

“By the Water”

Reading Comprehension – Short Stories

Directions: Read the story. Then answer the questions below.

I live in a house by the water.
I sit by the water each day.

I take my bag there with me. In it, I pack a book and a blanket. I also carry a chair and a basket of food.

I walk down my back steps and sit in the same spot along the grass.

When I go out to the water in the morning, I am alone.

I hear the water.
I see the boats.
I feel calm.

It is the part of the day I like best.

Later, some children come to play by the water.
It is afternoon.
I hear them laughing.
I see them play ball.

“Nestor, Nestor!” the children yell when they see me on the beach.
I wave and smile.
“Play ball with us, Nestor!” the children shout.
“No, thanks,” I say. “I am too old to play ball. I walk with a cane and my hands are no longer good at catching.”

I try to read my book, but it is hard with all the noise.

I watch mothers and fathers fish along the shore. I am happy.
I hear the water.
I see the boats.
I eat my lunch.

Later, the **sky gets dark**.
I gather all of my things and go back to the house.
I get in bed. I hear the water through my open window.
The sound puts me to sleep.



Questions:

1) Where does Nestor live?

- A. on a farm
- B. on a mountain top
- C. in a boat on the water
- D. in a house by the water

2) What does Nestor do each day?

- A. He sits by the water.
- B. He plays by the water.
- C. He runs by the water.
- D. He swims in the water.

3) Which of the following things does Nestor bring with him to the water?

- I. food
- II. a blanket
- III. a fishing pole

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

4) Nestor lives in a house “*by the water.*” What is another way to write this?

- A. in the water
- B. over the water
- C. close to the water
- D. far away from the water

5) What do the children do by the water?

- I. fish
- II. laugh
- III. play ball

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

6) When do the children come to the water?

- A. in the morning
- B. in the afternoon
- C. in the evening
- D. at night

7) What kind of person does Nestor seem to be?

- A. calm
- B. sad
- C. loud
- D. young

8) What does the children's noise make it hard for Nestor to do?

- A. eat
 - B. catch fish
 - C. read
 - D. sleep
-

Questions (continued):

9) Who fishes?

- A. Nestor
- B. the children
- C. mothers and fathers
- D. all of the above

10) Why doesn't Nestor play with the children?

- I. He is too tired.
 - II. He cannot catch.
 - III. He feels he is too old.
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

11) How do Nestor's feelings change during the story?

- A. from calm to sleepy to happy
- B. from sleepy to calm to happy
- C. from calm to happy to sleepy
- D. from happy to sleepy to calm

12) What does Nestor mean when he says that the "sky gets dark"?

- A. that it is night
- B. that it is raining
- C. that the wind is blowing
- D. that the sky is angry

13) What is Nestor's favorite part of the day?

- A. the morning
- B. when he is watching the children
- C. the afternoon
- D. the night

14) When does Nestor hear the water?

- A. only in the morning
- B. only in the afternoon
- C. only in the night
- D. all the time

15) Nestor says, "It is the part of the day I like best." What is another way to write this sentence, while keeping its original meaning?

- A. I do not like this part of the day.
- B. I love this part of the day.
- C. It is my favorite part of the day.
- D. I like all parts of the day.

What is your favorite part of the day? Why?

DISCORSO INDIRETTO (Reported speech)

Esistono due modi per riferire ciò che una persona ha detto:

1. Mediante il **discorso diretto**: vengono riportate le parole esatte che sono state pronunciate, tra virgolette.
"Che bella giornata!", disse Mark.
"What a beautiful day!" Mark said.
2. Mediante il **discorso indiretto**: viene riferito ciò che è stato detto senza riportare le parole esatte. Il discorso indiretto è introdotto da un'espressione tipo *disse che*, oppure *spiegò che* etc...Rispetto al discorso diretto, il discorso indiretto subisce alcune trasformazioni.
< Egli disse che era una bella giornata. >
He said (that) it was a beautiful day.

Verbi che introducono il discorso indiretto

Il verbo che introduce il discorso indiretto è solitamente espresso al Simple Past, perché viene riferito ciò che è stato detto in un momento preciso del passato.

Normalmente si usano i verbi *to tell* e *to say* (dire). Dopo tali verbi si può omettere *that* (= che).

