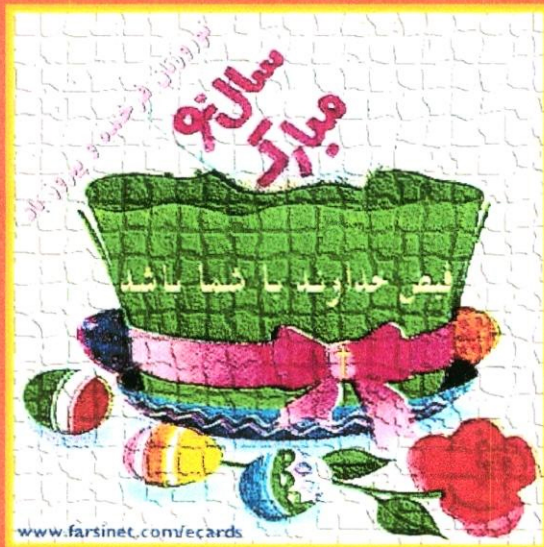


Towheed Iranian School

INTERNATIONAL SECTION



پیک بهاری

NAME: _____

GRADE 9

Nowruz 1394

باسمه تعالی

والله اعلم
بما تصنعون
والله اعلم
بما تصنعون

ولی کرامی
سلام
علیکم

فراریدن عید سعید نوروز، سرآغاز فصل زیبای بهار را تبریک عرض می‌کنم و از خداوند متعال سالی سرشار از برکات و نعمات الهی و نشاط و سربلندی برایتان آرزو مندَم. کارکنان این مجتمع آموزشی مشتقند که در خدمت نوآموزان و دانش‌آموزان ایرانی و سایر ملل بستند و برای توسعه ارائه خدمات آموزشی و پرورشی نیازمند حمایت های ایرانیان عزیز متقیم امارات می باشند. از اینک این مجتمع آموزشی را به عنوان خانه ی دوم فرزند خود انتخاب نمودید بر خود می‌بایم. از خداوند متعال سرفرازی نام ایران و ایرانی را در تمامی عرصه های علمی، فرهنگی و... خواستاریم.



دانش‌آموز عزیز
سلام

فراریدن عید سعید نوروز را به شما و همه بھمکلاسی های عزیزتان تبریک می‌گویم و از خداوند مهربان سالی بھراه باتندرستی و موفقیت در امور تحصیلی و تربیتی برایتان مسلت می‌نایم. امیدوارم در این مجتمع آموزشی روز به روز شاهد کسب افتخارات برای ایران و ایرانیان عزیز باشیم.

علی سهرابی
مدیر مجتمع آموزشی نمونه و بین الملل توحید پسران دبی



سال نو مبارک ...



جتماع آموزشی نمونه و بین الملل توحید دبی
Towheed Iranian School
International Section

NOWRUZ HOLIDAY STUDY PLAN

Grade Nine

Subject	Lessons/ pages/ notes										
English	Complete the attached work sheets.										
Math	<table border="1"><thead><tr><th>Page</th><th>Questions Numbers</th></tr></thead><tbody><tr><td>414</td><td>1,2,3,4,5,8,11,12,14,26,28</td></tr><tr><td>443</td><td>2,4,10,14,16,20,24,28,30,34,38</td></tr><tr><td>484</td><td>12,13,14,16,18,22,24</td></tr><tr><td>489</td><td>28,34,36,40,42,46,48</td></tr></tbody></table>	Page	Questions Numbers	414	1,2,3,4,5,8,11,12,14,26,28	443	2,4,10,14,16,20,24,28,30,34,38	484	12,13,14,16,18,22,24	489	28,34,36,40,42,46,48
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489	28,34,36,40,42,46,48										
Science (Biology)	Quiz will be taken from Chapter 7 module D(human body)										
Farsi	۱- حفظ شعری از نیما یوشیج " تو را من چشم در راهم " ۲- زیباترین شعری را که در ایام نوروز خوانده یا شنیده اید ، در حد یک بیت آن را بر برگ درختی نوشته و آن را با هنر نمایی خود به زیباترین وجه خشک کنید و به مدرسه بیاورید تا مجموعه ای از زیباترین اشعار را به همراه برگی از طبیعت در مدرسه داشته باشیم .										
RDT	Read And Study Dr. Aster's Health and safety handbook The Quiz will be conducted in the class time during 19-23 of April										
Arabic	ویژه دانش آموزان پسر: ۱- انتخاب و نوشتن ۲۰۰ کلمه مشکل (عربی) همراه با ترجمه فارسی از صفحات اعلام شده ۲- جمله سازی : انتخاب ۲۰ کلمه از بین کلمات مشکل و جمله سازی با آنها ۳- تعبیر : یکی از خاطرات خودتان در تعطیلات نوروز ۹۴ را به زبان عربی حداکثر در ۸ الی ۱۰ سطر بنویسید. صفحات درسی : از صفحه ۹۰ الی ۱۴۹										

