



# English

# بيانات أساسية

الكلية: الآداب

قسم: اللغة الفرنسية

الفرقة: الرابعة

أستاذ المقرر: د.إسراء محمد سعيد

العام الجامعي: 2025/2024

## Table of Contents

- I. Comprehension Passages
- II. Grammar Exercise

## The Bermuda Triangle

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

The Bermuda Triangle is an area in the western Atlantic Ocean. It is between Florida, Puerto Rico, and Bermuda. Many strange things have happened in this region. Boats, airplanes, and people have disappeared. Some say that this is just an urban legend. They try to explain the odd events. Others think that there is something paranormal at work. Let's look at some of the events and explanations.

In 1918 a US Navy ship called the *USS Cyclops* left Brazil. It was headed to Baltimore with 309 crew mates. It was also loaded with lots of metal ore. Some say it was overloaded. But inspection records show that the ship was properly loaded and secured. The last time witnesses saw the *USS Cyclops* was in Barbados, where it made an unscheduled stop. Neither the boat nor the crew were ever seen again.

Many have tried to explain this disappearance. Some say the ship sank due to the heavy ore. Others say submarines or other warships sunk it. Some note that the ship had one bad engine. They claim that it made an unscheduled stop because it was taking on water. But we are all left to wonder, because no wreckage or remains of the ship or its crew were ever found. It just disappeared in the Bermuda Triangle. The US Navy records this as the largest loss of life outside of combat in its history.

In 1945 the US Navy sent five combat planes on a training mission known as Flight 19. The pilots' compasses stopped working. Then they lost radio contact. This happened over the Bermuda Triangle. The

ever found. The Navy sent another plane on a rescue mission on the same day. This plane had a thirteen-man crew. They were looking for the missing pilots or planes from Flight 19. But this rescue plane and its crew also disappeared.

The Navy looked into the incident. They think that the leader of Flight 19 made an error. Since the compasses on the planes weren't working, they think the pilots went the wrong way. Then the planes then ran out of fuel. They also think that the rescue plane exploded due to a gas leak. Since then, there have been many attempts to find wreckage from Flight 19. A treasure hunter named Graham Hawkes searched for over 20 years. Yet nothing was ever found.

Many incidents like these have happened in the Bermuda Triangle region. Boats, planes, and people go missing. Some believe that paranormal activity is at work. They think that the missing people and crafts are transported to another dimension. Others say UFOs are involved. Some think that the Lost City of Atlantis has something to do with it. But there is no evidence to support any of these theories.

Skeptics think that writers exaggerate stories about the Bermuda Triangle region. They note that the number of missing boats and planes in that area is not much greater than any other part of the ocean. Also, insurance companies do not charge extra to cover transport in this region. Some think the stories of the Bermuda Triangle are told to sell books and magazines. Writers may sensationalize the events because

pilots did not return to the base. Neither they nor their planes were

people are fascinated with ghost stories. What do you think?

**1. Based on the context in the FIRST paragraph, what is the meaning of the phrase *urban legend*?**

- a. A story that has never been told true
- b. A story often repeated but probably not true
- c. A story that is factually accurate
- d. A story that takes place in a large city

**2. Which best expresses the AUTHOR'S PURPOSE in the THIRD paragraph?**

- a. To convince readers that the *USS Cyclops* was abducted by aliens.
- b. To entertain readers with funny anecdotes about the *USS Cyclops*.
- c. To share explanations about the disappearance of the *USS Cyclops*.
- d. To compare the disappearance of the *USS Cyclops* with Flight 19.

**3. Which CONCLUSION does Graham Hawkes failure suggest?**

- a. Something paranormal or supernatural MAY HAVE happened to Flight 19.
- b. Something paranormal or supernatural DEFINITELY happened to Flight 19.
- c. Something paranormal or supernatural DEFINITELY DID NOT happen to Flight 19.

**4. Which event happened FIRST?**

- a. Flight 19 lost radio contact.
- b. Graham Hawkes began looking for Flight 19.
- c. The plane searching for Flight 19 disappeared.
- d. The compasses on Flight 19 stopped working.

**5. Which event happened LAST?**

- a. The plane searching for Flight 19 disappeared.
- b. Graham Hawkes began looking for Flight 19.
- c. The Navy lost radio contact with Flight 19.
- d. The Navy investigated Flight 19's disappearance.

**6. Which SUPPORTS the theory that something paranormal happened to the *USS Cyclops*?**

- a. Some records noted that the *USS Cyclops* had one bad engine.
- b. The *USS Cyclops* made an unscheduled stop in Barbados because it was taking on water.
- c. Inspection records show that the *USS Cyclops* was properly loaded and secured.
- d. The *USS Cyclops* was carrying a lot of heavy ore.

**7. With which statement would AUTHOR most likely AGREE?**

- a. The disappearances in the Bermuda Triangle can only be explained by supernatural activity.
- b. Authors are always totally neutral and unbiased when writing about the Bermuda Triangle.
- c. The idea that something paranormal happens in the Bermuda Triangle is ridiculous and absurd.
- d. It may be unlikely that there is paranormal activity in the Bermuda Triangle, but it is possible.

**8. Which statement is an OPINION?**

- a. The Bermuda Triangle region is mysterious.
- b. Boats have disappeared in the Bermuda Triangle.
- c. The US Navy investigates disappearances.
- d. Mr. Hawkes didn't find wreckage from Flight 19.

**9. Which of the following is TRUE?**

- a. The Bermuda Triangle is in the Pacific Ocean.
- b. Flight 19 was overloaded with heavy metal ore.
- c. There is proof of UFO activity in Bermuda.
- d. No wreckage from the *USS Cyclops* was found.

**10. Which SUPPORTS the idea that something paranormal is happening in the Bermuda Triangle?**

- a. Insurance companies do not charge extra to transport things through the Bermuda Triangle.
- b. Writers who sensationalize stories about the events in the Bermuda Triangle sell more copies.
- c. Treasure Hunter Graham Hawkes searched for 20 years and could not find wreckage from Flight 19.
- d. Boats and planes have gone missing at close to the same rate in other parts of the ocean.

## Black Friday

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

The day after Thanksgiving is the start of the holiday shopping season.

Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.



So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

1. According to the text, why do stores set prices so low on some items that they lose money?
  - a. They want people to enjoy the holidays.
  - b. They hope people will buy other gifts while they are in the store.
  - c. They are in a giving mood because the holiday season is just beginning.
  - d. They are trying to get rid of old items from last year to make room for new items.
  
2. Which is **not** true about Black Friday?
  - a. Black Friday is always the day after Thanksgiving.
  - b. Black Friday is the busiest shopping day of the year.
  - c. Black Friday is a national holiday.
  - d. Black Friday is the start of the holiday shopping season.
  
3. Where does the name Black Friday come from?
  - a. The police called this day Black Friday because there is a lot of traffic.
  - b. The stores called this day Black Friday because it is a serious shopping day.
  - c. The police called this day Black Friday to remember the victims of violence.
  - d. The stores called this day Black Friday because they make a lot of money.
  
4. Which best explains the main idea of the third paragraph?
  - a. People stand in long lines on Black Friday.
  - b. Black Friday is the best time of the year to get good deals.
  - c. Black Friday is a really disappointing time of the year.
  - d. Black Friday deals are limited and not everyone will get one.
  
5. Which country does **not** participate in Black Friday?
  - a. France
  - b. Costa Rica
  - c. Brazil
  - d. United Kingdom
  
6. Which happened first?
  - a. Stores tried to rename the day after Thanksgiving "Big Friday."
  - b. Black Friday events began happening in Australia.
  - c. Police began calling the day after Thanksgiving "Black Friday."
  - d. Black Friday became the busiest shopping day of the year.
  
7. Which title best expresses the author's purpose in writing this text?
  - a. *Black Friday: Stories from the Parking Lot*
  - b. *Black Friday: Why You Should Go This Year*
  - c. *Black Friday: The Stuff That You Should Know*
  - d. *Black Friday: How to Save Money on the Big Day*
  
8. Which best describes the overall structure of the fifth paragraph?
  - a. chronological order
  - b. problem and solution
  - c. compare and contrast
  - d. order of importance



9. Which was **not** cited as one of the downsides of Black Friday?
- Stores run out of high demand items quickly.
  - Nobody really saves any money on Black Friday.
  - There are large crowds and lots of shoving.
  - Sometimes violence occurs at Black Friday events.
10. Which best explains why Costa Ricans call Black Friday "Viernes Negro"?
- Costa Rican stores don't want the shopping day associated with American violence.
  - Viernes Negro* sounds more exotic and exciting than *Black Friday*.
  - Costa Ricans want to establish their own shopping tradition.
  - This is how you say "Black Friday" in Spanish, the language of Costa Rica.

### Long Response Questions

How do stores try to lure shoppers during Black Friday events? Use the text to support your response.

Why is Black Friday a frustrating experience for some people? Refer to the text in your answer.

Why is violence more likely to occur in a store on Black Friday? Use evidence from the text to support your response.

## 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



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.

them, smother them. Bugs usually die in about 15 minutes. Then the plant dissolves its prey in enzymes and absorbs the nutrients.

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?
- Chronological order
  - Compare and contrast
  - Sequential order
  - Spatial
8. Which statement would the author most likely **disagree** with?
- Carnivorous plants cannot thrive in rich soil.
  - Bladderworts react quickly when their trigger hairs are bumped.
  - Carnivorous plants are tough and can live in any environment.
  - Bladderworts hide their traps just below the surface of the water.
9. Which best expresses the main idea of the **last** paragraph?
- Carnivorous plants are not hard to take care of because they feed themselves.
  - Carnivorous plants are delicate because they need certain conditions to survive.
  - Carnivorous plants are difficult to keep at home, but you should keep trying.
  - Carnivorous plants are inspirational and they are interesting to watch and own.
10. Which title best expresses the author's main purpose in writing this text?
- Watch Out! How To Avoid Being Eaten by Carnivorous Plants*
  - At Risk: How You Can Help to Preserve Carnivorous Plants*
  - Venus Flytrap: Nature's Most Beautiful and Dangerous Plant*
  - Fatal Flowers: Plants That Kill Insects*

### Long Response

1. In what ways are carnivorous plants stronger and more resilient than other plants? In what ways are they weaker? Answer both parts of the question and support your answer with quotes from the text. Explain what your quotes show.
2. Compare and contrast two types of plants described in this passage. How are they similar? How are they different? Refer to the text in your answer and explain your arguments completely.
3. Carnivorous plants have some unique and amazing characteristics. What do these characteristics suggest about life and the world that we live in? In other words, what can carnivorous plants teach us about the world? Make a point and support it with an example from the text. Explain what your support shows.

## Chess

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

Chess is called the game of kings. It has been around for a long time. People have been playing it for over 500 years. Chess is based on an even older game from India. The chess we play today is from Europe.



White Chess Pieces

Chess is a two-player game. One player uses the white pieces. The other uses the

black pieces. Each piece moves in a special way. One piece is called the king. Each player has one. The players take turns moving their pieces. If a player lands on a piece, he or she takes it. The game ends when a player loses his or her king. There are a few more rules, but those are the basics.

Some people think that chess is more than a game. They think that it makes the mind stronger. Good chess players use their brains. They take their time. They think about what will happen next. These skills are useful in life and in chess. Chess is kind of like a work out for the mind.

You don't always have lots of time to think when playing chess. There is a type of chess with short time limits. It's called blitz chess. In blitz chess, each player gets ten minutes to use for the whole game. Your clock runs during your turn. You hit the time clock after your move. This stops your clock. It also starts the other player's clock. If you run out of time, you lose. Games of blitz chess are fast-paced.

Chess is not just for people. Computers have been playing chess since the 1970s. At first they did not play well. They made mistakes. As time went on they grew stronger. In 1997, a computer beat the best player in the world for the first time. It was a computer called Deep Blue. Deep Blue was big. It took up a whole room. By 2006 a cell phone could beat the best players in the world. Chess sure has come a long way. Don't you think so?

1. What is the author's purpose in writing the second paragraph?
  - a. To explain the rules of chess
  - b. To compare different types of games
  - c. To talk about game pieces
  - d. To persuade people to play chess
  
2. Which is **not** a reason that chess is a good workout for the mind according to the text?
  - a. Good chess players think about what will happen next.
  - b. Good chess players take a lot of risks.
  - c. Good chess players take their time.
  - d. Good chess players use their brains.
  
3. How long have people been playing chess?
  - a. Over 100 years
  - b. Over 500 years
  - c. Over 1000 years
  - d. Over 5000 years
  
4. Where did the game that chess is based on come from?
  - a. Europe
  - b. America
  - c. India
  - d. All of these
  
5. Which best describes the main idea in the fourth paragraph?
  - a. This paragraph argues that players should think less.
  - b. This paragraph explains how blitz chess is played.
  - c. This paragraph explains time clocks work.
  - d. This paragraph describes many different ways to play chess.
  
6. How does a game of chess end according to the text?
  - a. One player takes all of the other player's pieces.
  - b. One player makes it to the end of the board.
  - c. One player becomes king.
  - d. One player loses his or her king.
  
7. Which happened first?
  - a. Computers did not play chess well.
  - b. Deep Blue won an important game.
  - c. Cell phones got good at playing chess.
  - d. Deep Blue took up a whole room.
  
8. How is blitz chess different from regular chess?
  - a. Each player has two kings.
  - b. Players are blindfolded.
  - c. Players only have ten minutes to play.
  - d. Players start from a random position.
  
9. If it's your turn in blitz chess, what happens when you hit the clock?
  - a. Both your clock and the other person's clock keep running.
  - b. The other person's clock stops running and yours starts.
  - c. Both clocks stop running.
  - d. Your clock stops running and the other person's clock begins.

10. When did a computer first beat a strong human player in chess?

a. 2006

b. 1997

c. 1970

d. 1976

**Extended Response**

How might playing chess be good for people? Refer to the text in your answer.

Why might blitz chess be more challenging to play than regular chess? Use text to support your answer.

How have computer chess programs changed over time? Use the text in your answer.

## *Child Inventors*

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

When I used to think of inventors, I pictured old men with grey beards. I pictured white lab coats and smoky beakers. I was surprised to learn that young people have created many world-changing inventions.

Like 15-year old Albert Sadacca, who invented Christmas tree lights. The year was 1917. The place was New York city. Someone was hanging candles from a Christmas tree, as was common at that time. This started a tragic fire. Sadacca's parents sold electric lighting in their shop. Young Albert thought to adapt these lights for use on Christmas trees. This turned out to be a pretty bright idea.

Another 12-year old visionary was Louis Braille. Braille was blind in both eyes. In 1819 young Louis was attending one of the world's first schools for blind children. He learned a system of touch-based literacy, but it was hard for him to write. Braille sought a better way to communicate with his classmates. He wanted to write freely, without needing special equipment. So he taught himself a system of night-writing used in the military. Then he made a few changes to it. By the time he turned 15, he had created Braille. People with visual impairments today still use Braille to read and write.

Another cool kid who changed the world was 11-year old Frank Epperson. Frank was chilling on his porch one night in 1905. He went to bed and forgot his cup of lemonade on the porch. When he woke the next morning, young Frank realized that he had created the world's first Popsicle. He would later patent the concept and trademark the name "Popsicle." Frank's idea was so successful that

Speaking of cool kids, 15-year old Chester Greenwood was ice-skating one day in 1873. Naturally, as tends to happen during winter play, his ears got cold. Chester had a clever idea. He asked his grandma to sew some fur tufts to a wire loop that he had fashioned. His design worked well! He had invented earmuffs. He patented his "ear protectors" as he called them. They were manufactured in his hometown of Farmington, Maine. Greenwood's one good idea provided jobs for people in the Farmington area for 60 years.

Margaret E. Knight is another young person who became a small town hero. She is best remembered as the woman who invented the flat-bottomed paper bag. But she made her first life-saving device at the age of 12. Her brothers were working at a textile mill in town. One day she was visiting them. A loom malfunctioned and injured a worker. She thought she could make the machines safer. She invented an effective system. Her method was later used in many factories. She saved a lot of lives. And we still use the paper bag design that she created in 1868. How many lives have those saved? Am I right?

Some young people feel powerless. They feel like they are living in an adult world, created by adults for adults. But the truth is that everyone has the power to change the world. A 12 year-old girl growing up in 1868 made factories safer. A 15 year-old boy, blind in both eyes, made written communication more accessible. An 11 year-old forgot to put away his drink and it froze. Who knows what's in



many people still call ANY frozen treat a Popsicle. store for your future?

1. Which statement is FALSE?
  - a) Chester Greenwood invented ear protectors.
  - b) Frank Epperson invented the Popsicle.
  - c) Albert Sadacca invented the flat-bottomed paper bag.
  - d) Louis Braille invented a system of writing.
  
