose the one answer (a, b c, or d) which you think is correct in the following:
 1. Bessie was made responsible for-the domestic staff
 - a. as a result of her hard work;
 - b. because she was loyal to my aunt;
 - c. because she had such good qualifications;
 - d. because my aunt trusted her.
 2. Bessie seemed steadily.
 - a. impossible to walk
 - b. incapable to walk
 - c. incapable of walking
 - d. unable to walk
 - e. not possible for walking

(11)

Plastic Surgery

Are you unhappy about the shape of your nose? Or do you feel that your ears are too or your eyes too small? You don't need to despair about any of these things any longer. They can all be put right by a surgeon. Surgeons are doctors who make sick people well by operating on them. But some surgeons today are really beauty specialists. Their job is to make ugly or plain people beautiful. This work is called plastic surgery.

Plastic surgeons are very popular in some countries. They make a lot of money by selling beauty to men and women—especially women. Plastic surgery is very expensive. A new nose may cost almost as much as a new car. Suppose I can afford to pay so much money and went to change my ugly nose for a more handsome one. I must consult a plastic surgeon. What will he do?

First of all, he will ask me to enter a nursing home. I shall have to spend about three weeks there. The surgeon will give me an anesthetic. Then he will operate on my nose to give it the shape I want. He will put a plaster case over it to keep it in its new shape. I shall have to spend the next week or two anxiously wondering whether the operation has been successful or not. 'Will my nose really look better? Or shall I look uglier than before? Won't there be scars after the operation?

What shall I do if my nose is not the shape I wanted?' And so on. And then the great day will come. The surgeon will take off the bandages and the plaster, and I shall see my expensive new nose! Will it be worth all the trouble and expense? Sometimes these operations go wrong, and then the patient comes away looking worse than before.

(12)

A Sweet Adventure

It was a rainy gray Saturday morning. I was bored. All of my friends were out of town, and I had nothing to do. My two little sisters, Allison and Brooke, were playing in the next room. I decided to see what they were doing. I walked into the room that they shared, and saw the bags of candy they had brought home from the party the night before. Our mother had said they shouldn't eat too much candy, so I stooped down to pick the bags up and put them away. As soon as my hand touched them, *Whoosh!*

I was whizzing down a red licorice slide. I was moving so quickly that everything was a giant blur. Plop! I landed on what appeared to be a deserted beach. I put my hand down to help myself up. I marveled at the strange feel of the sand. I sifted the sand through my fingers, trying to decide how it was different than regular sand. It felt more like powdered sugar than sand. *Wait a minute*, I thought. I tentatively placed a finger in my mouth. It was powdered sugar. I licked my fingers clean, and stood up to go and explore. I certainly wasn't bored anymore!

I walked towards the shimmering water. I noticed many seashells along the water's edge. I had a huge collection of shells at home from our last excursion to the beach, and I quickly decided to bring home a few shells from this unique beach. The shells were very colorful. Some were partially covered with the powdered sugar sand. I bowed down to pick one up. It was stickier than I expected. I hesitated for a moment, but then my curiosity overcame me. I had to find out if the shell was as tasty as the sand in which it was covered! I nibbled at the edge of the shell. It was even better than the sand! The taste of chocolate was so wonderful that I shoved the whole shell into my mouth. I suddenly realized that I was ravenous. I quickly bent down and shoveled shells into my mouth until I wasn't quite so hungry.

Then I slowed down and began to savor the tastes. The shells were many different flavors. I definitely tasted vanilla, chocolate, caramel, and even strawberry.

After a while, I realized that I was parched. I hadn't had anything to drink since my orange juice that morning. I looked longingly towards the ocean. I knew that drinking salty water would only make me thirstier. Then a wonderful thought occurred

to me! If the sand was sugar, and the shells were candy, then perhaps the water wasn't salty.

I walked to the water's edge. I bent down and cupped my hands together. I submerged my hands into the light blue liquid. I slowly brought my hands towards my mouth and took a little sip. It was definitely not salty! In fact, it tasted just like blueberry juice. I drank several gulps, and then I sat back down again in the sugar to think about my strange day.