Exercises

North Carolina 

Exercise 1

For some people, barbecue isn't just a way of cooking—it's almost a way of life. Read the following passage to learn more about some of the different aspects of the barbecue process. Then answer questions 1 through 6.

A Brief Ruminati on Barbecue and Barbecue Sauces

Many people consider the language of barbecue to be as rich on the tongue as the many sauce flavors themselves. Take barbecue sauce recipe names, for example: Carolina Red, Hog Mop, Tar-Hell Sauce. Consider the Big Pig Jig, one of the top annual barbecue sauce competitions in America. And then there's the Carolina Oink Express, a successful barbecue delivery service cooked up by a North Carolina restaurateur. All these flamboyant names may seem like they're poking fun at barbecue, but make no mistake. There is nothing either light or joking about the subject of barbecue and barbecue sauces.

"Barbecue is a serious business in the South. In many respects, barbecue is taken as seriously as religion," writes Stephen A. Smith in his essay "The Rhetoric of Barbecue." Its shrines are the roadside barbecue joints that dot the landscape of the southern states. As with other multi-denomination faiths, competition between these barbecue-sauce meccas is intense. Each of them claims superiority in the areas of meat, smoke, and sauce, as they seek to lure

converts to their doors.

Considered by many to be the ethnic food of the American South, barbecue and its processes are highly specialized. Meat is cooked slowly over a wood fire at a low temperature (between 200 and 220 degrees), with the fire kept an optimum distance from the meat. The key elements to good barbecue are choice cuts of meat, a rich smoky flavor imparted by the wood fire, and—most famously—the barbecue sauce.

The world of barbecue sauces can be divided into three main descriptive categories: thickness, sweetness, and spiciness. But serious barbecuers categorize sauces by their bases. A base is the biggest, or most important, ingredient in a recipe; in other words, the foundation of the recipe. There are three main ingredients that form the bases of most barbecue sauces: tomato, vinegar, and mustard.

Interestingly, though the tomato as a sauce ingredient is shunned by barbecue traditionalists, tomato-based sauces are by far the most popular. The majority of commercial sauces are tomato-based. When preparing a tomato-based sauce,

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North Carolina

the cook must thoroughly heat the sauce for the desired length of time before use. This is so that the tomato flavor can break down and blend with the spices. Tomato-based sauces should only be used in the final stages of barbecuing, because they contain refined or natural sugars that will caramelize and burn the outside of the meat if cooked too long.

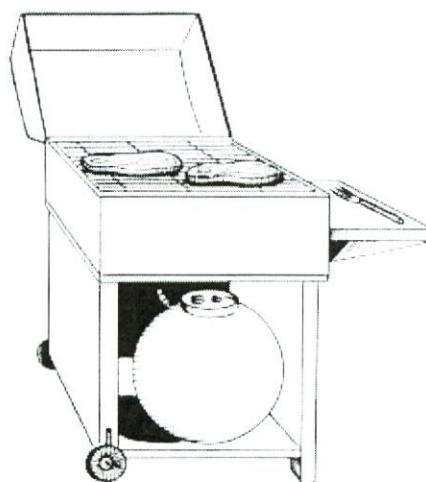
The vinegar-based sauce has its origins in the traditional barbecue of North Carolina. Thinner than tomato-based sauces, vinegar-based sauces are more acidic in flavor. They can be applied to the meat both before and throughout the barbecuing process. The secret ingredient of North Carolina vinegar sauce is apple cider vinegar.

South of North Carolina is mustard-based territory. Thick and yellow, these sauces must be cooked thoroughly ahead of time and allowed to sit before being used. They can be applied at any time during the cooking.