2. Which happened FIRST in order of time?
  - a) Braille was invented.
  - b) The flat-bottomed paper bag was invented.
  - c) Christmas tree lights were invented.
  - d) The popsicle was invented.
  
3. According to the text, why did Louis Braille want to invent a new system of writing?
  - a) So he could help the military write secret codes.
  - b) So he could communicate with his friends more easily.
  - c) So he could graduate from his school.
  - d) So he could write messages in the middle of the night.
  
4. Which best describes how Frank Epperson invented the Popsicle?
  - a) He tested many different formulas before finding success.
  - b) He used an old family recipe, in his family for generations.
  - c) He consulted with scientists and doctors to find his idea.
  - d) He created it by accident.
  
5. Which event caused 15-year old Albert Sadacca to invent?
  - a) He saw a factory worker get injured.
  - b) A candle in a Christmas tree started a fire.
  - c) He left his lemonade on the porch.

- d) He was ice skating and his ears got cold.
6. Which statement about Chester Greenwood is FALSE?
- a) He helped to employ people in his town for 70 years.
  - b) His grandma helped him with his invention.
  - c) He patented the concept of the Popsicle.
  - d) He was ice skating when he had his big idea.
7. Which caused Margaret E. Knight to invent at the age of 12?
- a) She left her lemonade on the porch.
  - b) A candle in a tree started a fire.
  - c) She wanted to better communicate with friends.
  - d) She saw a loom worker get injured.
8. With which statement would the author of this text most likely DISAGREE?
- a) All important discoveries happen in science labs.
  - b) People with disabilities have invented amazing things.
  - c) Women have changed the world through invention.
  - d) Children have made important discoveries.
9. Which lesson can readers learn from this text?
- a) Age and experience are necessary to do important things.
  - b) Anybody, no matter how young, can change the world.
  - c) Kids should leave grown-up problems to the grown-ups.
  - d) Everything important has already been invented.
10. Which advice would the author MOST LIKELY give to young people?
- a) All the problems in the world have already been solved.
  - b) Children should do what they are told and not ask questions.
  - c) Remain curious and think of ways to solve problems.
  - d) Only adults are smart enough to change the world.

1. Which of the child inventors in this text do you find to be most inspirational or significant? Why do you feel this way? Explain your answer completely.

2. Of the inventions described in this text, which do you believe is the LEAST important? Why do you think this? Explain your answer completely.

## *The Cobra Effect*

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

The British colonized India from 1858 to 1947. That means that they ruled the country. They governed the Indian people. They used India to make wealth for the British Empire. But they also developed India. They built canals and railroads. They tried to make India more like the United Kingdom.

Yet India was different from the UK. It was more rustic. The ecology was different too. Some British colonists had a hard time adapting. The snakes were particularly troubling. The capital area of Delhi was overrun with venomous cobras.

Encountering a cobra is quite frightening. It's even worse getting bit by one. The cobras killed many colonists. Enough died that the British government took action. They paid a bounty for every dead cobra.

The program was a success at first. Many people hunted and killed the cobras for the rewards. The number of cobras dropped. The colonists felt safer. But then it became harder to catch cobras. So enterprising people started breeding them. After all, it is easier to catch a pet cobra than a wild one.

News of this scheme got back to the British government. They learned that people were breeding cobras to earn rewards. This is not what the British wanted to happen. They felt foolish. They scrapped the program.

Now the breeders were angry. Raising cobras can be challenging. They were doing it for the money. When the program ended, the snakes were worthless. So the breeders released them into the wild. Now there were



The British plan seemed like a good idea at first. In practice though, it made things much worse. This is the cobra effect. The cobra effect is when a solution worsens a problem.

Many well-intentioned programs backfire. In 2014 the City of Chicago banned lightweight plastic bags. Single use bags are bad for the environment. They end up in the water. They pollute the land. City officials wanted people to reuse bags. So they put a tax on lightweight bags.

Retailers did not want to anger customers with the new tax. So they made their bags much thicker. The new bags were 150 times thicker than the old bags. The thicker bags were no longer lightweight, so they weren't taxed. But most customers did not reuse these bags. They just threw away the really thick plastic bags.

This is another example of the cobra effect. The city intended to reduce plastic waste, yet the tax worsened it 150 fold. Our actions do not always have the consequences that we expect.

more wild cobras than when the program started.

1. Which best defines the word *colonize* as used in the FIRST paragraph?
  - a) To destroy or ruin a foreign land
  - b) To trade or do business with other people
  - c) To inhabit and rule a foreign land
  - d) To do battle or fight with another group of people
  
2. Which conclusion can be supported with text from the passage?
  - a) India had more poisonous snakes than the UK.
  - b) India had fewer poisonous snakes than the UK.
  - c) India had the same amount of poisonous snakes as the UK.
  - d) India DID NOT have poisonous snakes.
  
3. Which event happened LAST?
  - a) The number of snakes decreased.
  - b) The government began paying a bounty for dead snakes.
  - c) The snake breeders released their cobras into the wild.
  - d) People started breeding snakes.
  
4. What was the overall effect of the bounty program on the cobra population in Delhi?
  - a) The number of snakes decreased.
  - b) The number of snakes increased.
  - c) The number of snakes stayed about the same.
  - d) The snakes were completely wiped out.
  
5. Which best defines the term *cobra effect* as described in the text?
  - a) A response to a problem that has no effect.
  - b) A response to a problem that makes it better.
  - c) A response to a problem that completely solves it.

- d) A response to a problem that makes it worse.
6. Which is NOT a reason why the City of Chicago put a tax on plastic bags?
- a) The city wanted people to reuse bags.
  - b) Lightweight plastic bags pollute the water.
  - c) Lightweight plastic bags are toxic to children.
  - d) Lightweight plastic bags pollute the land.
7. How did retailers respond to the tax on lightweight plastic bags?
- a) They gave thick plastic bags to customers.
  - b) They gave paper bags to customers.
  - c) They stopped giving bags to customers.
  - d) They passed the tax on to the customers.
8. How did the tax affect the problem with plastic bags in the City of Chicago?
- a) It helped reduce the problem a lot.
  - b) It made the problem worse.
  - c) It helped reduce the problem a little bit.
  - d) It solved the problem completely.
9. With which statement would the author most likely AGREE?
- a) There's no point in trying to fix anything.
  - b) There is no such thing as a bad idea.
  - c) The fastest solution to a problem is always the best solution.
  - d) Think through solutions carefully before trying them.
10. What lesson can readers learn from this text?
- a) Outcomes don't matter as long as you try your best.
  - b) Our actions can have unexpected consequences.
  - c) Things will always work out in the end.
  - d) Intentions are more important than consequences.

1. Explain the cobra effect in your own words. Use an example from the text or your experience to describe the cobra effect.

2. How is what happened in Chicago with plastic bags similar to what happened in New Delhi with cobras? Write in complete sentences and refer to the text in your response.

## The Coliseum

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

The Coliseum is an ancient stadium in the center of Rome. It is the largest of its kind. It is very old. They started building it in the year 70. It took ten years to build. It is still around today.

The Coliseum has been used in many ways. In ancient Rome, men fought each other in it. They fought against lions, tigers, and bears. Oh my! It was dreadful. But most of the people loved it. As many as 80,000 Romans would pack inside to watch. These gruesome events went on until 523.

The Coliseum has been damaged many times over the years. It was struck by lightning in the year 217. This started a fire. Much of the Coliseum is made of stone. But the fire damaged the upper levels. They were made of wood. This damage took many years to repair. It was not finished until the year 240.

The worst damage happened in 1349. A mighty earthquake shook Rome and the Coliseum. The south side of the building collapsed. Pieces of the arena were all over the ground. Many people took the fallen stones. Others took stones from the seating areas. They used them to repair houses and churches.



A sketch of the Coliseum

The Romans of those days were not connected to the Coliseum. It had last been used as a castle. Before that it was a graveyard. It has been hundreds of years since the games. The damage to the Coliseum was never repaired. It's a good thing the outer wall of it still stands strong.

Today the Coliseum is one of Rome's most popular attractions. People from all over the world come to Italy to see it. The Pope leads a big march around it every Good Friday. It is a symbol that many know. It has even appeared on the back of a coin. I guess that makes it a symbol that many people want too.



1. Which happened first?
  - a. An earthquake damaged the Coliseum.
  - b. The Coliseum was struck by lightning.
  - c. The Coliseum appeared on the back of a coin.
  - d. The Coliseum was used as a castle.
  
2. When did the Romans finish building the Coliseum?
  - a. The year 70
  - b. The year 523
  - c. The year 80
  - d. The year 240
  
3. What caused the fire that damaged the upper levels of the Coliseum?
  - a. A bolt of lightning
  - b. Rowdy people who came to watch the events
  - c. An attacking army
  - d. An angry mob
  
4. For which purpose was the Coliseum **not** used?
  - a. People fought other people in it.
  - b. It was a private castle.
  - c. People fought animals in it.
  - d. It was a meeting place for the government.
  
5. Which caused the most damage to the Coliseum?
  - a. Fires
  - b. Earthquakes
  - c. Wars
  - d. Hurricanes
  
6. What did the people do with the stones that they took from the Coliseum?
  - a. They repaired buildings.
  - b. They sold them.
  - c. They used them as weapons.
  - d. They used them as tombstones.
  
7. Which best defines the word *gruesome* as it is used in the second paragraph?
  - a. Exciting
  - b. Funny
  - c. Horrifying
  - d. Boring
  
8. Which best describes the main idea in the last paragraph?
  - a. This is about all the things the Coliseum has been used for throughout history.
  - b. This is about how the Coliseum is a popular place to visit today.
  - c. This is about how the Coliseum is a symbol that many people know.
  - d. This is about how the Coliseum is used today.
  
9. Which was **not** a way in which the Coliseum was damaged over the years?
  - a. Earthquake
  - b. Tornado
  - c. Lightning
  - d. Fire
  
10. Which statement would the author most likely **agree** with?
  - a. The Coliseum should be replaced with a building that is not damaged.

- b. The Coliseum has its place in history but it is not useful today.
- c. The Coliseum should be used for fighting once again.
- d. The Coliseum is very old and has been used for many purposes.

Why was the Coliseum repaired after the fire but not after the earthquake? Use the text in your answer.

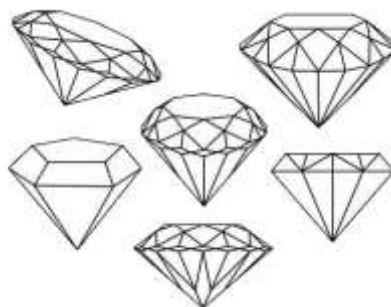
Why did the fire only damage the upper levels of the Coliseum? Refer to the text in your answer.

Why is the Coliseum still important today? Use the text in your answer.

## *Diamonds*

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

Diamond is the hardest material on Earth. Yet, gem cutters shape them. If diamonds are so hard, how do they cut them into shape? They use other diamonds of course!



Not all diamonds are the same. Some are harder than others. The hardness of a diamond depends on two things: its purity and its structure. Let's discuss purity first.

Diamonds come in many colors: grey, white, yellow, blue, pink, purple, orange and black. Red diamonds are the rarest of all. This makes them worth a lot of money. Yet, pure diamonds are colorless. They are all carbon. They are transparent like glass.

Colors found in diamonds come from impurities. They have another element besides carbon. They have a carbon defect. For example, yellow diamonds have nitrogen in them. The nitrogen is yellow. Blue diamonds have boron trapped in their crystal structure. The boron is blue.

The purity or color of a diamond is important to its hardness. Pure diamonds are harder than impure

The carbon atoms in a diamond are arranged in a crystal structure. Some crystal structures are perfect. A diamond with a perfect crystal structure is harder than one with flaws. So pure, colorless crystal diamonds are the hardest of all.

Good gemstones should be hard. This is what makes diamonds so great for jewelry. Some gems, such as azurite, are soft and easy to scratch. Azurite looks pretty, but it will scratch if worn daily. Diamonds do not scratch easily. Only a diamond can scratch another diamond.

That's why you can wear a diamond ring while doing chores, if you want. The gem will not need polishing. Just don't go fist bumping other people with fancy engagement rings. It will end badly.

diamonds. But purity isn't the only thing that matters. Structure also affects hardness.

Name:

### ***Diamonds (Questions)***

1. According to the text, how do gem makers shape diamonds?
  - a) They use metal saws.
  - b) They use other diamonds.
  - c) They use sand paper.
  - d) They use large knives.
2. What are the two factors that determine a diamond's hardness according to the text?
  - a) Structure and shape
  - b) Color and carbon
  - c) Purity and structure
  - d) Purity and color
3. Which type of diamond DOES NOT have a carbon defect?
  - a) Clear diamond
  - b) Blue diamond
  - c) Red diamond
  - d) Yellow diamond
4. The author of the article would most likely AGREE with which statement?
  - a) Azurite is much harder than diamond.
  - b) Diamond is much prettier than azurite.
  - c) Azurite is much prettier than diamond.
  - d) Diamond is much harder than azurite
5. What causes a diamond to turn yellow?

- a) Nitrogen
- b) Carbon

- c) Azurite
- d) Boron

6. A pure diamond is made entirely from which?

- a) Nitrogen
- b) Azurite

- c) Carbon
- d) Boron

7. Why are red diamonds worth so much money?

- a) They have the highest purity of all diamonds.
- b) They are soft and easy to shape.
- c) They are the hardest diamond of all.
- d) They are the rarest of all diamonds.

8. The author of the article would most likely DISAGREE with which statement?

- a) Purity affects the hardness of a diamond.
- b) Blue diamonds are the most pure.
- c) Pure diamonds are made entirely from carbon.
- d) Trapped boron causes diamonds to turn bluish.

9. Which is a FACT?

- a) Diamonds are beautiful.
- b) Diamonds have their atoms arranged in a crystal structure.
- c) Red diamonds look even better than clear diamonds.
- d) Azurite jewelry is prettier than diamond jewelry.

10. What lesson can readers learn from this text?

- a) He is describing how diamonds are mined.
- b) He is persuading readers to purchase diamonds.
- c) He is explaining properties of diamonds.
- d) He is arguing that diamonds cost too much money.

## *The Dodo*

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

Many plants and animals went extinct due to human activity. Few are as well known as the dodo. What stories have you heard about the dodo? You may have heard that they were fat, slow, and stupid. You may have heard that humans hunted them to the point of extinction. Legends and folktales do not tell the whole story.

The only place the dodo ever lived was the island of Mauritius (pronounced like "more-ish-us"). Mauritius is smaller than Rhode Island. It is off the coast of Madagascar, a much larger island east of Africa. There were no mammals on Mauritius before humans arrived. The dodo descended from pigeons that had flown to Mauritius. These pigeons found that this island had clean water and lots of fruit. Also, no predators lived there. They could relax and live in peace. Over millions of years, they evolved to become big and flightless. They became dodos.

Humans discovered Mauritius during the Age of Exploration. The Dutch colonized the island in 1638. They tried to farm and settle the land. They wanted to produce exports. They wanted the island to be more like their homes in the Netherlands. They brought pigs, chickens, cats, and other animals, even deer. They also brought the rats that hid on their ships.

The colonists hunted and ate many dodos. The birds had never faced predators. They were not stupid though. They learned to run from humans. They might have even adapted and survived, if it weren't for the other new



The cats and rats ate the dodos' eggs. Since dodos could not fly, they were unable to hide their eggs in trees like other birds. The new pigs, chickens, and livestock on the island now competed with the dodos for food. The dodos had to go deeper and deeper into the forests of Mauritius to survive. At the same time, the colonists were clearing the forests to make farmland. This total ecological attack was too much for these great birds.

The last recorded encounter with a dodo happened in 1662. A shipwrecked sailor wrote that he and his friends had caught a dodo. He said that the bird made a great noise and all the bird's friends ran to assist it. The men then captured them all. Truly this bird was too noble for this world.

No one noticed the extinction of the dodo when it happened. The concept didn't even exist at the time. The word "extinction" wouldn't even be used in that way for another 100 years. People just weren't aware of their impact on the environment. They didn't know about the delicate balance of life. In 1833, a study of the dodo helped to prove the concept of human-induced extinction.

To make things worse, the Dutch colonies failed. The Dutch abandoned Mauritius in 1710. Sadly, the dodo was not the only animal that was wiped out. It was only the most

mammals on Mauritius.

popular. Hundreds of plants and animals from Mauritius are now gone forever due to human activity.

1. Which statement is FALSE?
  - a) Mauritius had a lot of fruit trees in the past.
  - b) Mauritius is off the coast of Rhode Island.
  - c) Mauritius is a very small island.
  - d) Mauritius had no mammals on it for most of time.
  