I was beginning to wonder how I had arrived in this bizarre place. It certainly was unusual. The last thing that I remembered doing at home was picking up the bags of candy. That was it! It suddenly made sense. I had somehow been transported via the bags to a land made of candy.

It occurred to me that I was going to have to figure out how to get home. I knew that I would eventually miss my family, and even get hungry for some nourishment other than candy. I stood up and began walking. I remembered sliding down a licorice slide. I saw a playground in the distance. I began rapidly running toward the red slide.

I immediately tried to climb back up the slide to see if it would take me home. The only place it took me was to the top of

the slide. I slid back down the slide and began looking in earnest for some way to get home. I looked up and down the beach for signs, but I didn't see any. I sat down disconsolately on a taffy towel that I found in the sand, and began to cry. My tears landed on the sand, and *Swoosh!*

I felt the world start to swirl, and I fell through the hole that my tears had created. Suddenly, I found myself lying on my sister Allison's bed. I felt as if I had just woken up after a long sleep. I looked around. *What a realistic dream*, I thought. *It was almost as if it had really happened.* I got out of bed and looked down. There was a pile of sugar on top of the sheets.

QUESTIONS

1. Do you think the person in this story really went to a land made out of candy? Why or why not?

.....

2. How do you think the person in the story felt in this magical land? Explain your answer.

.....

3. What did the shells taste like? Did the person in the story like the shells?

.....

4. What do you think would happen if a real beach were made out of these things?

.....

SYNONYMS

Circle the letter next to the word that is the best synonym for each vocabulary word as it is used in the story.

1. stooped

- a. bent b. fell c. picked d. stopped

2. deserted

- a. delicious b. abandoned c. full d. quiet

3. ravenous

- a. messy b. starving c. full d. quick

4. savor

- a. save b. enjoy c. hate d. laugh

5. rapidly

- a. quickly b. racing c. skipping d. slowly

6. created

- a. creature b. finished c. crater d. made

End of Part Two

Part Three

Grammar Practice

UNIT ONE**• Choose the correct answer:**

1. They football for an hour yesterday.
a. play
b. was playing
c. were played
d. were playing
2. When the doorbell rang, she the dishes.
a. washed
b. washes
c. was washing
d. was washed
3. He ... his friend's picture the whole day yesterday.
a. drew
b. was drawing
c. draws
d. is drawing
4. He the ladder when suddenly he fell down.
a. climbed
b. was climbed
c. climbs
d. was climbing
5. She was carrying her bag. When a thief it and ran away.
a. grabs
b. was grabbed
c. grabbed
d. was grabbing
6. The policeman an hour ago.
a. leaves
b. left
c. was left
d. was leaving
7. While he his homework.
a. was done
b. was doing
c. is doing
d. is done

8. Just as he the road. A car hit him.
a. crosses
b. crossed
c. was crossed
d. was crossing
9. The factory down three years ago.
a. was closing
b. would close
c. closes
d. closed
10. The policeman him and took him to the police station while he was running out of the bank.
a. was caught
b. caught
c. was catching
d. catches
11. He a Mercedes when he had the accident.
a. was driven
b. drove
c. was driving
d. drives
12. I understood what the teacher
a. is saying
b. was saying
c. might say
d. was said
13. He television when his father came.
a. is watched
b. is watching
c. was watched
d. was watching
14. He was reading the paper while the children in the garden.
a. were playing
b. were played
c. are played
d. are playing
15. Why all that time?
a. was she cried
b. was she crying
c. would she cry
d. she cried

16. The teacher me some useful advice about how to write composition.
- | | |
|---------|---------|
| a. made | b. gave |
| c. had | d. put |
17. He an important discovery in zoology.
- | | |
|-----------|---------|
| a. made | b. gave |
| c. played | d. set |
18. The trick the magician was marvelous.
- | | |
|-----------|---------|
| a. made | b. gave |
| c. played | d. set |
19. They a lot of discussions that could not end in a decision.
- | | |
|------------|-----------|
| a. made | b. played |
| c. advised | d. had |
20. He a technique for getting the best results quickly.
- | | |
|-----------|------------|
| a. played | b. advised |
| c. put | d. gave |
21. We usually the evening watching TV.
- | | |
|-----------|----------|
| a. advise | b. put |
| c. get | d. spend |
22. I took the back to the library when I it.
- | | |
|---------------|----------------|
| a. would read | b. have read |
| c. had read | d. was reading |