Though other states would be proud to claim it, North Carolina is credited with inventing barbecue. The intense rivalry that has long existed between the vinegar-based and the tomato-based loyalists is certainly alive and well in the state. Around the western ridge of the Appalachians, near Asheville, people swear by tomato ketchup-based sauces. Further east, beyond Raleigh, sauces are thin and vinegar-based, and the despised tomato is rarely seen. However, in the central region

around Charlotte, sauce-makers have adopted elements from both schools, combining vinegar and tomato sauce, and even adding such diverse flavor enhancers as molasses, red pepper, and cayenne.

Is there one region that produces the quintessential, all-American barbecue sauce? True believers have been heatedly arguing over the issue for decades, and they're nowhere near finding an answer. But barbecue lovers don't mind the no-win nature of their fight. For all their quibbling, they agree that the essence of barbecue lies not in its component parts but in the overall experience of barbecue itself. Despite the differences between the two feuding groups, the experience seems to be pretty universal. It's all about spending time with friends, eating good home cooking, kicking back, and making a big mess.



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Exercises



1. What is the **main** purpose of this passage?
 - A to show how to make barbecue sauces
 - B to discuss the role of barbecue in Southern culture
 - C to discuss barbecue preferences in North Carolina
 - D to explain how barbecue originated
2. Which of the following words **best** describes the tone of this passage?
 - A sentimental
 - B light-hearted
 - C admiring
 - D judgmental
3. In the following sentence from paragraph one, what does the word *flamboyant* mean?

"All these flamboyant names may seem like they're poking fun at barbecue, but make no mistake."

 - A colorful
 - B traditional
 - C contradictory
 - D sarcastic
4. What does Stephen A. Smith mean when he says that "barbecue is taken as seriously as religion"?
 - A People feel conflicted about it.
 - B People find comfort in it.
 - C People are uplifted by it.
 - D People feel passionately about it.
5. Which phrase **best** describes the style of this passage?
 - A jaunty and conversational
 - B technical and in-depth
 - C formal and factual
 - D satirical and witty
6. What is the **main** topic of paragraphs six through eight?
 - A secret ingredients in barbecue sauces
 - B historical roots of barbecue
 - C regional variations in barbecue sauces
 - D people's preference for tomato-based sauces

Exercises

North Carolina

Exercise 2

Isadora Duncan was one of the most important dancers to come out of America in the 20th century. Read this passage and answer questions 1 through 9.

Isadora Duncan: The Mother of Modern Dance

The year is 1904. In Munich, Germany, a young American woman is giving performances of a new kind of dance, a style unlike anything else being done at that time.

The artists and students of the city adore her. On one famous night, they unharness the horses from her carriage, carry her through the streets to a favorite café, and lift her onto a table, where she dances for them.

The woman is Isadora Duncan. An artistic innovator and pioneer, she sparked a revolution in the world of dance.

Born in San Francisco in 1877, as a child Duncan studied burlesque and ballet. She began her professional career in 1896, touring with a theatrical company and appearing in small roles. Three years later, she left the company and, with one of her sisters, began performing her own style of dance in the homes of wealthy socialites. However, she received little attention from her peers, and the press all but ignored her. Longing for recognition and feeling disheartened, Duncan left America for England, along with her mother and siblings.

It was in Europe, between the years 1899 and 1907, that Duncan began to achieve success. In London, the music critic John

Fuller-Maitland persuaded her to begin dancing to the music of Beethoven and Chopin. She formulated a personal philosophy based on a natural style of dance. In a speech she gave in Berlin in 1903, she described this new philosophy, denouncing ballet for “deforming the beautiful woman’s body” and predicting that future forms of dance would be based on the free and natural movements of ancient Greek dance.

At the turn of the previous century, dance usually meant either that of classical ballet or the theater. Both forms followed strict movements and methods. Duncan developed a style of dancing in which she appeared barefoot and bare-legged, clad in flowing Grecian gowns. She rejected the structured stances of formal dance, introducing an improvisational, emotion-driven form that was entirely original.

The unconventionality of her dance style extended into her personal life as well. In an age when women wore tight corsets and stiff, unrevealing dresses, Duncan clothed herself in loose, flowing fabrics at all times. She became particularly known for the long, sheer scarves she draped around her neck and shoulders. These garments billowed and swirled about her, complementing her graceful movements

Exercises

both on the stage and off.