2. Which bird is an ancestor of the dodo?
  - a) the penguin
  - b) the pigeon
  - c) the ostrich
  - d) the turkey
  
3. Which best explains WHY dodos lost the ability to fly?
  - a) The forest was so dense in Mauritius that birds couldn't fly.
  - b) Dodo wings adapted to swimming, like penguins.
  - c) The dodos had no predators on Mauritius.
  - d) Mauritius was too windy and flying there was dangerous.
  
4. Which best describes the author's purpose in writing the FOURTH paragraph?
  - a) He is explaining how and why the Dutch came to Mauritius.
  - b) He is describing what the Netherlands was like in the 1600s.
  - c) He is informing readers about how farms work and what they do.
  - d) He is persuading readers to learn more about history and geography.
  
5. Which event happened LAST?
  - a) The Dutch brought mammals to Mauritius.
  - b) A sailor had the last recorded encounter with a dodo.
  - c) The Dutch abandoned Mauritius.
  - d) The concept of human-induced extinction was proven.

6. Which was NOT a factor in the extinction of the dodo?
- a) Pigs and chickens out-competed the dodo for food.
  - b) Cats and rats ate the dodos' eggs.
  - c) Humans cleared forestland to make farmland.
  - d) Pollution spoiled the dodos' ancient mating grounds.
7. How did people feel about the extinction of the dodo when it happened?
- a) Many people were really upset.
  - b) Animal protection groups were formed.
  - c) Most people didn't notice or care.
  - d) Governments started preserving wildlife.
8. Which event happened FIRST?
- a) Humans discovered the island of Mauritius.
  - b) The Dutch colonists left Mauritius.
  - c) The last recorded encounter with a dodo occurred.
  - d) A study of the dodo helped prove the concept of extinction.
9. Which statement is TRUE based on information from the text?
- a) Overhunting was the sole cause of the dodo's extinction.
  - b) The Dutch colonies on Mauritius were a great success.
  - c) The case of the dodo helped to prove the idea of extinction.
  - d) The dodo was the only species extinguished by the colonists.
10. With which statement would the author most likely AGREE?
- a) Nature always bounces back no matter how much damage we cause.
  - b) Our actions can have severe, unintended effects on the environment.
  - c) We should not explore the planet because it is too dangerous.
  - d) It is arrogant to think that humans can permanently change the planet.



## 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



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?

through the night. They live on the edge.

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*

## 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 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.
9. Which statement would the author most likely **disagree** with?
- a. Dr. Patterson has worked hard to teach Koko sign language.  
b. Some people think that Koko only signs to get food.  
c. The Gorilla Foundation would like to move Koko to an ape preserve.  
d. Dr. Patterson has no regrets about working with Koko.
10. If a book were being written about Koko and All Ball, which title would best summarize their story?
- a. *Long Wanted, Short Lived: A Tale of Strong Loves Lost*  
b. *Happy Ending: The Gorilla Who Got What She Wanted*  
c. *A Tale of Two Kitties: A Stuffed Cat Versus a Real One*  
d. *Plushy Love: How A Gorilla Fell in Love with a Stuffed Cat*

## 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.

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



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.

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

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.

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



7. What is ironic about the Korean Demilitarized Zone?
- It is not the average border with a simple checkpoint.
  - It is free from military installations and weaponry.
  - It is the most militarized border in the world.
  - The North and South Koreans are technically still at war.
8. Which best describes how the text is structured in the fifth paragraph?
- Chronological order
  - Compare and contrast
  - Sequence
  - Problem and solution
9. Which best explains why so many North Koreans starved during the 1990s?
- The North Koreans had just recently lost the Korean War.
  - The North Koreans were abandoned by their allies in the U.S.
  - North Korea became a capitalist country.
  - The Soviet Union stopped supporting North Korea.
10. Which statement would the author most likely **disagree** with?
- It is impressive that the North Koreans built nuclear weaponry during a famine.
  - The North Korean economy has made an amazing transformation since the 1960s.
  - North and South Koreans have grown to be different, but they come from the same place.
  - Unification of the two Koreas is unlikely at this time.

## Mad Hatters

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

A hatter is a person who makes hats. Hatters are also known as milliners. People have been wearing hats for a long time. So, *millinery* is an old profession. We can trace the use of the word back to the 1600s.



Perhaps the most famous real-life milliner is Coco Chanel. She founded the Chanel brand after World War I. Her brand is still popular today. But the most famous milliner of all may be the Hatter from *Alice's Adventures in Wonderland*.

The Hatter first appears in Lewis Carroll's 1865 novel in "Chapter Seven – A Mad Tea-Party". The Hatter claims to Alice that it is always six o'clock and so it is always tea-time. He speaks in riddles to which he does not know the answer. And he changes his seat at the table at random. This character is known as "the Mad Hatter," and even the Cheshire Cat calls him mad.

In Carroll's time, many hatters suffered from mental illness. In fact, the phrase "as mad as a hatter" was in print in 1829. This was several decades before Carroll's character appeared. It is now understood that this madness was due to mercury exposure.

Mercury was once a secret ingredient in hatting. Hatters would steam and press animal fur. Then they would add a compound made from mercury to stabilize the fur. They called this process felting. It made for some nice hats. It also gave hatters mercury poisoning.

suffer from it shake beyond their control. Their personalities may change. They may lose their memories. Or they may hallucinate. It is a damaging condition.

Speaking of madness, the small city of Danbury, Connecticut, was once known as "Hat City." During the 1800s and 1900s, as many as 75% of American-made hats came from Danbury. And a lot of workers from this city got mercury poisoning. There were so many cases that the condition was known as the "Danbury shakes." The madness of it all is that people knew the cause.

Although the hazards of mercury had long been known, it wasn't studied until the 1860s. Yet by 1869 science proved the health hazards that mercury posed to hat makers. And in 1874 and 1888 people created new, safer methods of felting using acid. But the American hat industry continued to use mercury for another 60 years. Isn't that maddening?

The use of mercury in hatting finally ended during World War II. It wasn't because people discovered that it was hazardous to workers. (They already knew that.) It was because mercury was needed to create detonators for the war effort. Connecticut banned the use of mercury in hat-making in 1941. To this day the banks of the Still River in Danbury still test high for levels of

Erethism, also known as "mad hatter disease," is a mental disorder. It is due to having too much contact with mercury. Those who

mercury waste.

1. Based on the context in the first paragraph, what does the word *millinery* mean?
  - a. Wearing hats
  - b. Modeling hats
  - c. Buying hats
  - d. Making hats
2. Which best explains why the author discusses Coco Chanel in the second paragraph?
  - a. To convince readers that Chanel No. 5 is the best perfume
  - b. To inform readers about famous hatters
  - c. To introduce Coco Chanel, the main character of the story
  - d. To compare and contrast Coco Chanel with other famous hatters
3. Which of the following is **FALSE**?
  - a. The Hatter in Alice's Adventures in Wonderland is known for his bizarre behavior.
  - b. The phrase "as mad as a hatter" was well-known before Lewis wrote his text.
  - c. Hatters often suffered from mental problems in Carrol's time.
  - d. Lewis Carrol was the first to print the expression "as mad as a hatter."
4. What causes erethism?
  - a. Too much time inhaling steam
  - b. Too much exposure to mercury
  - c. Too much exposure to animal fur
  - d. Too much time working in a factory
5. Which is **NOT** a symptom of "mad hatter disease"?
  - a. Inability to move one's legs
  - b. Memory loss
  - c. Hallucinations
  - d. Shaking uncontrollably
6. To what did the phrase "the Danbury shakes" refer?
  - a. Delicious milk-based desserts
  - b. An obsession with fashion
  - c. Mercury poisoning
  - d. A trendy new dance
7. Which **conclusion** about American hat manufacturers can be supported by text?

- a. They were deeply concerned about the health of their workers.
  - b. They were unaware of the harms of mercury.
  - c. They did not care about the effects of harmful working conditions.
  - d. They worked rapidly to address problems in the workspace.
8. Why did American hat manufacturers stop using mercury in the felting process?
- a. Mercury was needed to create weapons for the war.
  - b. A new, safer process for felting had recently been discovered.
  - c. They suddenly learned that mercury harmed the workers.
  - d. Lewis Carroll exposed the harms of mercury in his book.
9. Which of the following statements is **TRUE**?
- a. Danbury was called "Hat City" because Lewis Carroll and Coco Chanel were born there.
  - b. There were **NO** environmental side effects from the hat industry in Danbury.
  - c. Millinery is the process of milling grains into flour while wearing a hat.
  - d. The health hazards of mercury exposure were proven by science in the 1860s.
10. Which best expresses the **main idea** of this article?
- a. Mercury exposure was known to be harmful yet it was used to make hats anyway.
  - b. Coco Chanel is remembered for creating a new, chic and sporty fashion line for women.
  - c. Lewis Carroll did a lot of important things like writing Alice's Adventures in Wonderland.
  - d. Danbury was the birthplace of Lewis Carroll and Coco Chanel.



## Money

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

Money is one of the most important inventions in human history. It helps people who do not know or trust each other to trade. If you have enough money, you can go into a store and walk out with a candy bar. The store owner does not need to know or trust you. They only need to count your money. This is a pretty big deal if you think about it.

Before money, most exchange was based on credit and debt. Imagine that you were part of an ancient tribe and had an extra pair of shoes. If your tribe mate Joshua needed shoes, you might give him your extra ones. Joshua would then be in debt to you. He would owe you one. Later, your family might be starving in the depths of winter. You might have no success hunting, and Joshua might share some of his food with you.

The credit and debt system served humans well for much of time. Our minds are good at remembering favors and who owes whom. The problem with this system is that it requires trust. I need to know the reputation of the person to whom I am lending. I need to trust that he or she will repay me. Otherwise, we cannot trade. It's easy to trust our tribe mate Joshua. We know him. We are familiar with his reputation. But what about those from the tribe across the sea? Do we trust them? Probably not. At least not enough to give them our shoes on credit. After all, we don't even know them.

A society that does not have money cannot grow very large. It's hard to maintain relationships with more than 150 or 200



Imagine that you were a soldier living in a Roman army camp in the 1st century. Thousands of men and women live alongside you. Many are soldiers. Some are nurses or physicians. Others are merchants, farmers, or cooks. Let's say that you needed a blacksmith to repair your armor. The blacksmith doesn't know you. Even if he or she did, you might die in the next battle. The blacksmith cannot trust you to repay your debts. But the blacksmith does not need to trust you. You are paid in gold and silver coins. You can trade coins with strangers for whatever goods or services you desire.

Today, the monetary system once again relies on credits and debts. But now, banks and lenders can keep track of everyone's reputation. They use computers and government issued identities. They know our credit histories. They know our spending habits. They use algorithms to rank our credit worthiness. They know us well enough to issue credit to us, even though they don't actually know us. What a world!

people. Reputational systems of exchange fail as groups grow larger. The need for money develops.

**1. Which main point about money is the author trying to make in this text?**

- a) Money unfairly flows to the richest people in the world.
- b) Money allows people who don't know or trust each other to trade.
- c) Money is the root of all evil.
- d) Money can purchase many things but it cannot buy happiness.

**2. According to the text, how did people mainly transact before the invention of money?**

- a) They used the barter system and traded physical goods.
- b) They used seashells and beads as currency.
- c) They lent and borrowed from each other.
- d) Everything was free and everyone shared freely.

**3. Why would the author lend to Joshua but not the tribe across the sea?**

- a) Joshua is the wealthiest person in town.
- b) Joshua is a person who is known and trusted.
- c) Joshua is a feared Roman soldier.
- d) Joshua is the fastest person in the tribe.

**4. What is the author's main purpose in writing the THIRD paragraph?**

- a) He is trying to convince us to forgo modern life and to live in tribes.
- b) He is informing readers of the history of credit and debt systems.
- c) He is explaining why tribal life is unproductive and wasteful.
- d) He is describing the weaknesses of the credit and debt system.

**5. Why did Roman army camps need to use money to facilitate trade?**

- a) Most people did not know each other.
- b) Most people did not trust each other.
- c) People often died in battle.

d) All of these reasons.

**6. Which technologies enable modern societies to use credit systems?**

- a) Computers and government identification
- b) Airplanes and phone networks
- c) Radio waves and license plates
- d) Steam power and waterways

**7. Which is TRUE based on information from the text?**

- a) Roman army camps were much smaller than ancient tribes.
- b) Roman army camps were about the same size as ancient tribes.
- c) Roman army camps were much larger than ancient tribes.
- d) Nobody knows the actual size of Roman army camps.

**8. With which statement would the author most likely AGREE?**

- a) Money allows civilizations to grow very large.
- b) Credit and debt systems are primitive and only were only used in ancient times.
- c) Money ruins civilizations by making everyone greedy.
- d) Credit and debt systems cannot function in the modern world.

**9. Which event happened LAST in history?**

- a) Thousands of people lived in Roman Army camps.
- b) Credit and debt systems became widespread again due to technology.
- c) Money was invented.
- d) Ancient tribes used mainly credit and debt systems for exchange.

**10. With which statement would the author most likely DISAGREE?**

- a) If someone has a good reputation, it is easier to trust him or her.
- b) Reputations are important for lenders and borrowers.
- c) Money makes trading easier for people who do not know each other.
- d) People can easily maintain good relationships with thousands of other people.





## TV

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

Televisions show sounds and pictures. They get data from cables, discs, or over-the-air signals. They turn this data into sounds and images. People watch news and shows on them. You probably call them TVs.

John Baird made the first TV in 1925. It had one color. It could only show 30 lines. This was just enough room for a face. It didn't work well, but it was a start.

The first TV station was set up in 1928. It was in New York. Few people had TVs. The broadcasts were not meant to be watched. They showed a Felix the Cat doll for two hours a day. The doll spun around on a record player. They were experimenting. It took many years to get it right.

By the end of the 1930s, TVs were working well. America got its first taste at the 1939 World's Fair. This was one of the biggest events ever. There were 200 small, black and white TVs set up around the fair. The U.S. President gave a speech over the TVs. The TVs were only five inches big but the people loved it.

They wanted TVs. But World War II was going on during this time. Factories were busy making guns and bombs. When the war was over, TV spread across the country.



By 1948 there were 4 big TV networks in America. They aired their shows from 8 to 11 each night. Local shows were aired at other times. Most of the time, nothing was shown at all. TV was not "always on" like it is now.

Color TVs came out in 1953. They cost too much money for most. Also, shows were aired in black and white. By 1965, color TVs were cheaper. TV stations started airing shows in color. People had to switch if they wanted to see the shows.

Now most TVs are high-def. This means that they have many lines on them. This makes the image clear. TVs have come a long way since Baird's 30 line set. High-def TVs have 1080 lines. There are state of the art sets called 4K TVs. These TVs have 3,840 lines. Some people watch TV in 3D. I wonder what they will come up with next. Smell-o-vision anyone?

1. When did color TVs come out?

- a. 1925
- b. 1953
- c. 1939
- d. 1965

2. Which was **not** true about the first TV?

- a. It could only show one color.
- b. It only had 30 lines.
- c. It did not have sound.
- d. It did not work well.

3. When did networks start showing programs in color?

- a. 1948
- b. 1953
- c. 1965
- d. 1939

4. Why did the first TV station only show Felix the Cat for two hours a day?

- a. They were running tests.
- b. Felix the Cat was really popular.
- c. Felix the Cat had been a big radio star.
- d. Felix the Cat was the only show that they had.

5. Which of these events slowed the spread of TVs?

- a. The World's Fair of 1939
- b. The Civil War
- c. The election of the U.S. President.
- d. World War II

6. What is the author's main purpose in writing this?

- a. He is trying to explain how a TV works.
- b. He is telling readers how TVs became popular.
- c. He is describing the history of the TV.
- d. He is trying to get people to watch more TV.

7. Why did many families switch to color TVs in 1965?

- a. Color TVs cost a lot of money.
- b. Many shows were only shown in color.
- c. Color TVs came out in 1965.
- d. World War II ended and troops returned home.

8. Why was 1939 an important year for TV?

- a. Many Americans were introduced to TV.
- b. The first color TV was released.
- c. The first TV station began broadcasting.
- d. John Baird created the first TV.

9. How many lines does a 4K TV have?

- a. 30
- b. 1,080

c. 4,000

d. 3,840

10. Which happened first?

a. The 1939 World's Fair

b. The release of high-def TVs

c. The end of World War II

d. The release of color TVs



## Phishing

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

Imagine that you get an email one morning. It appears to be from your bank. The email warns that someone broke into your account. It says that you need to sign in to check some things. You click the link in the email. It takes you to a site that looks very much like your bank's. You enter your username and password. You submit the form. You've just been phished!