Si usa **to tell** quando si dice *a chi* è stato detto qualcosa. La persona segue direttamente il verbo *tell* senza l'interposizione di alcuna preposizione.

Mark told me (that) he was tired.

Mark mi disse che era stanco.

Si usa **to say** quando non è espressa la persona alla quale era rivolta la frase.

Mark said (that) he was tired.

Altri verbi che possono introdurre il discorso indiretto sono:

To add (aggiungere)

To admit (ammettere)

To answer (rispondere)

To argue (argomentare, obbiettare)

To assure* (assicurare)

To complain (lamentarsi, reclamare)

To deny (negare)

To explain (spiegare)

To object (obiettare)

To observe (osservare)

To point out (far notare)

To promise (promettere)

To remark (notare)

To remind* (ricordare)

To refuse (rifiutare)

To reply (rispondere, replicare)

* Questi verbi devono sempre essere seguiti dalla persona a cui si parla, senza l'interposizione di alcuna preposizione (vedi costruzione di *tell*).

Talvolta l'utilizzo di un verbo diverso da *say* o *tell* richiede che venga completamente modificata la costruzione della frase, pur lasciando inalterato il senso del discorso.

"Would you lend me £10 please?" (Mi presteresti 10 sterline, per favore?)

"No, I won't lend you any more money." >>> He refused to lend me any more money.

("No, non ti presterò altro denaro." >>> Si rifiutò di prestarmi altro denaro.)

Il verbo nel discorso indiretto

Quando il discorso indiretto è introdotto da un verbo al Simple Past, il tempo verbale del discorso indiretto subisce alcune modifiche che generalmente consistono nel *tornare indietro di un tempo*, secondo il seguente schema.

Discorso diretto	Discorso indiretto
Simple Present*	Simple Past
"I am tired", Mark said. "Sono stanco", disse Mark.	Mark said (that) he was tired. Mark disse che era stanco.
Present Continuous	Past Continuous
"I'm writing a letter", Mark said. "Sto scrivendo una lettera". disse	Mark said (that) he was writing a letter.

Mark.	Mark disse che stava scrivendo una lettera.
<p>Simple Past*</p> <p>"I saw her on Monday", Mark said. "L'ho vista lunedì", disse Mark.</p> <p>Nota: nell'inglese parlato corrente il Simple Past rimane frequentemente tale nel discorso indiretto.</p> <p>L'espressione <i>used to</i> rimane invariata nel discorso indiretto. Le proposizioni temporali introdotte da <i>when</i> rimangono solitamente invariate.</p> <p>"When I was a child I used to ride my bike to school", Mark said. "Quando ero bambino andavo a scuola in bicicletta", disse Mark.</p>	<p>Past Perfect / Simple Past</p> <p>Mark said (that) he had seen her on Monday. Mark disse che l'aveva vista lunedì.</p> <p>Nell'inglese parlato si può dire: Mark said (that) he saw her on Monday.</p> <p>Mark said (that) he used to ride his bike to school when he was a child. Mark disse che quando era bambino andava a scuola in bicicletta.</p>
<p>Present Perfect</p> <p>"I have seen that film", Mark said. "Ho visto quel film", disse Mark.</p>	<p>Past Perfect</p> <p>Mark said (that) he had seen that film. Mark disse che aveva visto quel film.</p>
<p>Past Continuous</p> <p>"I was thinking of going on holiday", Mark said. Stavo pensando di andare in vacanza, disse Mark.</p>	<p>Past Continuous</p> <p>Mark said (that) he was thinking of going on holiday. Mark disse che stava pensando di andare in vacanza.</p>
<p>Futuro con <i>will</i></p> <p>"I will buy a present for her", Mark said.</p>	<p>Condizionale Presente</p> <p>Mark said (that) he would buy a present for her.</p>

"Le comprerò un regalo", disse Mark.	Mark disse che le avrebbe comperato un regalo. (Vedi anche capitolo relativo al <i>Future in the Past</i> .)
Condizionale Presente "I would like to see that film", Mark said. "Vorrei vedere quel film", disse Mark.	Condizionale Presente Mark said (that) he would like to see that film. Mark disse che avrebbe voluto vedere quel film.
Imperativo " Listen to me! ", the teacher said. "Ascoltatemi!", disse l'insegnante.	Infinito con <i>to</i> The teacher told the students to listen to her. L'insegnante disse agli studenti di ascoltarla.
Infinito "I'm here to learn English ", Maria said. "Sono qui per imparare l'inglese", disse Maria.	Infinito Maria said (that) she was there to learn English. Maria disse che si trovava lì per imparare l'inglese.