23. When the students the experiment, they wrote a report on it.
- a. doing
b. had done
c. were doing
d. were done
24. He didn't buy the car until he enough money.
- a. has saved
b. had saved
c. was saving
d. was saved
25. Her work looks neat because she the computer.
- a. using
b. had used
c. was used
d. had been used
26. She went into the petrol station because she out of petrol.
- a. run
b. has run
c. was run
d. had run
27. There were no lights on when I came in. Everybody to bed.
- a. goes
b. was gone
c. had gone
d. had been going
28. By two o'clock everybody; then they had lunch.
- a. had arrived
b. arrives
c. was arriving
d. arrive
29. The police arrived at the house soon after they them.
- a. had phoned
b. were phoning
c. were phoned
d. would have phoned

30. When I switched on the TV, I realized that the film started.
- | | |
|----------------|---------------------|
| a. has already | b. had already |
| c. was | d. has already been |
31. By midnight my brother still
- | | |
|----------------|------------------|
| a. didn't come | b. hasn't come |
| c. hadn't come | d. wasn't coming |
32. They their dinner until their father had come.
- | | |
|-----------------|-------------------|
| a. didn't take | b. haven't taken |
| c. hadn't taken | d. weren't taking |
33. The doctor didn't do anything as the patient when he arrived.
- | | |
|-------------|-------------|
| a. died | b. has died |
| c. was died | d. had died |
34. I was not hungry because I a lot of fruit.
- | | |
|---------------------|---------------|
| a. eat | b. have eaten |
| c. have been eating | d. had eaten |
35. I didn't find the pen as I it.
- | | |
|-------------|------------------|
| a. lose | b. had lost |
| c. was lost | d. had been lost |
36. 15. He a reporter before he became a businessman.
- | | |
|-------------|--------------|
| a. has been | b. had been |
| c. would be | d. was being |

37. She booked a babysitter she could go out in the evening.
a. so as to
b. so that
c. in order to
d. to
38. No one was watching television, I switched it off.
a. because
b. so that
c. so
d. in order that
39. You can't drive a car you've got a licence.
a. when
b. if
c. unless
d. in case
40. there were video cameras in the supermarket,
many things were stolen.
a. However
b. Although
c. Despite
d. But
41. He bought a ticket he decided to travel to Alexandria.
a. because
b. owing to
c. due to
d. though
42. his cleverness, he was unable to answer the question.
a. In spite of
b. Although
Even though
d. However
43. The team won that match they got the cup.
a. Beside
b. But
c. In addition
d. As well as
44. He will get a prize he wins the match.
a. unless
b. if
c. in case of
d. although

45. We decided to go out for a meal we were tired.
- a. however
 - b. even though
 - c. despite
 - d. in spite of
46. he answered all the questions correctly, he got the full mark.
- a. As
 - b. Although
 - c. However
 - d. Despite
47. He played well so that he win the match.
- a. should
 - b. had to
 - c. could
 - d. must
48. Not only my brothers but also my sister going to Alexandria.
- a. are
 - b. is
 - c. were
 - d. have been
49. I, as well as my friend, to leave at once.
- a. am
 - b. is
 - c. are
 - d. were
50. He got a prize his hard work.
- a. due to
 - b. because
 - c. as
 - d. since
51. playing football, we visited our uncle.
- a. In addition to
 - b. In addition
 - c. As well as
 - d. Moreover