Her inspiration, she once said, came from the natural elements she grew up with in her native California, from “the Pacific Ocean [and] ... the waving pine forests of the Sierra Nevada.” She eschewed the stiff postures and rigid motions of classical dance on the premise that straight lines do not exist in nature. She developed a concept of natural breathing that she compared to the ebb and flow of ocean waves.

In 1908, Duncan returned to the United States, booked to perform across the country. Initially, her dancing was poorly received, particularly by music critics who took umbrage at the thought of a dancer “interpreting” symphonic music. *The New York Times* critic wrote that there was “much question of the necessity or the possibility of a physical ‘interpretation’ of the symphony upon the stage...it seems like laying violent hands on a great masterpiece that had better be left alone.”

However, audiences began to be thrilled by this new form of dance. Though her apparel and free dance movements still shocked some people, no less a personage than President Theodore Roosevelt proclaimed, “Isadora Duncan seems to me as innocent as a child dancing through the garden in the morning sunshine and picking the beautiful flowers of her fantasy.”

With time, what had once seemed scandalous became acceptable, and then celebrated. As her 1908 tour through America continued, audiences greeted her with increasing enthusiasm. By the time

she returned to Europe in 1909, she had become extremely famous. Duncan went on to establish schools of dance in France, Germany, and Russia, passing on the new methods that contributed to the rise of modern dance.

Duncan’s career and her life were cut tragically short in 1927. There is a supreme irony in the fact that her love of independence and free-flowing clothing led, inadvertently, to her death. While driving in an open car in France one evening, her long, trailing scarf wrapped itself around one of the back wheels of the car, pulling her from the vehicle and killing her.

Her legacy, however, has lived on. Over the years, the idiom of her dance style entered the mainstream. Her influence on later dancers was profound. The modern choreography of dance company founders such as Merce Cunningham and, more recently, Mark Morris, owes a great deal to Duncan’s groundbreaking methods.

“All my life I have struggled to make one authentic gesture,” she once said, a remark that has gone down in history. That struggle for authenticity remains the foundation of modern dance today.



Exercises



1. What is the **main** idea of this passage?
 - A Isadora Duncan's dance style laid the foundation for modern dance.
 - B Isadora Duncan's travels led to her becoming a famous dancer.
 - C Dance in the twentieth century has undergone great changes in method.
 - D Dance styles in America differ greatly from those in Europe.

2. Based on the passage, which phrase **best** describes Isadora Duncan's dance style?
 - A traditional and structured
 - B dynamic and jazzy
 - C slow and ceremonial
 - D innovative and passionate

3. According to this passage, Duncan's style of dance was most greatly influenced by what other dance form?
 - A traditional German dance
 - B burlesque
 - C ancient Greek dance
 - D ballet

4. President Theodore Roosevelt's comment that Duncan was "as innocent as a child" is an example of which of the following?
 - A metaphor
 - B allusion
 - C cliché
 - D archetype

5. The essay employs all of the following devices to tell Duncan's story **except** which one?
 - A description
 - B narration
 - C suspense
 - D quotations

6. In what main way did modern dance, as introduced by Duncan, **most** differ from ballet?
 - A It was more natural and free.
 - B It was more dramatic and exciting.
 - C It was danced to popular music.
 - D It required fewer years of training.

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7. What does the word *eschewed* mean, as used in paragraph eight?

“She eschewed the stiff postures and rigid motions of classical dance on the premise that straight lines do not exist in nature.”

- A ridiculed
- B promoted
- C adopted
- D rejected

8. What word **best** describes the author’s attitude toward Isadora Duncan?

- A critical
- B respectful
- C amused
- D indifferent

9. Which of the following would be the **best** strategy to use in answering question 1?

- A Analyze how figurative language is used in the passage as a whole.
- B Quickly skim the passage for concrete information and facts.
- C Focus on the introductory and concluding paragraphs.
- D Read each paragraph carefully, noting specialized vocabulary.

Exercises

North Carolina

Exercise 3

The Trail of Tears was the name the Cherokee gave to the path they traveled when they were forced from their homes in the nineteenth century and went to the Oklahoma territory. Read this passage about the events that led to the forced march. Then answer questions 1 through 7.