*** Nota**

Quando il verbo del discorso indiretto esprime una situazione che è ancora vera nel momento in cui si parla, si può anche lasciare lo stesso tempo (Simple Present o Simple Past) del discorso diretto.

"I love living in London," Mark said.

"Mi piace moltissimo vivere a Londra", disse Mark.

A Mark piace ancora vivere a Londra:

Mark said (that) he loves living in London.

Mark disse che gli piace moltissimo vivere a Londra.

- **Aggettivi e pronomi possessivi**
- **Dimostrativi**
- **Espressioni di luogo e di tempo**

Oltre al soggetto, anche gli aggettivi e pronomi possessivi, i dimostrativi e le espressioni di tempo e luogo cambiano nel passaggio dal discorso diretto al discorso indiretto.

Discorso diretto	Discorso indiretto
my - mine	his / her – his / hers
your - yours	dipende dal contesto
his / her / its – his / hers / its	his / her / its – his / hers / its
our - ours	their -theirs
their - theirs	their - theirs
this	that
these	those
here	there
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day / the following day
next week / month / year	the following week / month / year
last week / month / year	the previous week / month / year
a week ago	the previous week / the week before

Nell'inglese parlato corrente, tuttavia, le espressioni del discorso diretto vengono spesso lasciate inalterate nel discorso indiretto.

1. TRASFORMAZIONE IN **DISCORSO DIRETTO**

Transform the following sentences from indirect speech to direct speech

Es. My father told me to come immediately > Come immediately!

1) My mother told me to clean my teeth.

2) They asked us to take our things away.

3) The doctor said she had to do more exercise.

4) The teacher asked me to be quiet.

5) The woman asked me if there was a church nearby.

6) My mother asked me if I was going to be late.

7) The old lady asked what time it was.

8) My aunt asked me how I was.

9) He asked Mary if she was hungry.

10) He asked me if I had called my mother.

2. ESERCIZIO SUL **DISCORSO INDIRETTO** GB043

Write the following sentences using the indirect speech form

1) "I'm writing a book." (he said)

2) "Mary has seen this film before." (John said)

3) "I've done my homework." (Cathy says)

4) "There are many interesting museums in London." (Peter said)

5) "Your keys are in my bag." (Lucy said)

6) "My friends are very nice." (Beth says)

7) "I'm going away for a few days." (Sarah said)

8) "I'll help you." (My father said)

9) "I missed the bus yesterday." (Ian said)

10) "Don't touch the stove*!" (my mother says)