52. The children some stories before they slept.
- a. had told
 - b. had been told
 - c. was telling
 - d. has been told
53. I was too late so all the papers
- a. had been sold
 - b. had been selling
 - c. had sold
 - d. have sold
54. I once when I was young.
- a. lost
 - b. had lost
 - c. got lost
 - d. was losing
55. Maha before she got a job.
- a. is married
 - b. had been married
 - c. was marrying
 - d. had got married
56. After the match all the players had a nice holiday in Alexandria.
- a. won
 - b. had won
 - c. was winning
 - d. had been won
57. The radio until we had paid all the expenses.
- a. hasn't mended
 - b. hasn't been mended
 - c. hadn't mended
 - d. wasn't mended
58. After two children in that spot, traffic lights were set up there.
- a. killed
 - b. had killed
 - c. had been killed
 - d. were killing

59. The bomb exploded while it to safe place.
a. carried
b. was being carried
c. was carrying
d. had been carried
60. The bill before they left the restaurant.
a. had been paid
b. has been paid
c. was paying
d. had paid
61. Your shoes at the moment.
a. were mended
b. were mending
c. are mending
d. are being mended
62. Tears ran down her cheeks when she the bad news.
a. was hearing
b. was heard
c. heard
d. has heard
63. After the dentist his tooth, he felt much better.
a. extracts
b. was extracting
c. has extracted
d. had extracted
64. The man jumped off the bus while it
a. is moving
b. was moving
c. was moved
d. has been moving
65. I had left the place she arrived.
a. before
b. after
c. if
d. while
66. He at the university before he got the job.
a. has studied
b. had studied
c. was studied
d. has been studying

67. I a letter when the light went out.
- | | |
|------------|----------------|
| a. wrote | b. was writing |
| c. writing | d. am writing |
68. Airplanes first flew in the twentieth century, but balloons before that.
- | | |
|------------------|-------------|
| a. were using | b. had used |
| c. had been used | d. used |
69. It has been raining since you here.
- | | |
|--------------|---------|
| a. have come | b. come |
| c. had come | d. came |
70. The rider felt tired because he widely.
- | | |
|------------------|------------------|
| a. would travel | b. is travelling |
| c. had travelled | d. could travel |
71. Galileo thought that Aristotle a mistake.
- | | |
|---------------|-------------|
| a. has made | b. had made |
| c. was making | d. was made |
72. Yesterday, I watched the film won five prizes.
- | | |
|----------|----------|
| a. who | b. which |
| c. where | d. when |
73. Isn't that the woman jewellery had been stolen?
- | | |
|----------|----------|
| a. who | b. which |
| c. where | d. whose |
74. What is the name of the school your son learns in?
- | | |
|----------|----------|
| a. who | b. which |
| c. where | d. whose |

83. The man car broke down had to take a taxi.
a. who
b. which
c. what
d. whose
84. She's well as I, in grade two.
a. am
b. is
c. are
d. are being
85. He is rich he is unhappy.
a. despite
b. however
c. therefore
d. so
86. Neither Adam nor his friends going to Alexandria next week.
a. am
b. is
c. are
d. was
87. No pupil is than Amir.
a. good
b. better
c. best
d. the best
88. He is considered the first as he was the first to reach the summit.
a. investor
b. rival
c. winner
d. a group
89. that he had got the gold medal.
a. It reported
b. It was reported
c. He reported
d. He was reported

90. to have committed suicide.
a. It reported
b. It was reported
c. He reported
d. He was reported
91. to have resigned from the government.
a. It declared
b. It was declared
c. He declared
d. He was declared
92. to be the best expert in her field.
a. It considers
b. It is considered
c. She considers
d. She is considered
93. He is known
a. to imprison
b. to be imprisoned
c. that he imprisoned
d. that he was imprisoned
94. He is expected the job.
a. to get
b. be get
c. to have got
d. he would get
95. The tyres have been found
a. that they are unsafe
b. being unsafe
c. to be unsafe
d. of being unsafe
96. that he didn't tell the truth.
a. He has been felt
b. He has felt
c. It has felt
d. of has been felt
97. that he would travel abroad.
a. It has decided
b. It has been decided
c. He has decided
d. He has been decided