Phishing is a type of attack that happens over the Internet. Users receive an email or text message that seems like it came from a trusted source. These users are being deceived. They are interacting with dangerous hackers. The attackers copy trusted companies. They send users to web pages that look like the ones we use everyday. When users login or provide sensitive information, the attackers steal this data.

Attackers want your data for many reasons. They may use your data to commit identity fraud. This is when they use your identity to buy something with your credit. Then they receive the goods and you receive the bill. Or they may want your password to take over a computer network. They may want access to private emails. They may want customer records. They gain access by tricking people into giving them their login info.

Some phishing attacks are targeted. A targeted phishing attack is called a spear phishing attack. These attacks are

the names of friends or family. The attackers may use this personal information to craft a believable email. The target will be tricked into clicking a link. The link will send them to a phony website. This site will look familiar, but it will be a spoofed site built to steal data. Any data that the target submits will go to the hacker.

Phishing attacks are dangerous, but you can spot them if you pay attention. One thing to watch is your address bar in your browser. Attackers use domains that look like the ones that we trust, but they are not the same. For example, in 2016 staffers from Hillary Clinton's campaign were spear phished. The attackers used the domain `accounts-google.com`. That domain looks like `google.com`, but it isn't the same. When logging into google, you should always do it from `google.com`. Likewise, when logging into any account, make sure the address matches what you expect. If you are unsure, search for the site and login from the root domain.

An even better way to secure your account

dangerous because they are convincing. The attacker may know the target's name, address, or job title. They may have gathered info from social networks, like account is secured with two keys. The first is your password. The second key is a random code that changes every few minutes. This code may be generated by a 2FA app, like Authy. Or it can be sent to your cell phone on request. If you activate 2FA on your accounts, an attacker will not be able to get in even with your password.

against phishing attacks is to use 2FA: two factor authentication. 2FA means that your Phishing attacks are scary and common. The reason why they are common is that they are effective. Many people accept appearances without suspicion. Browsing the Internet safely requires a healthy amount of suspicion. Not everything is what it appears. Nobody is trying to give you free money. Don't trust; verify.

1. Which is a phishing attack?
  - a) Throwing water on an adversary's computer
  - b) Tricking someone into giving away sensitive data
  - c) Sneaking into a concert without paying
  - d) Buying something with someone else's credit
  
2. What is the difference between a phishing and spear phishing attack?
  - a) A spear phishing attack is targeted while phishing is random.
  - b) A phishing attack is illegal while spear phishing is legal.
  - c) A spear phishing attack involves theft or identity fraud and phishing does not.
  - d) A phishing attack is more convincing than a spear phishing attack.
  
3. Which is NOT a motive or reason for phishing mentioned in the text?
  - a) To steal private communication or records
  - b) To commit identity fraud
  - c) To gain control of someone else's computer network
  - d) To disarm home alarm systems
  
4. How can 2FA protect users from phishing attacks?
  - a) Nobody can log into the account under any circumstances.
  - b) The attacker needs a fingerprint or eyeball scan to access the account.
  - c) Users need two keys to login, and the user can't give away one of the keys.
  - d) Two people have to approve the login, so the attacker can't do it alone.
  
5. Which statement would the author most likely AGREE with?

- a) Every phishing attack involves stealing the victim's identity to commit fraud.
- b) In a phishing attack, an attacker overpowers a victim with a stronger computer.
- c) In a spear phishing attack, the attacker erases the victim's identity.
- d) If a phishing attack is successful, users willingly give attackers sensitive data.

6. Which statement would the author most likely DISAGREE with?

- a) Hilary Clinton's campaign team was spear phished in 2016.
- b) The domains google.com and accounts-google.com go to the same place.
- c) Some links send users to phony sites designed to steal passwords.
- d) You should check your address bar carefully before submitting your data.

7. Which best describes the main idea of the third paragraph?

- a) To describe the reasons for phishing attacks
- b) To explain how phishing attacks are executed
- c) To teach readers how to defend against phishing attacks
- d) To compare and contrast phishing and spear phishing

8. Why does the author discuss 2FA?

- a) He is trying to impress readers by using technical terms.
- b) He is trying to persuade readers to not use the Internet.
- c) He is trying to inform readers about how to protect themselves.
- d) He is trying to entertain readers by telling a short story.

9. Which is NOT discussed by the author?

- a) Reasons why people commit phishing attacks
- b) Which computers work best for phishing attacks
- c) How spear phishing is different from phishing
- d) How to protect oneself against phishing attacks

10. With which statement would the author most likely AGREE?

- a) A safe Internet user is suspicious of links.
- b) A company's logo on a web page means that the site is safe.
- c) Using 2FA does NOT help to protect against phishing attacks.
- d) The Internet is too dangerous for regular people to use.



## 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



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.

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?

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.

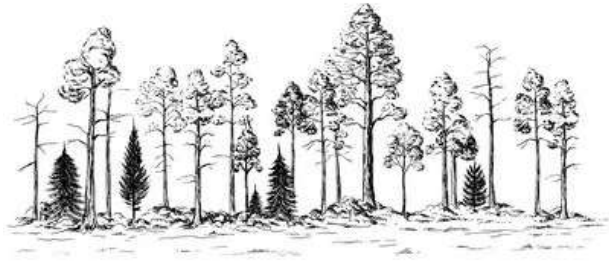
8. Which is **not** one of the author's arguments in the fifth paragraph?
- a. Reading gives you a broader perspective on the world.
  - b. Reading changes the way that you understand the world.
  - c. Reading helps prepare you for your job in the real world.
  - d. Reading teaches you about distant 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*



## *Redwoods and Arms Races*

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

Redwoods are the tallest trees in the world. They grow to be as high as 380 feet. Compare that to an American football field, which is 300 feet long. A redwood would impress you if you stood near one. But why do they grow so tall?



It's hard to see from the ground, but the redwoods are competing. They are fighting with each other to get the most sunlight. The trees that get the most sunlight grow taller. Trees that get stuck under other trees do not get as much light. They lose the opportunity to grow taller. So redwoods must grow taller to compete or they will get trapped on the bottom.

Growing so tall is risky. The wind is more threatening to a tall tree. It is also hard to grow so much. Redwoods use all their energy to grow tall. The trees might be better off if they didn't have to grow so tall to survive. Their lives would be safer and easier. But there is no way for them to coordinate. They cannot agree to stop growing as tall as possible. So they compete their whole lives.

People face similar challenges. For example, nations spend a lot of money to protect themselves from other nations. The US spends more than half

We could spend that money on schools, roads, and parks. We could spend it on feeding hungry people or helping the environment. We could spend it on advancing art, philosophy, or science. So why don't we?

The problem is that if a nation has no military, then they face the risk of invasion. A nation with a mighty army may take their resources and destroy them on a whim.

Like the redwoods, which grow taller to their own *detriment*, we are locked in a harmful race. Most people agree that world peace is better than an arms race. In a peaceful world, we could use all our resources to make our lives better.

That sounds nice, but what if one nation broke the agreement? What if they built an army in secret? What if they used their secret army to destroy us? Can we afford to take that risk? Most nations decide that they cannot. Rather, they choose to spend a lot of money on defense programs.

its budget on defense. Most other nations spend 10-30% of theirs on arms and armies. That's a lot of money.

Name:

### *Redwoods and Arms Races (Questions)*

1. Why does the author believe that redwoods grow so tall?
  - a. They are in a life or death fight for sunlight.
  - b. They want more oxygen, which is higher in the atmosphere.
  - c. They want more rain, so they race toward the clouds.
  - d. They want more exposure to wind, so they grow high.
  
2. Which best describes the author's purpose in the FIFTH paragraph?
  - a. To propose ways that we could fix the redwoods and save the forests
  - b. To make a wish list of what he would do if he were the president
  - c. To explain how our government is corrupt and evil
  - d. To list how tax money could be better spent than on defense
  
3. Why does the author think that it'd be better for redwoods if they were shorter?
  - a. Growing wider helps the tree to get more sun.
  - b. Growing tall is dangerous and hard.
  - c. Growing tall is boring and time-consuming.
  - d. Growing wider helps the tree get more wind.
  
4. What risk do redwoods take if they stop growing taller?
  - a. They will have less access to wind and water.
  - b. The wind is more likely to knock them over.
  - c. They are more likely to be harmed in a war.
  - d. Other trees will take their sunlight.

5. With which statement would the author most likely AGREE?
- Spending tax money on defense is wasteful and we should NOT do it.
  - Spending tax money on defense is the best thing we can do as a species.
  - Spending tax money on defense is wasteful but we should still do it.
  - Spending tax money on defense is good because missiles help people.
6. Which best defines the word *detriment* as used in paragraph 7? Use the context clues.
- To make things worse
  - To make things better
  - To keep things about the same
  - To come to an agreement
7. According to the text, a nation that doesn't spend on defense faces which risk?
- They will not be able to control their citizens.
  - They will not be able to invade other lands.
  - Another nation may invade and destroy them.
  - Another nation may want to trade with them.
8. According to the text, which statement is TRUE?
- Most nations spend around a quarter of their budgets on defense.
  - Most nations spend more than half of their budgets on defense.
  - Most nations spend almost none of their budgets on defense.
  - Most nations spend all of their budgets on defense.
9. With which statement would the author most likely DISAGREE?
- Redwoods use a lot of energy to grow so tall.
  - There are no downsides to maintaining a strong army.
  - Growing too tall is dangerous for a tree.
  - Defense budgets use a lot of resources.
10. Which statement best expresses the MAIN IDEA of this text?

- a. SOME competitions are harmful to ALL competitors.
- b. ALL competitions are good for ALL competitors.
- c. NO competitions are good for ANY competitors.
- d. NO competitions are harmful to ANY competitors.





## Seat Belts

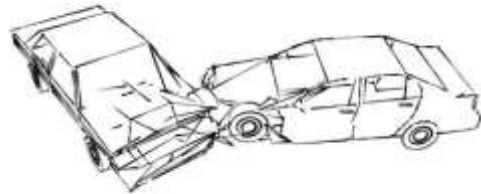
**Directions:** Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

"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 a 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



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?

are much more likely to walk away unharmed from a car accident. Hmm... A small pleasure for a serious pain. That's a tough choice. I think that I'll avoid the serious pain.

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.
9. Which statement would the author most likely **disagree** with?
- a. Seat belts save lives.
- b. Every state in America has seat belt laws.
- c. You shouldn't drive anywhere until you are wearing your seat belt.
- d. Seat belts increase your chances of being injured in a car wreck.
10. Which best explains why the author starts his essay with the word *click*?
- a. He is trying to scare readers.
- b. He is trying to get the reader's attention.
- c. He is trying to remind readers how seat belts sound when clasped.
- d. He is trying to describe what it's like to ride in a car.



## Wintertime

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

Brrrr. Winter is cold in some places. Many plants do not grow during winter. Some plants die. Snow and ice may cover the ground. It can be hard for animals to find food during winter. Animals get through this time in many ways.

Birds and butterflies can fly. Many of them do not stick around for the winter. They leave. They go to a place with nice weather. Then they come home in the spring. We call this migration. Migrating is a good way to avoid the cold.

Another good way to avoid the cold is to sleep through it. Many animals hide during the winter. Their bodies slow down. They save their energy. They do not eat. They live off of their fat. They do this until food returns. We call this hibernation. Snakes, frogs, and bears hibernate.

Some animals store food in their homes. They do not sleep all winter, but they do much less. They live on what they saved in the summer and fall. This is what squirrels, beavers, and raccoons do. Skunks do this too.



Other animals tough it out. They do not leave. They do not hide. They must survive. Sometimes nature helps them out. Some animals grow thicker coats in the winter. Other animals change color. The arctic fox is brown in the summer. His coat turns white in the winter.

Winter may be pretty. It is nice to see snow on the trees. But it is dangerous too. People are also at risk. You can get frost bitten or worse. How do you beat the winter? Do you wear a thick coat? Do you stay inside? Or do you live somewhere warm?

1. Which of these animals migrates during the winter?
- a. foxes
  - b. snakes

- c. bears  
d. butterflies
2. Which of these animals survives winter by eating stored food?  
a. bears  
b. raccoons  
c. frogs  
d. birds
3. Why does the arctic fox's coat change white during winter?  
a. The white coat is prettier and attracts mates.  
b. White absorbs the sun and is warmer.  
c. The white coat helps him blend with the snow.  
d. His body saves energy by reducing hair color.
4. Which does not hibernate?  
a. skunks  
b. frogs  
c. snakes  
d. bears
5. Why is winter a difficult season in some places?  
a. There is less food.  
b. It is colder.  
c. Snow and ice cover the ground.  
d. All of these
6. What does it mean to migrate?  
a. To grow a thicker coat  
b. To move somewhere warmer for a season  
c. To enter a long sleep and survive off of body fat  
d. To change colors
7. What is the main idea of this text?  
a. Animals do funny and interesting things.  
b. Most flowers do not grow during the wintertime.  
c. Animals survive the winter in many ways.  
d. We must prepare for the dangers of winter.
8. How does a hibernating animal survive?  
a. A hibernating animal lives off of stored food.  
b. A hibernating animal lives off of body fat.  
c. A hibernating animal lives somewhere warm.  
d. A hibernating animal lives off of the land.
9. How would a thicker coat help an animal survive winter?  
a. A thicker coat would help an animal hide better.  
b. A thicker coat would protect an animal against attacks.  
c. A thicker coat would help an animal stay warm.  
d. A thicker coat would help an animal migrate.
10. Which title would best describe this text?  
a. *Winter: A Time to Migrate*  
b. *Hibernation: Sleeping it off*

*c. Survive: How Animals Beat the Winter*

*d. Birds and Butterflies: Nature's Movers and Shakers*





## Worst Game Ever

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

*E.T. the Extra-Terrestrial* is a video game that came out for the Atari 2600 game system in 1982. It was based on a very popular film of the same name. It cost over 125 million dollars to make. Star programmer Howard Scott Warshaw created it with consultation from Steven Spielberg. And it is widely considered to be one of the worst video games ever created. The massive failure of *E.T.* and its effects on Atari is an often-mentioned reason for the video game industry crash of 1983.

It was July 27th, 1982. Howard Scott Warshaw was hot off the success of his most recent game, *Raiders of the Lost Ark*. He received a call from Atari C.E.O. Ray Kassar. Atari had bought the rights to make a video game version of Spielberg's movie, *E.T. the Extra-Terrestrial*, which had just been released in June. Kassar told Warshaw that Spielberg had specifically asked for Warshaw to make the game. Warshaw was honored, but there was one huge problem. Atari needed the game finished by September 1st in order to start selling it during the Christmas season.

It had taken Warshaw six months to create *Raiders of the Lost Ark*. The game he made prior to that took him seven months. He was expected to create *E.T.* in around five weeks. Warshaw just did not have enough time to program the game properly, but he accepted the challenge anyway and production began. Spielberg wanted Warshaw to create a simple maze game, similar to *Pac-Man*, but Warshaw had a bigger vision. He wanted players to explore different environments in a 3D world. Warshaw followed his vision.

Atari anticipated that the game would be a huge success. Usually companies like Atari have people test games before releasing them. If there is something that testers really dislike, programmers can fix it before the public gets a chance to play. Atari decided to skip testing due to time limitations. They wanted the game released during the holiday season. It was: *E.T.* was released in December of 1982.

The game sold very well at first. It was a hot holiday item. Unfortunately, Atari overestimated how many they would sell. They made 5 million copies and they only sold 1.5 million. Most people who played the game hated it. The graphics were bad. Game play was awkward. Players got stuck in holes that they couldn't escape. A short time limit made the game difficult to explore and frustrating to play. Some people who stuck with the game grew to like it, but it wasn't the mainstream success that Atari had hoped it would be.

Too many copies of the game sat on store shelves. One employee remembers the game being discounted five times, from \$49.95 to less than a dollar. Many people returned the game. Atari was left with millions of unsold copies. In September of 1983, a newspaper in New Mexico reported that between 10 and 20 semitrailer truckloads of Atari products were crushed and buried at a landfill in Alamogordo. Perhaps a million or more copies of *E.T.* were buried in the desert. When word got out, the drop site had to be covered with cement to prevent scavenging.

Atari lost over \$100 million on *E.T.* The game was so bad that it was said to have affected Atari's reputation. The video game industry soon fell into a deep depression. In 1983 the industry made \$3.2 billion. By 1985 profit fell to just over \$100 million. This was almost a 97% drop. Many critics believe that Atari's blunder on *E.T.* was one of the causes leading to this

depression. *E.T. the Extra-Terrestrial* will long be remembered as one of the worst video games ever made, if not one of the causes of the decline of the entire video game industry.