Opposites (Antonyms) L-W

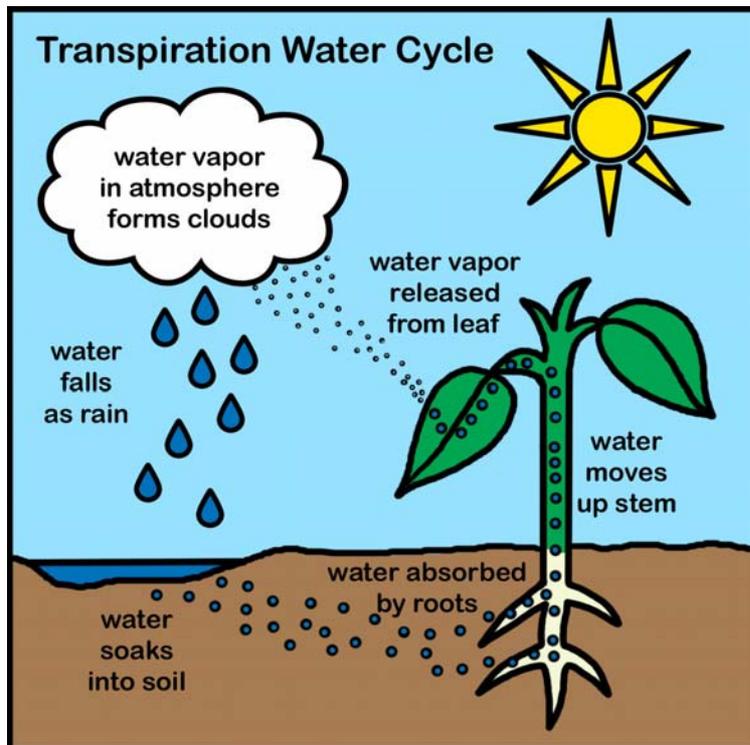
Words	Opposites	Words	Opposites	Words	Opposites
L		outside	inside	south	north
lack	abundance, plenty	outskirts	center	special	general, ordinary
lady	gentleman	over	under	spring	autumn
to land	to take off	P		to stand	to sit
land	water	parents	children	to start	to stop
large	small	part	whole	start	finish, end, stop
last	first	partial	total	to stop	to start, to go
late	early	particular	general	to stand	to lie
to laugh	to cry	to pass	to fail	strange	normal
lazy	active, busy	past	future, present	strict	tolerant, indulgent
to lead	to follow	peace	war	strong	weak
to learn	to teach	to permit	to forbid	student	teacher
to leave	to arrive, to enter	to plant	to harvest	stupid	clever, intelligent
left	right	plenty	lack	suburb	center
to lend	to borrow	pleasant	awful	to succeed	to fail
less	more	polite	rude, impolite	success	failure
to let	to forbid	poor	rich, wealthy	to subtract	to add
to lie	to stand	poverty	wealth	sugar	salt
life	death	powerful	weak	summer	winter
light	dark, heavy	presence	absence	sun	moon
to like	to hate	present	past, future	sunny	cloudy, rainy
liquid	solid	pretty	ugly	supporter	opponent
little	big, large	private	public	to suspect	to trust

little	much	probably	certainly	sweet	bitter, sour
to live	to die	professional	amateur	synonym	antonym
long	short	to protect	to attack	T	
to lose	to find, to win	protection	attack	to take	to give
loser	winner	public	private	to take off	to land
loud	quiet	to pull	to push	tall	small, short
to love	to hate	pupil	teacher	to teach	to learn
lovely	terrible	to push	to pull	teacher	pupil, student
low	high	Q		thankful	thankless
to lower	to raise	question	answer	terrible	lovely
M		quick	slow	there	here
major	minor	quiet	loud, noisy	then	now
male	female	R		thin	thick, fat
man	woman	to raise	to lower	to throw	to catch
many	few, some	rainy	sunny	tight	loose
marriage	divorce	rear	front	tiny	huge
married	divorced, single	to receive	to send	together	apart
to marry	to divorce	to reduce	to increase	tomorrow	yesterday
master	servant	to refuse	to agree, to accept	top	bottom
maximum	minimum	regret	satisfaction	total	partial
mean	generous	to remember	to forget	town	village
to melt	to freeze	to repair	to damage	tragedy	comedy
men	women	to reply	to ask	trivial	important
to mend	to break	reply	question	true	false
mess	order	republic	dictatorship, monarchy	to trust	to suspect
midnight	noon	to rest	to work	U	
minimum	maximum	rich	poor	ugliness	beauty
minor	major	right	left, wrong	ugly	beautiful, handsome, pretty
to miss	to hit, to catch	to rise	to sink	under	over
moderate	extreme	rough	gentle, smooth, soft	to unite	to divide, to separate
modern	ancient, old	rude	polite	unity	division
monarchy	republic	rural	urban	up	down
moon	sun	S		upstairs	downstairs
more	less	sad	happy	urban	rural
morning	evening	sadness	happiness	urgent	leisurely
mountain	valley	safe	dangerous	useless	useful
much	little	safety	danger	V	
N		same, similar	different	vacant	occupied
narrow	broad, wide	satisfaction	dissatisfaction	valley	mountain
nasty	nice, pleasant	to satisfy	to dissatisfy	vertical	horizontal
native	foreigner, stranger	to save	to spend, to waste	victory	defeat
natural	artificial	to scream	to whisper	village	town

THE WATER CYCLE

Water covers most of our planet. It can be found in oceans, lakes, and ponds, and in the ground itself. The cycle of water from **liquid** to **vapor** to **solid** is called **the water cycle**. The water cycle is an exciting and continuous process, with no beginning or end. The water cycle is the movement of water in the environment by **evaporation**, **condensation**, and **precipitation**.