98. He in this office since 1990.

- a. worked
- b. was working
- c. has worked
- d. was worked

99. I a bike. I'll buy one next week.

- a. have not
- b. have got
- c. don't have
- d. get

100. Has he got a camera? Yes, he

- a. have
- b. does
- c. has got
- d. has

UNIT TWO

• **Choose the correct answer from a, b, c, or d:**

1. Cinderella, from ninth-century China, featured a noiseless slipper of gold.
 - a. was a fairy tale
 - b. a fairy tale was
 - c. a fairy tale
 - d. it was a fairy tale

2. Children need to be aware of driving safety, old enough to drive or not.
 - a. they are
 - b. to their
 - c. whether they are
 - d. their not

3. of American high school students successfully pass math courses in elementary calculus.
 - a. The percent is less than two
 - b. At less than two percent
 - c. Less than two percent
 - d. With a percent of less than two

4. The Australian boomerang, curved and flat, to the thrower.
- a. the return
 - b. and returned
 - c. returnable
 - d. returns
5. A fir tree growing in nature rather like a pyramid.
- a. a tendency to be shaped
 - b. the shape tends to be
 - c. tends to be shaped
 - d. a tendency of the shape
6. The beaver, which it uses to propel itself though the water like a paddle.
- a. with a thick, flat tail
 - b. it has a thick flat tail
 - c. whose tail is thick and flat
 - d. has a thick, flat tail
7. Seabirds lay elongated eggs, less likely to be blown out of rocky nests.
- a. are
 - b. which are
 - c. they are
 - d. therefore, they are

8. Geologists know commonly found enveloped in igneous rock.
- a. that uranium
 - b. that uranium is
 - c. uranium
 - d. is that uranium
9. On American rails in 1913 more than 10,000 Pullman sleepers, which gave rest to 100,000 passengers a night in the world's biggest hotel chain.
- a. were
 - b. train cars were
 - c. the train cars
 - d. being
10. A skier making telemark turns to be genuflecting down the mountain.
- a. that appear
 - b. appears
 - c. in the appearance
 - d. appear

11. Should California cuisine, you would find an eclectic mix of Asian, European, Latin American, and other influences.

- a. try
- b. you try
- c. trying
- d. you tried

12. of the moon was drawn in 1650 by the astronomer Riccioli.

- a. The map was the first
- b. He was mapping
- c. The first map
- d. Is the first map

13. The brain accounts for about two percent of body weight, but about twenty percent of the oxygen that is breathed.

- a. the use of
- b. using
- c. used to be
- d. it uses

14. Some rodents have biological clocks that tell them to move around at night when them.
- a. can predators not easily find
 - b. to find predators
 - c. predators cannot easily find
 - d. with predators
15. cud just like a cow, the long-necked African giraffe survives by stretching its neck to pluck leaves off tall trees.
- a. It chews
 - b. Chewing
 - c. The chew of
 - d. They chew
16. a stiffener in corsets of seventeenth-century women, was not really bone but gristle from the mouth of a whale.
- a. Whalebone was
 - b. With whalebone,
 - c. Whalebone,
 - d. For whalebone to be

17. Rapidly spinning black holes and neutron stars make the space around them swirl like water a drain.

- a. running down
- b. which are running down
- c. ran down
- d. to run down

18. well camouflaged in the dappled shade of a high tree branch that it perches on while it waits silently for prey below.

- a. The jaguar is
- b. Why the jaguar
- c. The jaguar
- d. The jaguar that is

19. What is known as an "open cluster" of anywhere between a few dozen and a few thousand stars.

- a. consisting
- b. that consists
- c. it consists
- d. may consist

20. The second largest number of votes received during the first U.S. presidential election, who became vice president under George Washington.

- a. for John Adams
- b. went to John Adams
- c. by John Adams
- d. was John Adams

21. On the surface of the sun magnetic spots that pump a continuous flow of heat and energy from the interior up to the surface.