The Cherokee and The Trail of Tears

The story of the expulsion of the Cherokee Indians from their tribal lands in the Southeast and their subsequent forced exodus to Oklahoma is one of the more disturbing episodes in American history.

It began in 1830, when gold was discovered on Cherokee lands in Georgia. At that time, the Cherokee tribal territory stretched from North and South Carolina through Georgia to Tennessee and Alabama. A United States treaty protected the area, preserving it for the Cherokee. However, the discovery of gold caused the state of Georgia to proclaim that “all laws, orders, and regulations of any kind made with the Cherokee Indians are declared null and void.”

In that same year, President Andrew Jackson established a policy to relocate eastern Indians further west, a plan that Congress endorsed when it passed the Indian Removal Act. The Native American nations that lived in the Southeast were told they would have to leave the homeland of their ancestors and move to territory west of the Mississippi River. In addition to the Cherokee, four other tribes—the Chickasaw, Choctaw, Creek, and Seminole—were affected by this edict.

Over the years, the Cherokee had learned to live peaceably with the European

settlers in the region. This had often meant giving up many of their old ways and adopting those of their white neighbors. Their lifestyle became agricultural. They developed their own written language and a central system of government based on a written constitution. They had their own newspaper. Many of their children were educated in schools.

However, when the American government decided that it wanted the Cherokee lands, the efforts the Cherokee had made to adapt became, in the end, worthless. In 1835, government officials persuaded a few of the Cherokee to sign a treaty, though none of the Cherokee who signed was an elected representative of their people. The treaty ceded all Cherokee territory east of the Mississippi River to the United States in exchange for \$5,000,000 and new homelands in the Oklahoma territory.

President Jackson, writing to the Cherokee nation about the treaty, said, “The whole subject has been taken into consideration, and an arrangement has been made which ought to be, and I trust will be, entirely satisfactory to you.” However, one of the Cherokee who signed the agreement, John Ridge, later wrote, “John Ridge signed his death warrant when

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he signed that treaty. And no one knows it better than he..."

More than 15,000 Cherokee people protested the treaty on the basis that it was illegal. However, the United States Senate quickly ratified it. The political deception that would send thousands of Native Americans into exile had begun.

In 1838, the government took definitive action to enforce the treaty by having Federal troops round up the Cherokee people. Private John G. Burnett, a white soldier, described the scene: "I saw the helpless Cherokees arrested and dragged from their homes and driven at the bayonet point into stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into 645 wagons and started toward the west."

The Army divided them into thirteen groups for traveling purposes. Two of the groups made their way by river, while the rest journeyed across Tennessee, Kentucky, Illinois, and Missouri. They came in

wagons, on horseback, and on foot along "the trail where they cried." This overland trek was a six-month horror, made worse by wretched food, unsanitary conditions, and outbreaks of cholera. Every one of the trail groups, both on land and on water, reported numerous deaths along the way. One of the river party's flatboats capsized, resulting in the loss of over 300 lives. Though exact numbers are difficult to know, it is estimated that between 800 and 4,000 Cherokee died on the Trail of Tears.



1. Which **best** describes the American government's dealings with the Cherokee?

- A honorable
- B passive
- C generous
- D self-serving

2. According to the passage, what was one of the reasons the American government wanted the Cherokee tribal lands?

- A The land was near the Mississippi River.
- B The Cherokee land had richer soil.
- C The Cherokee and four other neighboring tribes were hostile to European settlers.
- D Gold was discovered on Cherokee territory in the state of Georgia.



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3. Which **best** describes Private John G. Burnett's feelings toward the Cherokee when he saw the relocation process?
- A sympathetic
 - B fearful
 - C relieved
 - D detached
4. What literary technique does Private John G. Burnett employ in his description of the Cherokee?
- "...I saw them loaded like cattle or sheep into 645 wagons and started toward the west."
- A simile
 - B personification
 - C irony
 - D foreshadowing
5. Which of the following sentences from the passage uses the literary device of metaphor?
- A "I saw the helpless Cherokees arrested and dragged from their homes and driven at the bayonet point into stockades."
 - B "John Ridge signed his death warrant when he signed that treaty."
 - C "A United States treaty protected the area, preserving it for the Cherokee."
 - D "Over the years, the Cherokee had learned to live peaceably with the European settlers in their region."
6. Which of the following **best** describes the main idea of this passage?
- A American government policies towards Indians in the nineteenth century were unfair.
 - B The Cherokee Indians were very patriotic in giving up their tribal land.
 - C The enforced removal of the Cherokee from their land was a tragic event.
 - D The way of life of the Cherokee Indians in the nineteenth century was a peaceful one.
7. To find library sources with more information about the Cherokee Indians, where is the first place you should look?
- A a biographical dictionary
 - B a computer card catalog
 - C a world encyclopedia
 - D a guide to periodical publications