The warm sun causes liquid water to *evaporate* (to change from a liquid into a gas or vapor) and rise up into the sky. The water vapors that are formed cool during evaporation. These cooled water vapors form clouds in the sky. The transformation of the vapor into clouds (that is, from a gas into a liquid) is *condensation*. Clouds can be a mass of water droplets and/or ice particles. When the clouds get heavy enough, the water falls back to the ground in the form of rain, snow, or hail. This is *precipitation*.



*Plants in our environment contain water in a liquid form. They release water vapor into the atmosphere. When plants do this it is called **transpiration**. Transpiration is a kind of evaporation.*

ANSWER THE QUESTIONS ABOUT THE WATER CYCLE

1. What are the three forms of water listed in the article?
 - a. liquid, vapor, solid
 - b. frozen, vapor, solid
 - c. liquid, gas, hail
 - d. water, gas, solid

2. Which of the following is the best definition of evaporation?
 - a. It is the process of disappearing.
 - b. It is a magical process of turning into vapor.
 - c. It is the process of changing from liquid to vapor.
 - d. It is the process of moving from one place to another.

3. Which of the following is the best definition of condensation?
 - a. It is the process of moving things very close together.
 - b. It is the process of changing from vapor to liquid.
 - c. It is the process of changing from liquid to vapor.
 - d. It is the process of changing from vapor to solid.

4. Which of the following is the best example of precipitation?
 - a. rain
 - b. clouds
 - c. evaporation
 - d. ice

5. What causes evaporation?
 - a. The warm sun and photosynthesis.
 - b. Perspiration and precipitation.
 - c. Rain and snow.
 - d. The sun and transpiration.

6. What are clouds?
 - a. Masses of condensed water formed by cooled water vapors.
 - b. Masses of condensed vapors.
 - c. Masses of cotton balls.
 - d. Masses of evaporated water.

7. What causes precipitation?
 - a. Evaporation.
 - b. The weight of the clouds.
 - c. The hot sun.
 - d. Plant transpiration.

I'm Yours

Jason Mraz

Well you done _____ me
and you bet I felt it
I tried to be chill
but you're so hot that I melted
I fell right through the cracks
Now I'm trying to get _____

Before the cool done run out
I'll be giving it my bestest
And nothing's gonna to stop me
but divine _____
I reckon it's again my turn
to win some or learn some

But I won't hesitate
no more, no _____
It cannot wait, I'm yours

Well open up your mind
and see like me
Open up your plans
and damn, you're free
Look into your _____
and you'll find love love love love

_____ to the music of the moment
people dance and sing
We're just one big family
And it's our God-forsaken right
to be loved loved loved loved loved

So I won't hesitate
no more, no more
It cannot wait I'm sure

There's no need to complicate
Our time is _____
This is our fate, I'm yours

Scooch on closer _____
And I will nibble your ear

I've been spending way too long
checking my tongue in the _____
And bending over backwards
just to try to see it clearer
But my breath fogged up the glass
And so I drew a new face and laughed

I guess what I'm be saying is
there ain't no better reason
To rid yourself of vanity and
just go with the seasons
It's what we aim _____
Our name is our virtue

But I won't hesitate
no more, no more
It cannot wait I'm yours

Well open up your mind
and see like me
Open up your _____
and damn, you're free
Look into your heart
and you'll find that the sky is yours

Please don't, please don't,
please don't
There's no need to _____
'cause our time is short
This, oh this, oh this is our fate, I'm yours.

• Reading Comprehension 1 Level 12

Directions: Read the passage. Then answer the questions below.

The word *euthanasia* is of Greek origin and literally means “a good death.” The American Heritage Dictionary defines it as “the act of killing a person painlessly for reasons of mercy.” Such killing can be done through active means, such as administering a lethal injection, or by passive means, such as withholding medical care or food and water.

In recent years in the United States, there have been numerous cases of active euthanasia in the news. They usually involve the deliberate killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators are often dealt with leniently by our legal system, and the media usually portrays them as compassionate heroes who take personal risks to save another from unbearable suffering.

The seeming acceptance of active forms of euthanasia is alarming, but we face a bigger, **more insidious** threat from passive forms of euthanasia. Every year, in hospitals and nursing homes around the country, there are growing numbers of documented deaths caused by caregivers withholding life-sustaining care, including food and water, from vulnerable patients who cannot speak for themselves.