1. Which of the following is **not** a reason for the failure of *E.T. the Extra-Terrestrial*?
  - a. The programmer was not given enough time to finish the game properly.
  - b. Atari did not test the game before its release.
  - c. Atari made too many copies of *E.T. the Extra-Terrestrial*.
  - d. The game was released on a new system that only a small number of people owned.
  
2. Which of the following were effects of the failure of *E.T. the Extra-Terrestrial*?
  - a. Perhaps a million or more copies of the game were buried in the desert.
  - b. Atari lost over \$100 million.
  - c. The video game industry sunk into a deep depression.
  - d. All of the above
  
3. Which of the following was **not** listed as a reason why *E.T. the Extra-Terrestrial* was considered one of the worst games ever?
  - a. The soundtrack was annoying.
  - b. The graphics were bad.
  - c. A short time limit made the game frustrating.
  - d. Players would get stuck in holes.
  
4. Which of the following events happened first?
  - a. *E.T. the Extra-Terrestrial* video game was released to the public.
  - b. The entire video game industry sank into a deep decline.
  - c. Steven Spielberg suggested that the *E.T.* video game should be like *Pac-Man*.
  - d. Atari buried millions of cartridges and game consoles in the New Mexico desert.
  
5. Who programmed *E.T. the Extra-Terrestrial*?

a. Steven Spielberg	b. Ray Kassar
c. Howard Scott Warshaw	d. Elliot Thomas
  
6. Why did Atari decide to skip testing *E.T. the Extra-Terrestrial*?
  - a. Testing was too expensive.
  - b. Spielberg would not allow testing.
  - c. They were in a hurry to release the game for the holiday season.
  - d. Testing video games was not common until after *E.T. the Extra-Terrestrial* was released.
  
7. When was the game *E.T. the Extra-Terrestrial* released?

a. June 1982	b. September 1982
c. December 1982	d. September 1983
  
8. According to the text, which group of people would like playing *E.T.*?
  - a. People who really enjoyed watching the movie
  - b. People who liked playing fast, fun games
  - c. People who stuck with the game despite its flaws
  - d. People who enjoyed playing *Raiders of the Lost Ark*
  
9. Which of the following statements is true?
  - a. *E.T. the Extra-Terrestrial* was one of the worst selling games of all time.
  - b. *E.T. the Extra-Terrestrial* sold a lot fewer copies than Atari was hoping it would.
  - c. *E.T. the Extra-Terrestrial* was one of the best selling video games of all time despite its flaws.
  - d. Every copy of *E.T. the Extra-Terrestrial* ever sold was eventually returned.
  
10. Which is **not** a reason cited in the article why *E.T. the Extra-Terrestrial* should have been successful?

- a. It was based on an extremely popular movie.
- b. The gameplay was smooth and enjoyable.
- c. Atari spent over \$125 million on its production.
- d. Howard Scott Warshaw programmed the game.

## Y2K

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

The year was 1999. The night was December 31st, New Year's Eve. The world watched and waited. It was a night of celebration. But it was also a night of fear. People had grown to depend on computers. Computers powered our banks. They ran our companies. Would they all break at midnight? Some thought that they might. But why?

The Year 2000 problem, or Y2K, had to do with computer storage. Computers store data and files in memory. Computer memory is cheap these days. Some companies will give you cloud storage for free. But in the early days of computing, memory was very expensive. One kilobyte (about 1,000 characters of storage) might cost as much as \$100 USD.

People had to think of ways to use less storage. One way they did this was by storing only the last two digits of the year. Instead of saving the date as *07/02/1979*, they would save it as *07/02/79*.

This seemed like a good idea at first. But as the years passed, the turn of the century neared. Would our computers know that it was the year 2000 instead of the year 1900? How could they? What would happen if they got the dates wrong? Would the computers break?

The Y2K problem worried many people. Some feared that banking systems wouldn't work. Payments might fail. Cash registers might break.



Another fear was that transportation systems would break. Taxi meters could stop working. Airline computers could fail. Traffic lights could shut down. The Y2K problem was very worrisome.

But people didn't just wait for their systems to fail. They worked hard to prevent the bugs. Governments passed laws. Businesses upgraded their systems. People rewrote software. Some think over \$300 billion dollars were spent fixing the Y2K problem. But were people really prepared when it happened?

As clocks turned and calendars flipped to the year 2000, there were very few problems. Air planes did not fall from the sky. Power grids did not shut down. Bank accounts did not get wiped out. We had avoided the worst.

A few bugs and errors happened around the world. Some bus ticket machines in Australia stopped working. Some slot machines in Delaware broke. Certain cell phones in Japan deleted new text messages. But most computers kept working just fine. Will things work out the same way for the Year 2038 problem (Y2K38)? Only time

will tell.

Name: \_\_\_\_\_

### **Y2K (Questions)**

1. Which best describes the Y2K problem?
  - a) Magnetic waves might erase all computer memory.
  - b) Computers would cost too much for most families.
  - c) A computer virus would spread and break all systems.
  - d) Computers might get the date wrong and malfunction.
  
2. Which best explains why programmers shortened dates in computer storage?
  - a) They were in a big hurry.
  - b) They were trying to save money.
  - c) They were being lazy.
  - d) They were creating more work for themselves.
  
3. Which best describes the author's purpose in writing the SIXTH paragraph?
  - a) He is describing fears related to transportation and the Y2K bug.
  - b) He is informing readers of how computers help people.
  - c) He is explaining how a terrorist attack affected America on 9/11.
  - d) He is persuading readers to back up their computer storage.
  
4. Which is NOT a way that people addressed the Y2K problem according to the text?
  - a) Programmers rewrote software.
  - b) Companies upgraded their computer systems.
  - c) Individuals threw away outdated computers.
  - d) Governments created legislation.

5. Which best describes the TEXT STRUCTURE in the THIRD paragraph?
- a) Problem and solution
  - b) Order of importance
  - c) Chronological order
  - d) Spatial order
6. Which of the following was NOT listed in the text as a fear related to Y2K?
- a) Traffic control devices would fail.
  - b) School bells would not ring on time.
  - c) Bank systems would malfunction.
  - d) Airline computers would stop working.
7. Which best describes HOW the Y2K bug affected the world?
- a) Many computers malfunctioned and it was a catastrophe.
  - b) All computers stopped working and the damage was tremendous.
  - c) A small number of computers malfunctioned but it was no big deal.
  - d) Most computers stopped working and it cost a lot of money.
8. With which statement would the author most likely AGREE?
- a) It was a tragedy that people did not prepare more for Y2K.
  - b) Y2K was never a problem and people were worried for no reason.
  - c) Computers create more problems than they solve.
  - d) Since people prepared for Y2K, it wasn't much of a problem.
9. Which was NOT an error caused by the Y2K bug?
- a) Credit card processors around the world went down.
  - b) Bus ticket machines in Australia stopped working.
  - c) Cell phones in Japan deleted new messages.
  - d) Slot machines in Delaware malfunctioned.
10. What lesson can readers learn from this text?
- a) Technology is frustrating and not worth having.
  - b) Our dependence on technology can be scary at times.
  - c) Robots and AI will take over the world one day.
  - d) Y2K was the worst catastrophe in history.

# Linguistic Drills



# **The Influence of French on the English Language**

## **Introduction**

One of the most significant influences on English has been the French language, dating back to the Norman Conquest of England in 1066, and which made a notable impact on English vocabulary and structure. We'll explore how this historical fusion has shaped the way we communicate in English today.

## **The Norman Conquest**

In 1066, William the Conqueror, a Norman duke, invaded England and subsequently became King of England. This event, known as the Norman Conquest, marked the beginning of a linguistic union between the Normans and the Anglo-Saxons. Old English, the language spoken by the Anglo-Saxons, was profoundly altered by the introduction of Norman French. As a result, Middle English was born, a language that combined elements of Old English and Norman French.

## **The Vocabulary of Administration**

One of the major aspects of the French influence on English is the addition of a multitude of French words to the English vocabulary. French and Latin words, often used in the courts, government, and higher education, became a symbol of sophistication and culture. In the 19th century, French not English, was the leading language in Europe. Examples of French-origin words in English administration include "government," "parliament," "justice," and "beauty."

### **The Influence on Food and Cooking**

Firstly, the word used to describe cooking and eating styles "cuisine" is itself French. In addition, the French introduced English speakers to a variety of dishes, including "beef," "pork," "mutton," and "poultry." These culinary terms were derived from the French words for the animals themselves. "Sauté" potatoes are lightly fried, while "omlette" is another French word in daily use. Not surprisingly perhaps, the accepted language of wines is French too with "sec" (dry) and "demi-sec" (half dry) leading the way. "Rosé" is the French word for pink, which is of course between red wine and "blanc" (white), while

“cognac” is the French word for brandy produced in the Cognac region in the west of France.

## **Legal Terminology**

The French influence on English extended into the realm of law and administration. Many legal and administrative terms used today are of French origin, such as "court," "judge," "jury," "lawsuit," and "evidence", which all found their way into English through the Norman connection. This demonstrates how the French impact on the language reached into the fundamental structures of society and governance.

## **Grammatical Changes**

In addition to vocabulary, French also influenced English grammar. For example, the use of definite and indefinite articles ("the" and "a/an") can be traced back to French influences. Additionally, the order of adjectives before nouns, now a distinct feature of English syntax, has its origins in the French language. Example: “A **good deal** for both parties” is “Une **bonne affaire** pour les deux parties” in French. In Old

English, the noun would have come before the adjective.

## **Conclusion**

The Norman Conquest of England in the 11th century was a moment in history that transformed English into a language enriched by the elegance, culture, and complexity of French. The coexistence of Old English and Norman French gave rise to a new, more sophisticated language known as Middle English. Today, this linguistic blend still echoes in the English we speak, demonstrating how the past continues to shape our present.

## Commonly Confused Words

### Homonyms

The commonly confused words (also known as *homonyms*) on the following pages have the same sounds but different meanings and spellings. Complete the activities for each set of words, and check off and study the words that give you trouble.

**brake** stop

**break** come apart

His car bumper has a sticker reading, “I *brake* for animals.”

“I am going to *break* up with Bill if he keeps seeing other women,” said Rita.

*Fill in the blanks:* When my car’s emergency \_\_\_\_\_ slipped, the car rolled back and demolished my neighbor’s rose garden, causing a \_\_\_\_\_ in our good relations with each other.

Write sentences using *brake* and *break*.

---

---

**course** part of a meal; a school subject; direction; certainly

**coarse** rough

By the time the waitress served the customers the second *course* of the meal, she was aware of their *coarse* eating habits.

*Fill in the blanks:* Ted felt the health teacher’s humor was too \_\_\_\_\_ for his taste and was glad when he finished the \_\_\_\_\_

Write sentences using *course* and *coarse*.

---

---

**hear** perceive with the ear

**here** in this place

“The salespeople act as though they don’t see or *hear* me, even though I’ve been standing *here* for fifteen minutes,” the woman complained.

*Fill in the blanks:* “Did you \_\_\_\_\_ about the distinguished visitor who just came into town and is staying \_\_\_\_\_ at this very hotel?”

Write sentences using *hear* and *here*.

---

---

**hole** an empty spot

**whole** entire

“I can’t believe I ate the *whole* pizza,” moaned Ralph. “I think it’s going to make a *hole* in my stomach lining.”

*Fill in the blanks:* The \_\_\_\_\_ time I was at the party I tried to conceal the I had in my trousers.

“Write sentences using *hole* and *whole*.

---

---

**its** belonging to it

**it’s** the shortened form for “it is” or “it has”

The car blew *its* transmission (the transmission belonging to it, the car)

*It’s* (it has) been raining all week and *it’s* (it is) raining now.

*Fill in the blanks:* \_\_\_\_\_ hot and unsanitary in the restaurant kitchen I work and I don’t think the restaurant deserves \_\_\_ reputation.

Write sentences using *its* and *it’s*.

---

---

**knew**            past form of know  
**new**             not old

“I got *new* wallpaper put up,” said Sarah.  
“I *knew* there was some reason the place looked better,” said Bill.

*Fill in the blanks:* Lola \_\_\_\_\_ that getting her hair cut would give her face a  
\_\_\_\_\_ look.

Write sentences using *knew* and *new*.

---

---

**know**            to understand  
**no**                a negative

“I don’t *know* why my dog Fang likes to attack certain people,” said Martha. “There’s *no* one thing the people have in common.”

*Fill in the blanks:* I \_\_\_\_\_ of \_\_\_\_\_ way of telling whether that politician is honest or not.

Write sentences using *know* and *no*.

---

---

**pair**             a set of two  
**pear**             a fruit

“What a great *pair* of legs Tony has,” said Lola to Vonnie. Tony didn’t hear her, for he was feeling very sick after munching on a green *pear*.

*Fill in the blanks:* In his lunch box were a \_\_\_\_\_ of \_\_\_\_\_.

Write sentences using *pair* and *pear*.

---

---

**passed**            went by; succeeded in; handed to  
**past**                a time before the present; by, as in "I drove past the house"

"I *passed* him the wine bottle; it was the only way he could forget his unhappy *past*."

*Fill in the blanks:* I walked \_\_\_\_\_ the teacher's office but was afraid to ask her whether or not I had \_\_\_\_\_ the test.

Write sentences using *passed* and *past*.

---

---

**peace**            calm  
**piece**            a part

Nations often risk world *peace* by fighting over a *piece* of land.

*Fill in the blanks:* Martha did not have any \_\_\_\_\_ until she gave her pet dog a \_\_\_\_\_ of her meat loaf.

Write sentences using *peace* and *piece*.

---

---

**plain**            simple  
**plane**            aircraft

The *plain*, unassuming young man on the *plane* suddenly jumped up with a grenade in his hand and announced, "This plane is going to Tibet."

*Fill in the blanks:* The game-show contestant opened the small box wrapped in \_\_\_\_\_ brown paper and found inside the keys to his own jet \_\_\_\_\_.

Write sentences using *plain* and *plane*.

---

---



**principal**                    main; a person in charge of a school  
**principle**                    a law or standard

**Note:** It might help to remember that the *a* in *principal* is in *main* and in *man* or *woman*—the two meanings of *principal*.

Pete’s high school *principal* had one *principal* problem: Pete. This was because there were only two *principles* in Pete’s life: rest and relaxation.

*Fill in the blanks:* The \_\_\_\_\_ reason she dropped out of school was that she disliked her high school \_\_\_\_\_...

Write sentences using *principal* and *principle*.

---

---

**right**                    correct; opposite of “left”  
**write**                    what you do in English

If you have the *right* course card, I’ll *write* your name on the class roster.

*Fill in the blanks:* Eddie thinks I’m weird since I \_\_\_\_\_ with both my \_\_\_\_\_ and left hands.

Write sentences using *right* and *write*.

---

---

**than** (thān)                used in comparison  
**then** (thēn)                at that time

**Note:** It might help to remember that the *a* in *than* is also in *compare*, a meaning of *than*, and that the *e* in *then* is also in *time*, a meaning of *then*.

When we were kids, my friend Elaine had prettier clothes *than* I did. I really envied her *then*.

*Fill in the blanks:* Marge thought she was better \_\_\_\_\_ the rest of us, but \_\_\_\_\_ she got the lowest grade in the history test.

Write sentences using *than* and *then*.

---

---

**their** belonging to them

**there** at that place; a neutral word used with verbs like is, are, was, have and had

**they're** the shortened form of "they are"

Two people own that van over *there* (at that place). *They're* (they are) going to move out of *their* apartment (the apartment belonging to them) and into the van, in order to save money.

*Fill in the blanks:* \_\_\_\_\_ not going to invite us to \_\_\_\_\_ table because \_\_\_\_\_ is no room for us to sit down.

Write sentences using *their*, *there*, and *they're*.

---

---

---

**threw** past form of throw

**through** from one side to other; finished

The fans *threw* so much litter on the field that the teams could not go *through* with the game.

*Fill in the blanks:* When Mr. Jefferson was \_\_\_\_\_ screaming about the violence on television, he \_\_\_\_\_ the newspaper at his dog.

Write sentences using *threw* and *through*.

---

---

**to** to a verb part, as in to smile; toward, as in “I’m going to heaven”  
**too** overly, as in “The pizza was too hot”; also, as in “The was hot, too.” **two** the number 2

Tony drove *to* the park *to* be alone with Lola. (The first *to* means “toward”; the second *to* is a verb part that goes with be.)

Tony’s shirt is *too* tight; his pants are tight; *too*. (The first *too* means “overly”; the second *too* means “also.”)

Fill in the blanks: \_\_\_\_\_ times tonight, you have been \_\_\_\_\_ ready

\_\_\_\_\_ make assumptions without asking questions first.