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Exercises

Exercise 4

James Reaney was a well-known twentieth century Canadian poet who wrote on many different themes. The following poem presents an interpretation of clouds and weather. Read the poem and answer questions 1 through 7.

Clouds

by James Reaney

- 1 These clouds are soft fat horses
That draw Weather in his wagon
Who bears in his old hands
Streaked whips and strokes of lightning.
- 5 The hooves of his cattle are made
Of limp water, that stamp
Upon the roof during a storm
And fall from dripping eaves;
Yet these hooves have worn away mountains
- 10 In their trotting over Earth.
And for manes these clouds
Have the soft and various winds
That still can push
A ship into the sea
- 15 And for neighs, the sable thunder.





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1. What type of poem is this?
 - A sonnet
 - B dramatic
 - C narrative
 - D lyric

2. What literary technique is used throughout the poem?
 - A extended metaphor
 - B allusion
 - C visual imagery
 - D dramatic irony

3. What literary technique is used in the following lines?

“That draw Weather in his wagon/ Who bears in his old hands/ Streaked whips and strokes of lightning.”

 - A hyperbole
 - B personification
 - C symbolism
 - D irony

4. In the poem, what do the cattle’s hooves represent?
 - A clouds
 - B mountains
 - C thunder
 - D rain


5. Which **best** describes the mood of this poem?
 - A humorous
 - B dreamy
 - C wistful
 - D ironic

6. Why does the author capitalize *Weather*?
 - A to depict it as a person
 - B to emphasize its importance
 - C to imitate the style of an earlier age
 - D to create a mood of mystery

7. What does the author emphasize **most** about clouds?
 - A their beauty
 - B their role in weather
 - C their freedom
 - D their speed and strength

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Exercise 5

While opening up a brave new world of information technology, the Internet is also opening up a can of worms. Read the following passage carefully to learn more about the mixed blessing of the net. Then answer questions 1 to 9.

The Internet: A Brave New World of Information

The Internet is undeniably one of the most revolutionary inventions the world has ever known. It is little wonder that the Web has been hailed as a modern miracle. With a world of facts, figures, people, and places just the click of a mouse away, the Internet has changed our lives in ways that would have once seemed impossible.

Yet, for all its manifold charms and benefits, the Internet is a bundle of contradictions. As the Internet exerts more and more power over people's lives, it is quietly transforming the way people think, socialize, and conceive of space and time. It has infinite power to shape and mold the human mind. We are only starting to fathom the consequences of these changes.

On the most basic level, the Internet has transformed the way we gather information. It gives pause to consider that students younger than the age of twenty have no knowledge of a world without computers and the Internet. Anyone born before the 1980s will recall slogging to libraries and thumbing through books in the quest for information. Not so for the modern student, who can simply log on to a computer and bring forth a barrage of information on any given topic. The sheer amount of data available on the Internet is

staggering, like having a library at your fingertips.

A fun-house library, that is—one with crazy corridors, skewed staircases, and mirrored walls. For while it's true that the quantity of information on the Internet is incredible, it's extremely difficult to narrow your search. Unlike regular research, usually done by reading books, searching the Web is not a straightforward or linear process. While the concept of *surfing* the Web is catchy, anyone who has spent hours looking for a specific item of information knows that *trawling* (slowly dragging a net through water as a means of catching fish) is a better term. Researching from the Internet requires moving forward, backward, sideways, and up and down. With this kind of approach, the Internet is actually encouraging a less linear thought process, and as a result, some say we are losing our ability for deep analytical thought.