While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has put its stamp of approval on causing death by omitting needed care. Further, many states have “living will” laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death.

Because such deaths occur quietly within the confines of hospitals and nursing homes, they can be kept hidden from the public. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is often relatives of the patient who request that care be withheld. In one court case, the court held that decisions to withhold life-sustaining care may be made not only by close family members but also by a number of third parties, and that such decisions need not be reviewed by the judicial system if there is no disagreement between decision makers and medical staff. The court went so far as to rule that a nursing home may not refuse to participate in the fatal withdrawal of food and water from an incompetent patient!

“Extraordinary” or “heroic” treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process. But to deny customary and reasonable care or to deliberately starve or dehydrate someone because he or she is very old or very ill should not be permitted. Most of the cases coming before the courts do not involve withholding heroic measures from imminently dying people, but rather they seek approval for denying basic care, such as administration of food and water, to people who are not elderly or terminally ill, but who are permanently incapacitated. These people could be expected to live indefinitely, though in an impaired state, if they were given food and water and minimal treatment.

No one has the right to judge that another’s life is not worth living. The basic right to life should not be **abridged** because someone decides that someone else’s quality of life is too low. If we base the right to life on quality of life standards, there is no logical place to draw the line.

To protect vulnerable patients, we must foster more positive attitudes towards people with serious and incapacitating illnesses and conditions. Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect. We must also enact

positive legislation that will protect vulnerable people from those who consider their lives meaningless or too costly to maintain and who would cause their deaths by withholding life-sustaining care such as food and water.

Questions

- 1) The tone of the author can best be described as
- A. pleading
 - B. argumentative
 - C. compassionate
 - D. emphatic
 - E. empathetic
- 2) In paragraph 3, the author finds starvation and dehydration induced euthanasia is to be “more insidious” because
- A. euthanasia is legally considered to be a criminal act
 - B. the public’s attitude toward euthanasia is becoming more positive
 - C. it often involves those who cannot protest
 - D. the patient has asked to die with dignity
 - E. its perpetrators are viewed as kindly caregivers
- 3) As used in paragraph 3, what is the best synonym for **insidious**?
- A. mischievous
 - B. treacherous
 - C. seductive
 - D. apparent
 - E. cumulative
- 4) The author maintains that death by withholding care is
- A. largely confined to hospitals
 - B. largely confined to the terminally ill
 - C. often requested by family members
 - D. approved by living wills
 - E. difficult to prove if prosecuted
- 5) As used in paragraph 7, which is the best definition of **abridged**?
- A. trimmed
 - B. curtailed
 - C. lengthened
 - D. extended
 - E. compressed
- 6) Using the passage as a guide, it can be inferred that the author would find euthanasia less objectionable in cases in which
- I. the patient’s death is imminent
 - II. the patient has left instructions in a living will not to provide care
 - III. the patient refuses to accept nourishment
- A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II and III

READING COMPREHENSION A2-B1

Robot Birds

Liverpool city council want to clear the city of fat pigeons. They say that that people are feeding the birds, which makes them fat. The pigeons get bigger because their normal diet would consist of seeds and insects, not high-fat junk food they are eating in the city centre. The council want people to know that everyone who feeds the pigeons is responsible for the streets being so crowded with these birds. They hope to encourage the birds to move away from the city centre and into parks and open spaces. Ten robotic birds have been brought into the city centre to scare the pigeons away and visitors are asked not to give the pigeons any food. The mechanical birds - known as 'robops' - will sit on the roofs of buildings. They can be moved around to different locations. They look like a peregrine falcon, which is a bird that kills pigeons. They even make noises and flap their wings to scare the pigeons. They hope that the pigeons will go away before the city becomes the European Capital of Culture in two years

Questions

Q1 - Pigeons are fatter in Liverpool than in other cities.

- Right
- Wrong
- Doesn't say

Q2 - Pigeons get fat because they eat seeds and insects.

- Right
- Wrong
- Doesn't say

Q3 - According to the council, everyone is to blame for the numbers of pigeons.

- Right
- Wrong
- Doesn't say

Q4 - They want the pigeons to move out of the city centre.

- Right
- Wrong
- Doesn't say

Q5 - Visitors shouldn't feed the pigeons.