Write sentences using *to*, *too*, and *two*.

\_\_\_\_\_  
\_\_\_\_\_

**your** belonging to you  
**you’re** the shortest form of “you are”

*You’re* (meaning “you are”) not going to the fair unless *your* brother (the brother belongs to you) goes with you.

Fill in the blanks: \_\_\_\_\_ going to have to put aside individual differences

and play together for the sake of \_\_\_\_\_ team.

Write sentences using *your* and *you’re*.

\_\_\_\_\_  
\_\_\_\_\_

**wear** to have on  
**where** in what place

Fred wanted to *wear* his light pants on the hot day, but he didn’t know *where* he had put them.

Fill in the blanks: \_\_\_\_\_ exactly on my leg should I \_\_\_\_\_  
this elastic bandage?

Write sentences using *wear* and *where*.

\_\_\_\_\_  
\_\_\_\_\_

**weather** atmospheric conditions  
**whether** if it happens that; in case; if

Some people go on holidays *whether* or not the *weather* is good.

*Fill in the blanks:* I always ask Bill \_\_\_\_\_ or not we're going to have a storm, for he can feel rainy \_\_\_\_\_ approaching in his bad knee.

Write sentences using *weather* and *whether*.

---

---

**whose** belonging to whom  
**who's** the shortened form for "who is" and "who was"

*Who's* the teacher *whose* students are complaining?

*Fill in the blanks:* \_\_\_\_\_ the guy \_\_\_\_\_ car I saw you in?

Write sentences using *whose* and *who's*.

---

---

### Other Words Frequently Confused

Following is a list of other words that people frequently confuse. Complete the activities for each set of words, and check off and study the words that give you trouble.

**a, an** Both *a* and *an* are used before other words to mean, approximately, "one." Generally you should use *an* before words starting with a vowel (a, e, i, o, u):

an ache                      an experiment    an elephant    an idiot    an ox  
an onion                     an honor            an FBI agent

Generally you should use *a* before words starting with a consonant (all other letters):

a Coke                      a brain    a cheat    a television    a gambler  
a union                      a hotel    a United States Senator

*Fill in the blanks:* The girls had \_\_\_\_\_ argument over \_\_\_\_\_ former boyfriend.

Write sentences using *a* and *an*.

---

---

**accept** (ăk sĕpt')      receive; agree to  
**except** (ĕk sĕpt')      exclude; but

"I would *accept* your loan," said Bill to the bartender, "*except* that I'm not ready to pay 25 percent interest"

*Fill in the blanks:* \_\_\_\_\_ that she can't \_\_\_\_\_ any criticism, Lori is a good friend.

Write sentences using *accept* and *except*.

---

---

**advice** (ăd vĭs')      a noun meaning "an opinion"  
**advise** (ăd vĭz')      a verb meaning "to counsel, to give advice"

I *advise* you to take the *advice* of your friends and stop working so hard.

*Fill in the blanks:* I \_\_\_\_\_ you to listen carefully to any \_\_\_\_\_ you get from your boss.

Write sentences using *advice* and *advise*

---

---

**affect** (uh fĕkt')      a verb meaning "to influence"  
**effect** (ĭ fĕkt')      a verb meaning "to bring about something"; a noun meaning "result"

The full *effects* of marijuana and alcohol on the body are only partly known; however, both drugs clearly *affect* the brain in various ways.

*Fill in the blanks:* The new tax laws go into \_\_\_\_\_ next month, and they are going to \_\_\_\_\_ your income tax deductions.

Write sentences using *affect* and *effect*.

---

---

**desert** (dĕz' ert)                      a stretch of dry lands; to abandon one's post or duty  
**dessert** (dĭ zĕrt')                      last part of a meal

Camels are animals on the *desert*; they are also cigarettes people smoke after dinner with their coffee and *dessert*.

*Fill in the blanks:* After their meal, they carried their \_\_\_\_\_ into the living room so that they would not miss the start of the old \_\_\_\_\_ movie.

Write sentences using *desert* and *dessert*

---

---

**loose** (lū's)                              not fastened; not tight-fitting  
**lose** (lūz)                                misplaced; fail to win

Phil's belt is so *loose* that he always looks ready to *lose* his pants.

*Fill in the blanks:* At least once a week our neighbors \_\_\_\_\_ their dog; it's because they let him run \_\_\_\_\_.

Write sentences using *loose* and *lose*

---

---

**quiet** (kwī't)                              peaceful  
**quite** (kwīt)                                entirely; really; rather

After a busy day, the children were now *quiet*, and their parents were *quite* tired.

*Fill in the blanks:* The \_\_\_\_\_ halls of the church become \_\_\_\_\_ lively during square dance evenings.

Write sentences using *quiet* and *quite*.

---

---

**though** (thō)        despite the fact that  
**thought** (thôt)     past form of think

Even *though* she worked, she *thought* she would have time to go to school.

*Fill in the blanks:* Susan \_\_\_\_\_ she would like the job, but even \_\_\_\_\_ the pay was good, she hated the traveling involved.

Write sentences using *though* and *thought*.

---

---

#### Review Test 1

Underline the correct word in the parenthesis. Rather than guessing, look back at the explanations of the words when necessary.

Please take my (advice, advise) and (where, wear) something warm and practical, rather (than, then) something fashionable and flimsy.

Glen felt that if he could (loose, lose) twenty pounds, the (affect, effect) on his social life might be dramatic.

(Their, There, They're) going to show seven horror films at (their, there, they're). Halloween night festival; I hope you'll be (their, there, they're).

(Your, You're) going to have to do (a, an) better job on (your, you're) final exam if you expect to pass the (coarse, course).

Those (to, too, tow) issues are (to, too, two) hot for any politician (to, too, two) handle.

Even (though, thought) the (brakes, breaks) on my car were worn, I did not have (quiet, quite) enough money to get them replace (right, write) away.

(Accept, Except) for the fact that my neighbor, receives most of his mail in (plain, plane) brown wrappers, he is (know, no) stranger (than, then) anyone else in this (hole, whole) of a rooming house.

(Its, It's) hard to deny the fact that (their, there, they're) are many fools in the world.

(Whose, Who's) the culprit who left the paint can on the table? The paint has ruined a (knew, new) tablecloth, and (its, it's) soaked (threw, through) the linen and (affected, effected) the varnish stain on the table.

## COMMONLY CONFUSED WORDS

Words that sound alike or look alike (moral/morale) often confuse students, especially those using spell checkers. This lengthy list of commonly confused words with simple definitions will help you decide which spelling fits your sentence.

accept	to receive
except	with the exclusion of
advice	recommendation (noun)
advise	to recommend (verb)
adverse	unfavorable
averse	opposed to
affect	to influence (verb); emotional response (noun)
effect	result (noun); to cause (verb)
aisle	space between rows
isle	island
allude	to make indirect reference to
elude	to avoid
allusion	indirect reference
illusion	false idea, misleading appearance
already	by this time
all ready	fully prepared
altar	sacred platform or place
alter	to change
altogether	thoroughly
all together	everyone/everything in one place
a lot	a quantity; many of something
allot	to divide or portion out
angel	supernatural being, good person
angle	shape made by joining 2 straight lines
are	plural form of "to be"
our	plural form of "my"
accent	pronunciation common to a region
ascent	the act of rising or climbing
assent	consent, agreement
assistance	help
assistants	helpers



bare	nude, unadorned
bear	to carry; an animal
beside	close to; next to
besides	except for; in addition
boar	a wild male pig
bore	to drill a hole through
board	piece of wood
bored	uninterested
born	brought into life
borne	past participle of "to bear" (carry)
breath	air taken in (noun)
breathe	to take in air (verb)
brake	device for stopping
break	destroy; make into pieces
buy	to purchase
by	next to; through the agency of
canvas	heavy cloth
canvass	to take a survey; a survey
capital	major city
capitol	government building
choose	to pick
chose	past tense of "to choose"
clothes	garments
cloths	pieces of fabric
coarse	rough
course	path; series of lectures
complement	something that completes
compliment	praise, flattery
conscience	sense of morality
conscious	awake, aware
corps	regulated group
corpse	dead body
council	governing body
counsel	advice; to give advice

dairy	place where milk products are processed
diary	personal journal
descent	downward movement
dissent	disagreement
dessert	final, sweet course in a meal
desert	to abandon; dry, sandy area
device	a plan; a tool or utensil
devise	to create
discreet	modest, prudent behavior
discrete	a separate thing, distinct
do	a verb indicating performance or execution of a task
dew	water droplets condensed from air
due	as a result of
dominant	commanding, controlling
dominate	to control
die	to lose life; one of a pair of dice
dye	to change or add color
dyeing	changing or adding color
dying	losing life
elicit	to draw out
illicit	illegal, forbidden
eminent	prominent
imminent	about to happen
envelop	to surround (verb)
envelope	container for a letter (noun)
everyday	routine, commonplace, ordinary (adj.)
every day	each day, succession (adj. + noun)
fair	light skinned; just, honest; a carnival
fare	money for transportation; food
farther	at a greater(measurable) distance
further	in greater(non-measurable) depth
formally	conventionally, with ceremony
formerly	previously
forth	forward
fourth	number four in a list

gorilla	animal in ape family
guerrilla	soldier specializing in surprise attacks
hear	to sense sound by ear
here	in this place
heard	past tense of "to hear"
herd	group of animals
hoard	a hidden fund or supply, a cache
horde	a large group or crowd, swarm
hole	opening
whole	complete; an entire thing
human	relating to the species <i>homo sapiens</i>
humane	compassionate
its	possessive form of "it"
it's	contraction for "it is"
knew	past tense of "know"
new	fresh, not yet old
know	to comprehend
no	negative
later	after a time
latter	second one of two things
lead	heavy metal substance; to guide
led	past tense of "to lead"
lessen	to decrease
lesson	something learned and/or taught
lightning	storm-related electricity
lightening	making lighter
loose	unbound, not tightly fastened
lose	to misplace
maybe	perhaps (adv.)
may be	might be (verb)
meat	animal flesh
meet	to encounter
mete	to measure; to distribute
metal	a hard organic substance
medal	a flat disk stamped with a design
mettle	courage, spirit, energy

miner	a worker in a mine
minor	underage person (noun); less important (adj.)
moral	distinguishing right from wrong; lesson of a fable or story
morale	attitude or outlook usually of a group
passed	past tense of "to pass"
past	at a previous time
patience	putting up with annoyances
patients	people under medical care
peace	absence of war
piece	part of a whole; musical arrangement
peak	point, pinnacle, maximum
peek	to peer through or look furtively
pique	fit of resentment, feeling of wounded vanity
pedal	the foot lever of a bicycle or car
petal	a flower segment
peddle	to sell
personal	intimate; owned by a person
personnel	employees
plain	simple, unadorned
plane	to shave wood; aircraft (noun)
precede	to come before
proceed	to continue
presence	attendance; being at hand
presents	gifts
principal	foremost (adj.); administrator of a school (noun)
principle	moral conviction, basic truth
quiet	silent, calm
quite	very
rain	water drops falling; to fall like rain
reign	to rule
rein	strap to control an animal (noun); to guide or control (verb)
raise	to lift up
raze	to tear down
rational	having reason or understanding
rationale	principles of opinion, beliefs

respectfully	with respect
respectively	in that order
reverend	title given to clergy; deserving respect
reverent	worshipful
right	correct; opposite of left
rite	ritual or ceremony
write	to put words on paper
road	path
rode	past tense of "to ride"
scene	place of an action; segment of a play
seen	viewed; past participle of "to see"
sense	perception, understanding
since	measurement of past time; because
sight	scene, view, picture
site	place, location
cite	to document or quote (verb)
stationary	standing still
stationery	writing paper
straight	unbending
strait	narrow or confining; a waterway
taught	past tense of "to teach"
taut	tight
than	besides
then	at that time; next
their	possessive form of "they"
there	in that place
they're	contraction for "they are"
through	finished; into and out of
threw	past tense of "to throw"
thorough	complete
to	toward
too	also; very (used to show emphasis)
two	number following one
track	course, road
tract	pamphlet; plot of ground
waist	midsection of the body
waste	discarded material; to squander

waive	forgo, renounce
wave	flutter, move back and forth
weak	not strong
week	seven days
weather	climatic condition
whether	if
wether	a neutered male sheep
where	in which place
were	past tense of "to be"
which	one of a group
witch	female sorcerer
whose	possessive for "of who"
who's	contraction for "who is"
your	possessive for "of you"
you're	contraction for "you are"
yore	time long past

# Common Errors in Spoken English

English is a confusing language because it has so many grammatical rules that sometimes change according to the usage and thus, the people who haven't studied the rules make mistakes in spoken and written English but there we have 100-most common list of errors that most people don't notice while speaking English but once you read them here, you are not going to forget it.

## 1. Wedding/ Marriage

---

We are going to attend a marriage. – Incorrect. We are going to attend a wedding- Correct.

Because: wedding refers to a function/ceremony while marriage is the relationship.

## 2. Ask For/ Ask To/Ask About

---

I need to ask to my boss- Incorrect I need to ask my boss- Correct

Never use any preposition between ask and the noun or pronoun used for the person you are going to ask.

Ask For is used when you want something.

I asked for a salary hike.

I asked him for a cup of coffee.

Ask About is used when you are looking for some information or enquiring about something.

I asked about his health. They asked me about my job.

Ask to is used when you want someone to do something. I asked him to turn off the light.  
They asked me to help them.

### **3. Suggest and Recommend**

---

Recommend and suggest are always followed by that or by the –ing form.

Don't say: "I recommend you to get more exercise."

Don't use "to"!

Examples:

I suggested that he see a doctor. I suggested seeing a doctor

### **4. Pass and Spend Time**

---

They are different meaning. Passing time refers to an activity that you do to just leisure away the time. Like you are getting bored at a salon and you read a magazine to pass time or you played a game to pass time. Spending time is adding value to your time and you spend time to do things you like.

I pass my time reading books.- Incorrect

I spend my time reading books. – Correct



## 5. Irregular Plural

---

Usually we know that using s/es makes a noun plural but some nouns are exceptions and due to lack of knowledge or practice we use irregular nouns like

I have three childrens- Incorrect. Children is the plural of child.

Their wives are beautiful. Incorrect

Their wives are beautiful. They love their lives.

They love their lives.

## 6. Dozen/Dozens, Hundred/Hundreds, Pair/Pairs

---

I bought two dozens bananas. – Incorrect I bought two dozen bananas.- Correct.

He has two pair of shoes- Correct He has two pairs of shoes.- Incorrect

Five hundred rupees have been spent- Correct Five hundreds rupees have been spent- Incorrect.

Reason: Units such as: dozen, hundred, thousand, million, billion, air are used same for singular and plural nouns/pronouns.

## 7. Words ending with age, ery, ance

---

Words ending with age and ery, ance are always used as singular nouns

(Baggage, breakage, homage, hostage, patronage, heritage, jewellery, pottery, liberty, maintenance, greenery etc) like:

He broke my crokeries. Incorrect. He broke my crockery.

He has heavy luggages- Incorrect.

He has heavy luggage- Correct.

## 8. News

---

A or An is not used before News. Only the can be used. News has no plural form.

A news is fake.- Incorrect

The new is fake- Correct

## 9. Use of The

---

Not Used before	Used
the names of mountain peaks Mount Everest	Before the series of mountains The Himalayas
Names of rivers Ganga, Yamuna	Before the names of oceans The pacific ocean
Before the name of a particular island Sumatra, Bali, Java	Before the names of seas, bays, gulfs, dessertts, canals The Arabian Sea, The Bay of Bengal, The Persian Gulf
Not used before the names of languages	Before the names of aeroplanes, Ships, trains The Meghdoot, The Vikrant, The Punjab Mail
If the name of the author is used before the name of religious book the is not used Tulsi's Ramayana	Before the name of Religious books, communities The Ramayana. The Hindu

Not used before proper nouns like Patna, America, Delhi	Before directions, government branches, historical places/buildings/period/era,
Before the subjects like physics, maths	Means of transport
Before uncountable nouns like gold, silver	the first/second, third.. next last
Before meals like lunch, dinner, days and months, festivals, diseases	political parties, instruments, / inventions/parts of body

## 10. In-laws

---

I have two sister-in-laws- Incorrect I have two sisters-in-law- correct

## 11. Women/Lady/Madam

---

Women- is a feminine word that refers to gender/sex.

Lady- is used for a women regard as having high characteristic values or social ranking

Incorrect	Correct
A lady-doctor has been sent for	A women-doctor has been sent for

A lady-teacher teaches me.	A women-teacher or a female-teacher teaches me.
----------------------------	---

Word “Lady” is not used in singular form for direct address. To address a women directly we use madam. Lady is used to represent of a women but madam cannot be.