- a. the
- b. are
- c. places are
- d. in the

22. Studies have shown that the elderly who are pet owners have lower blood pressure than who live without pets.

- a. for the elderly to do
- b. elderly
- c. do the elderly
- d. to the elderly

23. If space suits, astronauts have problems with radiation and extreme temperatures.

- a. to not wear
- b. do not wear
- c. no wearing
- d. not wearing

24. Despite its small size and slow gait, the wolverine is an effective predator, for what it lacks in speed and size in strength and endurance.

- a. its make-up
- b. making it up
- c. it makes up
- d. and it makes up

25. by placing a numerator over a denominator, fractions represent the parts between whole numbers on the number line.

- a. Formed
- b. They are formed
- c. The form
- d. They form

26. of covering the mouth during a yawn developed as a measure to keep life from escaping through the mouth.
- a. The custom
 - b. It was customary
 - c. Customarily
 - d. It accustomed
27. to see children vaccinated against rotavirus since it leads to nearly 900,000 deaths annually.
- a. Some scientists would like
 - b. Hoping
 - c. Scientists hoping
 - d. For some scientists
28. At the Circus World Museum in Baraboo, Wisconsin of circus items from the past and present.
- a. a collection is
 - b. a collection
 - c. is a collection
 - d. to collect

29. Due to the technology of vulcanization, the sneaker,,
was invented and so called because of its quiet footfall.

- a. is useful
- b. is used as an athletic shoe
- c. a rubber-soled athletic shoe
- d. a shoe is made for athletes

30. Outdoor climbers have to lug equipment into the wilderness
and hook it up before to scale the rock.

- a. finally beginning
- b. begin the final
- c. the final beginning
- d. finally begun

31. Biologists what happens to healthy plant and
animal life when a river becomes choked with nitrogen and
phosphorus.

- a. who are concerned about
- b. are concerned about
- c. the concern about it
- d. they are concerned about

32. According to documented research, each other and are willing to help each other, the crime rate is lower.

- a. trusting neighbors
- b. wherever neighbors trust
- c. the trust of neighbors for
- d. neighborhood trust

33. Elliptical galaxies are more oval and compact than

- a. with spiral galaxies
- b. are spiral
- c. are spiral galaxies
- d. to spiral

34. One of the most important ways in which the body to produce energy.

- a. uses food
- b. uses food is
- c. the use of food is
- d. is the use of food

35. Articulatory phonetics involves the study of
are produced, described, and classified according to their
properties.

- a. phones
- b. how phones
- c. how phones which
- d. how phones that

36. Of the 80 million aspirin tablets taken daily by Americans,
somewhere between 30 and 50 percent as preventive
medicine for cardiac diseases.

- a. are taken
- b. to take
- c. they are taken
- d. taken

37. Neither nor can sport sailors get an accurate
reading on compasses near Split Rock because of the iron ore
in Lake Superior.

- a. merchant sailors can
- b. merchant sailors
- c. merchant sailors do
- d. can merchant sailors

38. When studying serology, medical students about the properties of blood.
- a. to learn
 - b. learn
 - c. learning
 - d. with learning
39. The 3,750,000 people living in the country of the Ivory Coast a small country, with only 124,500 square miles of area on the west coast of Africa.
- a. they inhabit
 - b. actually
 - c. to inhabit
 - d. inhabit
40. Because of El Niño, high winds, heavy surf, and possible flooding for the winter of 1997-1998 in Southern California.
- a. to be predicted
 - b. all predictions
 - c. were all predicted
 - d. predicting

41..... in water and on land, so they are generally considered to be accurate indicators of environmental health.

- a. Frogs living
- b. Because frogs live
- c. The life of frogs
- d. Frogs live

42....., the 38th president of the United States, became president in 1974 following the resignation of Richard Nixon.

- a. Because Gerald Ford
- b. Gerald Ford was
- c. Gerald Ford
- d. When Gerald Ford

43. Even though fairly accurate weather models have been developed, enough to use for weather forecasting.

- a. because they are not yet reliable
- b. yet without reliability
- c. they are not yet reliable
- d. still not reliable

44. Images that gases at the center of the Milky Way Galaxy rotate at thousands of miles per hour, indicating a powerful gravitational force.