- Right
- Wrong
- Doesn't say

Q6 - The robotic birds can move around the city centre.

- Right
- Wrong
- Doesn't say

Q7 - Liverpool is the European Capital of Culture.

- Right
- Wrong
- Doesn't say

Intelligence pills

Some scientists have predicted that healthy adults and children may one day take drugs to improve their intelligence and intellectual performance. A research group has suggested that such drugs might become as common as coffee or tea within the next couple of decades. To counter this, students taking exams might have to take drugs tests like athletes. There are already drugs that are known to improve mental performance, like Ritalin, which is given to children with problems concentrating. A drug given to people with trouble sleeping also helps people remember numbers. These drugs raise serious legal and moral questions, but people already take vitamins to help them remember things better, so it will not be a simple problem to solve. It will probably be very difficult to decide at what point a food supplement becomes an unfair drug in an examination.

Questions

Q1 - Only children will take pills to improve their intellectual performance.

- Right
- Wrong
- Doesn't say

Q2 - Intelligence pills are already as common as coffee or tea.

- Right
- Wrong
- Doesn't say

Q3 - Coffee is as common as tea.

- Right
- Wrong
- Doesn't say

Q4 - Students could have to take intelligence drugs tests.

- Right
- Wrong
- Doesn't say

Q5 - A sleeping pill helps people remember numbers.

- Right
- Wrong
- Doesn't say

Q6 - Vitamins to help people study are illegal.

- Right
- Wrong
- Doesn't say

Q7 - Food supplements are unfair.

- Right
- Wrong
- Doesn't say

Reality Television

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000. Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programmes produced in Japan in the 1980s and 1990s (a modern example is Gaki no tsukai), to surveillance- or voyeurism-focused productions such as Big Brother. Critics say that the term "reality television" is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality, with participants put in exotic locations or abnormal situations, sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques. Part of reality television's appeal is due to its ability to place ordinary people in extraordinary situations. For example, on the ABC show, The Bachelor, an eligible male dates a dozen women simultaneously, travelling on extraordinary dates to scenic locales. Reality television also has the potential to turn its participants into national celebrities, outwardly in talent and performance programs such as Pop Idol, though frequently Survivor and Big Brother participants also reach some degree of celebrity. Some commentators have said that the name "reality television" is an inaccurate description for several styles of program included in the genre. In competition-based programs such as Big Brother and Survivor, and other special-living-environment shows like The Real World, the producers design the format of the

show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of Survivor and other reality shows, has agreed with this assessment, and avoids the word "reality" to describe his shows; he has said, "I tell good stories. It really is not reality TV. It really is unscripted drama."

Questions

Q1 - In the first line, the writer says 'it is claimed' because

- they agree with the statement.
- everyone agrees with the statement.
- no one agrees with the statement.
- they want to distance themselves from the statement.

Q2 - Reality television has

- always been this popular.
- has been popular since well before 2000.
- has only been popular since 2000.
- has been popular since approximately 2000.

Q3 - Japan

- is the only place to produce demeaning TV shows.
- has produced demeaning TV shows copied elsewhere.
- produced Big Brother.
- invented surveillance focused productions.

Q4 - People have criticised reality television because

- it is demeaning.
- it uses exotic locations.
- the name is inaccurate.
- it shows reality.

Q5 - Reality TV appeals to some because

- it shows eligible males dating women.
- it uses exotic locations.
- it shows average people in exceptional circumstances.
- it can turn ordinary people into celebrities.

Q6 - Pop Idol

- turns all its participants into celebrities.
- is more likely to turn its participants into celebrities than Big Brother.
- is less likely to turn its participants into celebrities than Big Brother.
- is a dating show.

Q7 - The term 'reality television' is inaccurate

- for all programs.
- just for Big Brother and Survivor.
- for talent and performance programs.
- for special-living-environment programs.

Q8 - Producers choose the participants

- on the ground of talent.
- only for special-living-environment shows.
- to create conflict among other things.
- to make a fabricated world.

Q9 - Paul Burnett

- was a participant on Survivor.
- is a critic of reality TV.
- thinks the term 'reality television' is inaccurate.
- writes the script for Survivor.

Q10 - Shows like Survivor

- are definitely reality TV.
- are scripted.
- have good narratives.
- are theatre.