Incorrect	Correct
May I come in Lady?	May I come in Madam?
He stole a madam’s bag	He stole a lady’s bag.

## **12. Sequence of pronouns**

In a normal sentence when we need to place pronouns of different ‘persons’ consecutively, we have to mention second person first, then third person and at last first person(231).

Example:

You, he and I will go to movie- theater today.

You, Subham and I will participate in the debate competition.

If the pronouns are in plural form then first person is followed by second and third person(123).

Example:

We, you and they will visit the slum today.

In case of unpleasant actions the order will be first person, third person and second person(132).

Example:

I, Sunita and you are equally guilty.

### **13. Because**

---

Never use because after “the reason”.

The reason I resigned is because I was not prepared for the job. Incorrect

The reason I resigned is that I was not prepared for the job.- Correct I resigned because I was not prepared.- Correct

### **14. Former and Latter**

---

Former refers to the first of the two previously mentioned persons/things and latter refers to the second one.

Ram and shyam are intelligent students. The former is good at Mathematics while the latter is good at English.

### **15. Take/Give Exams**

---

I am giving the exam. – Incorrect.

I am taking the exam.- Correct

### **16. Fastly**

---

In English language, there is no such word called “ Fastly” the adverb form of fast is “Fast”.

People often use. Run Fastly. Come Fastly. These are incorrect. Come fast. Correct

Run Fast- Correct

### **17. Among/Between**

---

Among is used when there are more than two people/things and between is used for two persons/things.

Distribute the candies between Ram and Shyam. Distribute the candies among Ram, Shyam and Mohan.

### **18. Misplaced Nouns/Verbs/Adverbs as modifiers**

He threatened to divorce her often. -Incorrect He often threatened to divorce her.- Correct

We gave the cakes to the customers in the refrigerator- Incorrect

We gave the cakes in the in the refrigerator to the customers- Correct

He offered to paint the wall last night. - Incorrect Last night, he offered to paint the wall.- Correct

### **19. Parallel verb phrases**

When there are two parallel verb working together then two helping verbs will be used. She was late for school and punished by her teacher. - Incorrect

She was late for school and was punished by her teacher- Correct He learned to play violin, to swim and sail.- Incorrect

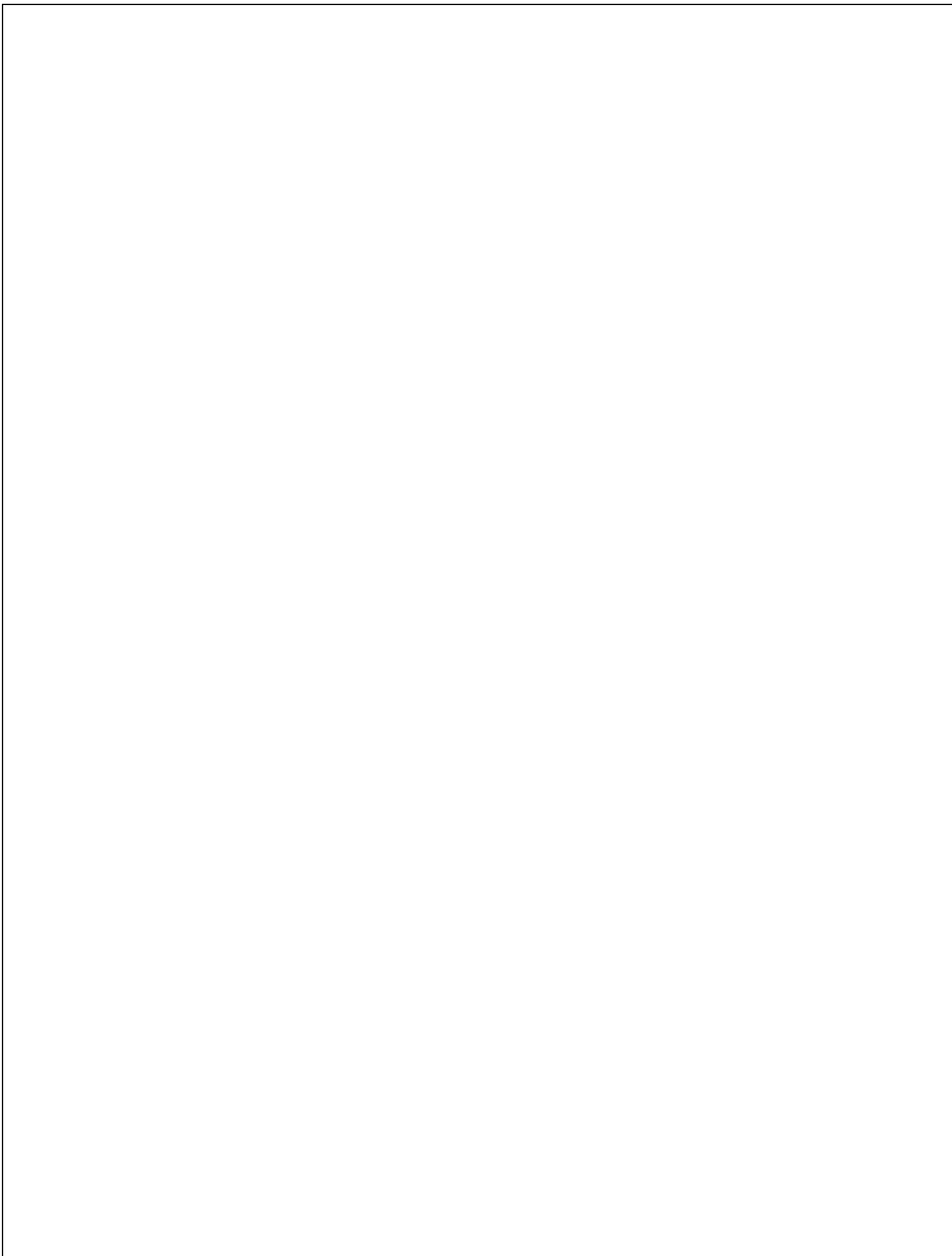
He learned to play violin, to swim and to sail- Correct

### **20. Beside/Besides**

Beside means next to someone and besides means in addition to something

He came and sat beside me.

Besides studies, he is doing well in sports.



# WORKSHEET 1

## SUBJECT : *Subject Pronouns and Verb “To Be”*

### A) Fill in the blanks using “HE, SHE, IT, WE, THEY”:

cat and horse.....	Mary.....	Tom .....
Jack and I .....	books .....	sister .....
You and Dave .....	plane .....	sunshine .....
cheese .....	cactus .....	parents .....
Pamela .....	news .....	scissors .....
geese .....	flowers .....	piano .....
school .....	daughter .....	milk .....
children .....	sugar .....	feet .....
bicycle .....	Ann and Kate .....	tennis .....
son .....	mice .....	sky .....
shop .....	buses .....	papers .....
Mr. Green .....	brother-in-law .....	picture .....
friendship .....	dolphin .....	The Riggs family .....

### B) Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:

1. It .....an onion. (+)
2. Jasmine ..... a student. (-)
3. We .....friends. (+)
4. I.....hungry. (-)
5. Mark ..... 20 years old. (+)
6. A bee.....a big insect. (-)
7. Newsweek.....a magazine. (+)
8. I.....a professional football player. (-)
9. I know you. You ..... in my class. (+)
10. Cows ..... insects. They ..... mammals. (- / +)
11. İzmir ..... a city. (+)
12. He ..... a postman. (+)
13. It .....nine o'clock. (+)
14. Manhattan ..... an island. (-)
15. Mr. Richards ..... a lawyer. (+)
16. I .....ill. I..... happy. (+ / -)
17. London .....a big city. (+)
18. Dave and Adrian ..... sisters. They ..... brothers. (- / +)
19. New York ..... near to New Jersey. (+)
20. Susan and I ..... teachers. We ..... students. (- / +)

### C) Fill in the blanks using “AM, IS, ARE, AM NOT, ISN’T, AREN’T”:

1. Germany, England, and Spain ..... cities.
2. A lemon ..... sweet. It.....sour.
3. Copper ..... cheap. Diamonds.....expensive.
4. Airplanes ..... slow. They ..... fast.
5. Ice cream and candy ..... sweet.
6. Today ..... cloudy. It.....bright.
7. My brother ..... married. He ..... single.
8. I ..... from Turkey. I..... from Canada.
9. Maths ..... hard. It.....easy.
10. Mariah ... a beautiful girl. She ..... ugly.



**D) Rewrite the sentences by using “IS, ISN’T, AM, AM NOT”:**

1. London aren’t a country. ....*London isn’t a country*.....
2. The United States aren’t a city. ....
3. An elephant am not a small animal. ....
4. English and Turkish isn’t sister languages. ....
5. Mercedes aren’t a bike. ....
6. Is I a student ? .....
7. Mrs. Stuart aren’t a poor woman. ....
8. Cigarettes isn’t good for people. ....
9. The North Pole am not hot. ....
10. Simon are from United Kingdom. ....

**E) Complete this postcard by using “AM, IS, ARE, AM NOT , ISN’T,AREN’T”:**

Hello!  
My name ....**is**..... Jack, and this ....**is**... Sue.  
She ..... my sister. Sue.....twelve years old and I ..... sixteen.  
We ..... adults. We ..... students. We ..... Canadians. We .....  
Americans.  
We ..... from Chicago. Chicago ..... in the United States.

Best regards,  
Jack

**F) Choose the best answer:**

1. Maggie and Carol ..... good friends.  
a) am            b) are            c) is            d) isn’t
2. Sue ..... a science teacher.  
a) are not        b) is            c) are            d) am
3. Mark Steven ..... a student at Kennedy High School. It ..... an old school.  
a) am / is        b) are / is        c) is / am        d) is / is
4. Margarita ..... from Spain. I ..... from Turkey.  
a) is / am        b) are / is        c) am / is        d) is / are
5. You and I ..... at the same age.  
a) am            isn’t            c) are            d) is

## WORKSHEET 2

**SUBJECT: *Present Simple, Present Continuous***

### **A) Read the paragraph and answer the questions:**

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving.

It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now.

It is 24.00 now Brian is going to bed. He always goes to bed at 24.00.

- |   |  |
|---|--|
| 1. What does Brian do?                        | 6. When does he always have his lunch?   |
| 2. What time does he usually get up?          | 7. What is he doing at 12.00 today?      |
| 3. How does he usually go to work?            | 8. Why does he usually watch TV at 7.30? |
| 4. Why is he driving to work today?           | 9. What time does he go to bed?          |
| 5. What time does he arrive at work everyday? | 10. What time is he going to bed now?    |

### **B) Fill in the blanks with PRESENT CONTINUOUS or SIMPLE PRESENT:**

1. The children..... (play) outside now.
2. She usually.....(read) the newspaper in the morning.
3. I..... (do) my homework now.
4. I..... (eat) my dinner now.
- 5..... (you / want) a pizza?
6. They..... (watch) TV now.
7. I..... (not / like) spaghetti.
8. The baby ..... (sleep) now.
9. My mother usually.....(cook) dinner in the evening.
10. He ..... (write) a letter to his pen-friend every month.
11. She ..... (not / like) football.
12. Mary ..... (listen) to music now.
13. Tom usually .....(drink) coffee, but he ..... (drink) tea now.
14. We .....(go) to the disco tonight.
- 15..... (he / go) to work by bus everyday.

**C) Read the questions & answers about ALAN and ask and answer about JUDITH.**

**Questions:**

**ALAN**

- |                                       |   |
|---------------------------------------|---|
| 1. What does Alan do?                 | 1. Alan's a lorry driver.               |
| 2. How old is Alan?                   | 2. He's twenty-five years old.          |
| 3. How many days a week does he work? | 3. He works five days a week.           |
| 4. What time does he get up?          | 4. He gets up at six o'clock every day. |
| 5. What does he eat for breakfast?    | 5. He eats an enormous breakfast.       |
| 6. What does he drink?                | 6. He drinks two cups of tea.           |
| 7. What does he do after breakfast?   | 7. Then he kisses his wife.             |
| 8. What time does he leave for work?  | 8. He leaves for work at half past six. |
| 9. Where does he have lunch?          | 9. He has lunch in a transport café.    |
| 10. What time does he come home?      | 10. He comes home at five o'clock.      |
| 11. Where does he go in the evening?  | 11. In the evening he goes to the pub.  |
| 12. What time does he go to bed?      | 12. He goes to bed at ten o'clock.      |

**Questions:**

**JUDITH**

- |          |                     |
|----------|---------------------|
| 1. ....  | 1. secretary        |
| 2. ....  | 2. 18               |
| 3. ....  | 3. 5 days a week.   |
| 4. ....  | 4. 7.30             |
| 5. ....  | 5. cornflakes       |
| 6. ....  | 6. orange-juice     |
| 7. ....  | 7. parents          |
| 8. ....  | 8. 8.15             |
| 9. ....  | 9. in the canteen   |
| 10. .... | 10. home / 5.30     |
| 11. .... | 11. evening classes |
| 12. .... | 12. eleven o'clock  |

**D) Fill in the chart for yourself. Then look at the example. Choose and write TEN sentences from the chart:**

	Always		Usually		Often		Sometimes		Never	
	Tom	You	Tom	You	Tom	You	Tom	You	Tom	You
Drink fizzy drinks	*									
buy fast food			*							
play tennis							*			
eat sweets			*							
watch TV in the evenings	*									
save money										*
listen to cassettes			*							
play computer games					*					

Example: *Tom always drinks fizzy drinks.*

1. ....
2. ....
3. ....
4. ....

5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

**E) Now ask questions about the CHART:**

Example: *How often does Tom buy fast food?*  
*Does Tom play tennis?*

*He usually buys fast food.*  
*No, he doesn't play tennis.*

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

He always watches TV.  
 He sometimes plays tennis.  
No, he doesn't save money.  
 Yes, he usually listens to cassettes.  
 He often plays computer games.  
Yes, he always drinks fizzy drinks.  
 He usually eats sweets.

**F) Complete the sentences with SIMPLE PRESENT or PRESENT CONTINUOUS:**

1. Susan usually ..... (go) to school by bus, but now she ..... (go) to school by train.
2. Mary often ..... (read) in bed, but today she is very tired and she ..... (not / read).
3. The boys usually ..... (ride) their bikes to school. They ..... (like / ride) their bikes. They ..... (be) very naughty boys. They always ..... (go) to school late. Today their teacher ..... (be) very angry, because they ..... (be) late again.
4. Mary ..... (like / eat) sweets. Every morning she ..... (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often ..... (eat) sweets or ice-cream. She ..... (not / like / eat) fruit or vegetables. She ..... (eat / never) eggs or cheese. Today she ..... (be) sick. She ..... (sleep) in her room now.

**G) Use a preposition ( ON, IN, AT, BY ) in each blank:**

- a. Jane goes to work ..... bus.
- b. My birthday is.....March.
- c. We are going to meet.....4:00 p.m.
- d. Students must go to school ..... weekdays.
- e. Do you do play tennis ..... the weekend?
- f. His birthday is.....November 5<sup>th</sup> .
- g. We have art lesson..... Mondays.

**H) Read the text carefully and answer the questions:**

Right now I am looking at a picture of Barbara. She is not at home in the picture. She is at the park. She is sitting on a bench. She is eating her lunch. Some boys and girls are running on a patch in the park. A squirrel is sitting on the ground in front of Barbara. The squirrel is eating a nut. Barbara is watching the squirrel. She always watches squirrels when she eats her lunch in the park. Some ducks are swimming in the pond in the picture, and some birds are flying in the sky. A policeman is riding a horse. He rides a horse in the park every day. Near Barbara, a family is having a picnic. They go on a picnic every week.

- a. Where is Barbara in the picture?
- b. What is she doing?
- c. What is the squirrel doing in the picture?
- d. What does Barbara always do when she has lunch in the park?
- e. What are the ducks doing?
- f. How often does the policeman ride his horse?
- g. How often does the family have a picnic at the park?

**I) Write a verb in each blank. Use the correct forms of the VERBS:**

1. Can you.....a motorbike?
2. Tim can..... the guitar?
3. Sam is ..... milk at the moment?
4. "Who is that lady?"
5. "I don't....."
6. Emma can ..... Spanish and German, but her sister can't.
7. I'm ..... my homework now.
8. " ..... your name, please."
9. "G-A-R-R-Y"
10. Excuse me. Can I..... you a question?
11. Please go to the supermarket and..... some cheese.
12. He is..... water now because he is thirsty.
13. Every weekend they.....their thirsty.
14. Listen! Jack is ..... a song.
15. Can you.....me, please? I can't carry these bags.
16. My dog and his cat are.....now. My dog doesn't like cats.
17. There is a party in Ann's house. They are playing music. and .....