The Internet's contribution to interpersonal relations is also paradoxical. Technically, the world is more closely connected than ever before. For those who have a computer, the possibilities for reaching out into the larger world are limitless. People who live in isolated areas

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of the world can talk with one another in on-line chat rooms and learn about different people and cultures, as well as ways of life they might never have imagined. A person in Irkutsk can converse with someone halfway around the world in Chile. The global village that media philosopher Marshall McLuhan wrote about decades ago is becoming a reality.

Yet, with all the conveniences the Internet offers, there is a contradiction in this kind of easy access. Gaining exposure to this new world requires people to sit in isolation at their desks. Speaking with someone over the Internet has a sense of anonymity that is very different from face-to-face encounters. Participants in chat rooms can lie freely about their name, appearance, even gender. People may feel like they know each other, but such friendships are disembodied—without the sincerity, physical contact, and emotional depth of face-to-face conversation and interaction.

One could argue that the Internet's impact on the economy, at the very least, is overwhelmingly positive. The Internet has generated a slew of new jobs and ushered in a period of unprecedented prosperity in America. But, this economic boom has a downside. Industry observers believe that the purchase of computers has been slowly flattening throughout North America. Most sales in computer business these days are for upgrades. This suggests that the families who can afford the price of a computer have bought one. For many

others, that cost is outside the range of their finances. What will happen to the children without computer and Internet access? Will they be less academically successful? Will they be less employable later on in life? It seems we may be in danger of creating a society of haves and have-nots based solely on computer literacy and exposure.

The Internet is a paradox, existing as both Aladdin's cave of treasures and Pandora's box of troubles. It helps us with research, yet makes it harder to research in an effective manner. It connects us, but at the same time isolates us. It is blurring the economic lines between young and old, yet may be widening the gap between rich and poor. It will be interesting to see where it takes us in the next decades and where, individually and socially, we will be willing to go.



Exercises



- Which of the following **best** describes the three main topics related to the Internet as discussed in this passage?
 - structure, function, and quality
 - history and origins, benefits, and complications
 - research, social relations, and economy
 - libraries, chat rooms, and new businesses
- What is the author's **main** purpose in writing this article?
 - to illustrate the importance of universal Internet access
 - to demonstrate how the Internet is contradictory in nature
 - to explain how the Internet makes life easier
 - to warn readers about future problems posed by the Internet
- What does the word *barrage* mean, within the context of this sentence from paragraph three?

"Not so for the modern student, who can simply log on to a computer and bring forth a barrage of information on any given topic."

 - flood
 - variety
 - small amount
 - specific kind
- Which of the following **best** depicts how this article is organized?
 - specific details \longrightarrow larger generalization
 - problem and solution
 - benefits \longrightarrow underlying problems
 - cause and effect
- In paragraph four, why does the author describe searching the Web as similar to *trawling*?
 - to suggest that it is exciting and fast-paced
 - to imply that it takes hard work and expertise
 - to suggest that it is slow and inefficient
 - to emphasize that it is peaceful and productive
- What is the **most likely** reason that the author describes the Internet as "a fun-house library...with crazy corridors, skewed staircases, and mirrored walls" in paragraph four?
 - to suggest that it is more enjoyable to use than a regular library
 - to demonstrate its efficiency as a research tool
 - to imply that it is especially popular among young people
 - to emphasize its lack of logical organization

Exercises



7. What kind of knowledge would be **most** helpful in reading this passage?
- A some experience using the Internet
 - B familiarity with other trends in technology
 - C an understanding of basic economics
 - D knowledge of a computer language

8. Which of the following **best** describes the tone of this passage?
- A neutral
 - B outraged
 - C conflicted
 - D passionate

9. What kind of passage is this?
- A biography
 - B historical document
 - C personal narrative
 - D editorial

Exercises

Exercise 6

The *Odyssey* is an epic poem that tells the story of Odysseus, a leader of the Greek forces at Troy, as he travels home after the Trojan War. Odysseus's journey home takes him another ten years, during the course of which he has many adventures. In this excerpt, Odysseus has just been released from an island where he had been trapped. Poseidon, god of the sea, who can split boulders and cause earthquakes, plots to cause Odysseus further trouble by creating a storm. Read the following excerpt from Robert Fitzgerald's translation and answer questions 1 through 8.