- a. from space have revealed
- b. revelation from space
- c. they have revealed from space
- d. from space that revealed

45. Tuberculosis rates in New York City dropped sharply in the 1920s horses, decreasing the amount of bacteria-laden dust in the air.

- a. cars replaced
- b. as cars replaced
- c. replacing cars
- d. replaced cars

46. Like man,, which it uses to manipulate its food.

- a. raccoons have opposing thumbs
- b. the raccoon has opposing thumbs
- c. the raccoon which has opposing thumbs
- d. the opposing thumbs on the raccoon

47. British scientist John Fleming, vacuum tube, paved the way for the development of radio and television.

- a. developed the
- b. who developed the
- c. he developed the
- d. whose development of the

48. The Dalton Gang, which was notorious for its train robberies, was practically while attempting to rob a pair of banks in Coffeyville, Kansas.

- a. in wiping out
- b. to wipe out
- c. wiped out
- d. wipe out

49. In 1620, 41 Pilgrims aboard the {Mayflower}, which was anchored off Massachusetts, that called for a "body politick."

- a. a compact was signed
- b. to sign a compact
- c. signing a compact
- d. signed a compact

50. Never, household cleaning sprays, or solvent-based cleaners be used on the seat belts of a car.
- a. detergents should
 - b. detergents
 - c. the use of detergents
 - d. should detergents
51. of an ecosystem eventually affects those species higher up.
- a. Whatever affects the lowliest member
 - b. Whatever the effect on the lowliest member
 - c. The lowliest members
 - d. What is the effect on the lowliest member
52. called exoskeletons because they have external skeletons.
- a. When anthropods are
 - b. For anthropods to be
 - c. Anthropods are
 - d. Are anthropods

53., the most powerful god in Norse mythology, is the source of the modern English word "Wednesday."
- a. Woden
 - b. Woden is the god
 - c. To Woden
 - d. Woden is the
54. A tachometer, usually placed on the dashboard of a car, the rpm's of the engine.
- a. the measure of
 - b. measurably
 - c. to be measured
 - d. measures
55. In addition to Roman numerals, capital letters, and Arabic numerals, small letters to organize ideas in outlines.
- a. using
 - b. the use of
 - c. usually
 - d. can also be used
56. The starlight that we see today 1,500 years ago.
- a. which left the constellation Orion
 - b. it left the constellation Orion
 - c. to leave from the constellation Orion
 - d. left the constellation Orion

57. The surrealistic movement in art in the 1920s and 1930s on the unconscious, so it often incorporated dreamlike images.

- a. placed an emphasis
- b. emphasizing the place
- c. the place of emphasis
- d. to emphasize the place

58. In 1911, the Philadelphia Athletics became the first team to issue press pins to reporters the World Series.

- a. the coverage of
- b. covering
- c. it covered
- d. covers

59. About 300 million years ago, there of trees unlike those in existence today.

- a. they were huge expanses
- b. huge expanses were
- c. huge expanses
- d. were huge expanses

60. In the United States, California began the wind-power trend in the 1970s when natural gas and threatened.
- a. was coal being
 - b. coal were being
 - c. when coal
 - d. coal
61. Antibiotic overuse underlies many health problems that begin in the digestive system.
- a. is often what
 - b. which often
 - c. what often
 - d. is often the cause
62. Only rarely in the wild because they lack the pigments that normally provide protective coloration and screen against the sun's ultraviolet rays.
- a. albino animals survive
 - b. the survival of albino animals
 - c. for albino animals to survive
 - d. do albino animals survive

63. The imaginary world of virtual reality, the impression of moving about in a three-dimensional realm, can be entered by donning a special mask and gloves.

- a. gives the user
- b. the user is given
- c. to whom the user gives
- d. which gives the user

64. Talking on a cellular phone while driving as studies show that talking while driving has the same accident rate as drunk driving.

- a. has proven risky
- b. prove the risk
- c. proof of the risk
- d. proving the risk

65. The braincases of Neanderthals were longer, lower, and wider than of modern humans.

- a. that
- b. were those
- c. if those are
- d. were

End of the Course