**J) Use the CORRECT TENSE:**

1. Look! Jane ..... (sing) again. She often ..... (sing) this song.
2. My father ..... (have) a lot of work to do every weekend.

3. The girls..... (not / talk) now. All of them  
..... (watch) a film.
4. .... you ..... (like) watching TV?
5. He ..... (usually / go) at 9:00 o'clock, but this morning  
he ..... (leave) home late.
6. I..... (visit) my grandparents every Friday. My sister  
..... (often / visit) them.
7. The boys ..... (swim) in the pool now but they  
..... (usually / swim) in the sea.
8. She ..... (write) a letter to her pen-friend at the moment.
9. They ..... (sometimes / have) lunch at work, but today  
they ..... (have) at a restaurant.
10. She can't talk to you. She ..... (have) a shower.
11. "Where ..... Alex ..... (live)?" "In France."
12. Tom..... (like / ride) a horse in his free times.
13. The children ..... (play) the piano and.....(sing)  
a song at the moment.
14. My mother ..... (always / cook) in the morning.
15. What ..... (you / usually / do) at weekends?
16. Jane ..... (give) a party today because it  
..... (be) her birthday.
17. The lesson..... (start) at 9 o'clock every morning.
18. Adam is in his room now. He ..... (write) a letter to his pen-  
friend. He..... (always / write) him a letter.

**K) Answer the questions:**

1. How often do you walk to school?
2. What do you do after school?
3. What can you eat in an Italian restaurant?
4. Where does a doctor work?
5. What are you going to do next Saturday?

**L) Ask questions for the underlined words:**

1. .... ?  
George often has a bath.
2. .... ?  
Mike eats corn-flakes for breakfast every morning.
3. .... ?  
The teacher is writing some examples on the board.
4. .... ?  
Tom is watching a film now.
5. .... ?  
My parents never smoke cigarettes.
6. .... ?  
Peter and Rob go to school by service bus.
7. .... ?  
Sam is doing his homework in his room.

8. .... ?  
I read **two** books every month.
9. .... ?  
I can't understand Hans ***because I don't know German.***
10. .... ?  
**No**, Sally isn't writing a letter now.

**M) Write a question word in each blank (For example: When, How, Why, How many ..) and then match the questions with the answers:**

- |                                      |                         |
|--------------------------------------|-------------------------|
| 1. .... is your music lesson?        | a) Because, I'm hungry. |
| 2. .... is it?                       | b) Fine.                |
| 3. .... books are there in your bag? | c) Germany.             |
| 4. .... likes James?                 | d) Mary.                |
| 5. .... is your watch?               | e) In the garden.       |
| 6. .... are you?                     | f) In June.             |
| 7. .... are the children?            | g) It is half past two. |
| 8. .... your father's birthday?      | h) 5.                   |
| 9. .... do you want a sandwich?      | I) Tuesday.             |
| 10. .... is she from?                | j) Six.                 |

**N) Build up sentences:**

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom //
3. mother / can ( - ) / help me / now / because / she / cook / kitchen //
4. Where / your cousin / live / ? // She / live / Sydney / Australia //
5. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //
6. Tim / usually / go / work / bicycle //
7. children / play / games / everyday //
8. My brother / can ( - ) / play / tennis / because / he / not / have / racket //
9. How often / mother / cook / pizza / ? //
10. My parents / not / like / roller-skates / because / they / be / dangerous //

## WORKSHEET 2

**SUBJECT : Tense Review (Present Simple / Present Continuous / Simple Past)**

**A) Complete the sentences using the verbs in brackets in the PRESENT CONTINUOUS or PRESENT SIMPLE:**

1. Please be quiet. I..... (try) to read the paper.
2. This is a very quiet town. Where.....(people / go) in the evenings?
3. John ..... (drink) milk every night, but now he ..... (drink) tea.
4. What .....(you / do) with all that paper and glue?
5. I..... (not / use) the computer at the moment so you can use it.
- 6..... (Karen and John / ever / write) to you?

**B) PRESENT CONTINUOUS or PRESENT SIMPLE in context. Put in the right form of the verb in brackets:**

- Laura : Hello, George! What ..... (you / do) these days?  
George : Hi, Laura. I.....(learn) French and Spanish at college. What about you?  
Laura : Me? Oh, I.....(work) at a Travel Agency until August.  
George .....(you / like) it?  
Laura : Yes, I do. I..... (work) in the shop most mornings, and three afternoons a week the manager .....(tell) me about the travel business. I ..... (work) quite long hours. I ..... (not / get) home until six, but I..... (prefer) that to not having enough to do.  
George : Yes, I ..... (work) hard too at the moment.It ..... (become) more and more difficult to get a job using languages. They ..... (ask) for higher and higher exam grades all the time.  
Laura : You can do it, George. You.....(be) clever.  
George : Thanks. Laura.

**C) Put the verbs in brackets into PRESENT CONTINUOUS or PRESENT SIMPLE:**

It .... *is* ..... winter and the snow ..... (fall). It usually ..... (snow) in January here. Betty and James.....(play) in the garden. They ..... (build) a snowman and they ..... (throw) snowballs. They..... (like) the snow very much! Their mother and father ..... (not / like) it. They always ..... (stay) in the house when it is cold. Mother usually..... (watch) TV and Father ..... (listen) to the radio or ..... (read) a book. At the moment they ..... (sit) in the living-room. Mother ..... (write) a letter and Father ..... (read) a book.



**D) Complete the dialogue using the verbs in brackets in the correct form:**

- A: Why ... *don't you finish* .... (you / not / finish) your homework and come and watch TV?  
B: Because I.....(not / understand) it. It is too difficult.  
A: Why ..... (you / not / ask) your teacher to explain it?  
B: Because I.....(not / like) him.  
A: And why ..... (you / not / like) him?  
B: Well, he..... (always / shout) at me.  
A: Why ..... (he / shout) at you?  
B: Well, I ..... (not / work) in class and I .....  
..... (not / do) my homework.  
A: Well, no wonder he.....(shout) at you. Give me your book  
now. We'll try and do it together.

**E) Put the words in brackets in the correct place in the sentences:**

1. I .... *always*..... keep ..... my room tidy. (always)
2. Do you ..... go ..... on holiday in winter? (sometimes)
3. .... he ..... helps with the housework. (never)
4. She ..... plays.....cards. (rarely)
5. Does she ..... visit.....his friends? (often)
6. They ..... don't .....eat sweets. (often)
7. We ..... eat..... a lot of vegetables. (usually)
8. You ..... must .....tell lies. (never)
9. She ..... can..... answer the teacher's questions. (always)

**F) Put the verbs in brackets into PRESENT SIMPLE or PRESENT CONTINUOUS:**

- Caller: Good morning. ...*Is*..... (be) Mr. Green there?  
Man : No, he ..... (not / be) here. He..... (work)  
at the moment. He usually ..... (work) until 4 p.m.  
Caller: What about Mrs. Green? Where ..... (be) she?  
Man : She ..... (do) the shopping. She always .....  
(do) the shopping on Thursday afternoons.  
Caller: Where.....(be) the children?  
Man : They ..... (play) football.They always .....  
(play) football after school.  
Caller: How.....(you / know) all this? Who are you?  
Man : I.....(be) the burglar!

**G) Put the verbs in brackets into the correct tense:**

1. He often ..... *brings*..... (bring) me flowers.
- 2..... (you / meet) Paul yesterday?
3. Father..... (work) in the garden now.
4. What .....(you / do) at the moment?
5. Mr. Jones ..... (paint) his house last month.
6. She ..... (go) to school on foot every day.
7. It.....(be) hot yesterday.
8. The baby ..... (not / sleep) now.
9. He never.....(drive) fast.
10. She ..... (leave) Paris in 1987.

11. She always ..... (go) to church on Sunday.
12. I..... (buy) a new bicycle last week.
13. My family ..... (go) to the theatre yesterday.
14. Tom.....(live) in London three years ago.
15. My mother ..... (make) some coffee now.
16. Sam..... (go) to the circus yesterday.
17. I..... (talk) on the telephone at the moment.
18. Sally always..... (help) her mother in the house.
19. I..... (have) dinner in a restaurant last Friday.
20. Listen! The birds.....(sing) in the garden.
21. I often.....(buy) fruit from the greengrocer's.
22. My mother ..... (drink) tea now.
23. Look at Tom and Jim! They ..... (walk) up the hill.
24. That man..... (laugh) at the moment.
25. The cat ..... (play) with a ball now.
26. We always .....(wear) warm clothes in winter.
27. He often ..... (eat) a sandwich at lunchtime.

**H) Fill in the postcard with the correct form of the verbs.:**

Dear Joe,  
 Hello from Hawaii. .... ***We're having*** ... (have) a great time.  
 The sun ..... (shine) and we .....  
 (enjoy) every minute of our vacation. Jack .....  
 (sit) on the beach. He..... (watch) the  
 children. The water ..... (be) warm, but I'm lazy. So  
 I ..... (sit) on the sand and .....  
 (write) this postcard to you. We ..... (get)  
 very tan. Oh, and Jack..... (learn) to  
 surf. Are you surprised? I am.  
 Wish you were here.  
 Love, Jane, Jack, Billy and Sue

**I) Write sentences using the verbs at the right:**

***Where is everybody?***

- |   |                      |
|---|----------------------|
| 1. Harry and Jennifer are outside.<br>..... | * do homework        |
| 2. The dog's outside too.<br>.....          | * make dinner        |
| 3. Larry's in the dining room.<br>.....     | * talk to a friend   |
| 4. Sally's in the bathroom.<br>.....        | * set the table      |
| 5. Dad's in the kitchen.<br>.....           | * take a shower      |
| 6. Mom's on the phone.<br>.....             | * run after the ball |
| 7. I'm at my desk.                          |                      |

\* play baseball

**J) Fill in the blanks to complete the movie review. Use the correct tense of the verbs given:**

**E.T. by JOE BERNES**

Last night, I saw a good movie. The title of the movie was **E.T.** It was an excellent film. To my surprise. I ..... *laughed* ..... (laugh), I ..... (cry), and I ..... (worry) about the little creature from space, and I completely ..... (enjoy) the show.

The story is about an extraterrestrial person named E.T. He..... (land) on earth in a flying saucer. But his space ship.....(depart) without him. A little American boy ..... (discover) E.T. They .....(play) together and they ..... (like) each other a lot. But E.T. .... (miss) his home. He ..... (want) to go back. He ..... (plan) his return trip, but then ...

Well, go and see this excellent summer film and find out about E.T.

**K) Write the questions. Use WHEN, WHERE, WHO or WHAT:**

- A: We went to California on our vacation.  
B: Really? .... *Where did you stay*.....(you / stay)?  
A: In a hotel in Santa Monica.
- A: The children visited the usual tourist attractions.  
B: Oh, yeah?..... (they / see)?  
A: Oh, they went to Disneyland, the San Diego zoo, and a movie studio.
- A: My wife played a lot of tennis.  
B: .....(she / play) with?  
A: She played with our oldest son.
- A: I really enjoyed the trip. We even stayed a few extra days.  
B: .....(you / plan) to come home?  
A: Well, we planned to come home on Monday, but we didn't get back until Friday.

**L) Fill in the blanks to complete the postcard. Use the PAST TENSE form of the verbs given:**

Dear Mom,

I'm having a wonderful time. Last night I ..*went* ... (go) to the Hollywood Bowl with some friends. We ..... (take) a special bus and..... (get) there easily. A friend ..... (buy) some wine and we also ..... (bring) a picnic basket. So we .....(find) our seats and ..... (eat) our picnic. Then the concert ..... (begin). It .....(be) excellent. What a night!

Love, Kris

**M) Fill in the blanks to complete the letter:**

Dear Betty,

Thank you for dinner last night. We .. *ate* .... (eat) like Kings and ..... (have) a wonderful time. Charles ..... (put) so much effort into the meal. It ..... (be) a wonderful way to end our vacation.

Your directions were excellent. Unfortunately, Jim ..... (take) the wrong street and we ..... (get) lost. We finally ..... (find) the right street around 3:00 a.m. But we didn't go home. Instead we ..... (go) to the beach and ..... (see) the sunrise. It was spectacular. We ..... (get) back to the hotel around 7:00.

Again, many thanks.

Linda and Jim

**N) Complete the sentences. Use the PAST TENSE form of the verbs given:**

- A: Tom and I ..... (go) to see *The Big Thrill* yesterday.  
B: We ..... (see) it last weekend. Jackie ..... (think) it was horrible.  
A: So did we.
- A: Look, Uncle Tom ..... (get) me a violin.  
B: Last year he ..... (buy) me a drum.  
A: Last Christmas he ..... (bring) me a doll from Japan.  
B: Yeah, and you ..... (break) it the day after.
- A: I ..... (have) my umbrella at home again and it's really raining hard.  
B: I have the same problem. I ..... (lend) one to my boss last week. I guess she ..... (keep) it.
- A: Mom ..... (have) to pick up Kevin at the train station. She ..... (take) the dog with her.  
B: No, she didn't. I just ..... (see) him. He was swimming in the lake.

**O) Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT CONTINUOUS, or SIMPLE PAST.**

- I ..... (get) up at eight o'clock yesterday morning.
- Mark ..... (talk) to John on the phone last night.
- Mark ..... (talk) to John on the phone right now.
- Mark ..... (talk) to John on the phone every day.
- Jim and I ..... (eat) lunch at the cafeteria two hours ago.
- We ..... (eat) lunch at the cafeteria every day.
- I ..... (go) to bed early last night.
- My roommate ..... (study) Spanish last year.

9. Sue ..... (write) a letter to her parents yesterday.
10. Sue ..... (write) a letter to her parents every week.
11. Sue is in her room right now. She.....(sit) at her desk. She  
..... (write) a letter to her boyfriend.
12. Marianne..... (do) her homework last night.
13. Yesterday I.....(see) Dick at the library.
14. I ..... (have) a dream last night.I.....(dream)  
about my friends. I.....(sleep) for eight hours.
15. Alice .....(smoke) a cigarette after class yesterday.
16. My wife..... (come) home around five every day.
17. Yesterday she.....(come) home at 5:15.
18. Our teacher ..... (stand) in the middle of the room right now.
19. Uor teacher ..... (stand) in the front of the room yesterday.
20. John usually..... (sit) in the back of the room, but yesterday he  
..... (sit) in the front row. Today he.....(be) absent.  
He .....(be) absent two days ago too.

**P) Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, PRESENT CONTINUOUS, or SIMPLE PAST.**

1. I .....(go / not) to a movie last night. I..... (stay)  
home.
2. Fred..... (come / not) to class every day.
3. Sue ..... (read) a book right now. She .....  
(watch / not) TV.
4. I ..... (finish / not) my homework last night. I .....  
(go) to bed early.
5. Jane ..... (stand / not) up right now. She .....  
(sit) down.
6. It ..... (rain / not) right now. The rain.....(stop)  
a few minutes ago.
7. The weather ..... (be / not) cold today, but it.....(be) cold  
yesterday.
8. Mary and I ..... (go / not) shopping yesterday. We ..... (go)  
shopping last Monday.
9. I ..... (go) to a movie last night, but I..... (enjoy / not) it.
10. I ..... (write) a letter to my girlfriend yesterday, but I .....  
..... (write / not) a letter to her last week.
11. My husband ..... (come / not) home for dinner last night. he  
..... (stay) at his office.
12. The children ..... (go) to bed a half an hour ago. They .....  
(sleep) now.
13. We ..... (be) late for the movie last night. The movie .....  
(start) at 7:00, but we..... (arrive / not) until 7:15.
14. He ..... (dance) with Mary now.
15. She usually.....(take) the bus to school.
16. Her husband never ..... (remember) her birthday.
17. We .....(watch) a film on television at the moment.

## REFERENCES

---

The contents of this textbook have been reproduced from original sources for educational purposes only and all the cited references are documented below. Copyright permission is already printed on most of the included exercise handouts. The topics covered in this course have been selected carefully so that they address the varying needs of ESL students.

- Michael McCarthy and Felicity O'Dell. *English Vocabulary in Use*. Cambridge UP, 2004.
- Susan Thurman. *The Only Grammar Book you'll Ever Need: A One-Stop Source for Every Writing Assignment*. Avon: Adams Media, 2003.
- Betty Schramper Azar. *Understanding and Using English Grammar*. New York: Longman, 1999.
- <https://writingcenter.fas.harvard.edu/>
- <https://learnenglish.britishcouncil.org/grammar>
- <https://stlcc.edu/student-support/academic-success-and-tutoring/writing-center/writing-resources/>