The Odyssey

by Homer

But now the god of earthquake, storming home
over the mountains of Asia from the Sunburned land,
sighted him far away. The god grew sullen
and tossed his great head, muttering to himself:

“Here is a pretty cruise! While I was gone
the gods have changed their minds about Odysseus.
Look at him now, just offshore of that island
that frees him from the bondage of his exile!
Still I can give him a rough ride in, and will.”

Brewing high thunderheads, he churned the deep
with both hands on his trident—called up wind
from every quarter, and sent a wall of rain
to blot out land and sea in torrential night.
Hurricane winds now struck from the South and East
shifting North West in a great spume of seas,
on which Odysseus' knees grew slack, his heart
sickened, and he said within himself:

“Rag of man that I am, is this the end of me?
I fear the goddess told it all too well—
predicting great adversity at sea
and far from home. Now all things bear her out:
the whole rondure of heaven hooded so
by Zeus in woeful cloud, and the sea raging
under such winds. I am going down, that's sure.
How lucky those Danaans¹ were who perished
on Troy's wide seaboard, serving the Atreidai!²
Would God I, too, had died there—met my end

Exercises

North Carolina

that time the Trojans made so many casts at me when I stood by Akhilleus³ after death. I should have had a soldier's burial and praise from the Akhaians⁴—not this choking waiting for me at sea, unmarked and lonely.”

A great wave drove at him with toppling crest spinning him round, in one tremendous blow, and he went plunging overboard, the oar-*haft* wrenched from his grip. A gust that came on howling at that same instant broke his mast in two, hurling his yard and sail far out to leeward. Now the big wave a long time kept him under, helpless to surface, held by tons of water, tangled, too, by the seacloak of Kalypso.⁵ Long, long, until he came up spouting brine, with streamlets gushing from his head and beard; but still bethought him, half-drowned as he was, to flounder for the boat and get a handhold into the bilge—to crouch there, foiling death. Across the foaming water, to and fro, the boat careered like a ball of tumbleweed blown on the autumn plains, but intact still. So the winds drove this wreck over the deep, East Wind and North Wind, then South Wind and West, coursing each in turn to the brutal harry.⁶

1. **Danaans:** fellow countrymen of Odysseus
2. **Atreidei:** Atreus' sons Agamemnon and Menelaus, both Greek leaders
3. **Akhilleus (Achilles):** a great warrior and friend of Odysseus, killed at Troy
4. **Akhaians (Achaean):** another name for the Greeks
5. **Kalypso (Calypso):** a goddess who helped Odysseus
6. **harry:** harrassment



Exercises

- All of the following clues suggest that this is an epic poem **except** which one?
 - The text is a small excerpt from a much longer work.
 - The poem emphasizes the beauty of nature.
 - The poem describes gods directly influencing human affairs.
 - The poem depicts a single hero and his struggle.
- What **best** describes Poseidon's attitude toward Odysseus?
 - vengeful
 - sympathetic
 - unhappy
 - condescending
- What did the goddess mentioned in this excerpt predict for Odysseus?
 - a meeting with Poseidon
 - an uneventful passage at sea
 - a bad time while sailing home
 - death at Troy with his friends
- What idea is **most** emphasized in Odysseus's statement "Rag of man that I am, is this the end of me?"
 - his misfortune
 - his confusion
 - his powerlessness
 - his lack of confidence
- What literary technique is demonstrated in the following lines?

"Across the foaming water, to and fro,
the boat careered like a ball of
tumbleweed/ blown on the autumn
plains, but intact still."

 - hyperbole
 - metaphor
 - irony
 - simile
- How did Odysseus feel when he realized he might drown?
 - regretful that he did not die earlier
 - paralyzed with terror
 - comforted by the knowledge of his bravery
 - enraged at the god who was responsible
- Which point of view is used in this passage?
 - first-person
 - second-person
 - third-person limited
 - third-person omniscient
- Who is the antagonist in this passage?
 - Odysseus
 - Poseidon
 - the goddess
 - the Trojans

Exercises

North Carolina

Exercise 7

Why do earthquakes and volcanoes occur? What causes mountains to rise up and ocean floors to drop away? The theory of plate tectonics explains it all. Read the following passage about this theory and answer questions 1 through 7.

Plate Tectonics

Almost everyone has heard of the San Andreas Fault in California, known for its earthquake activity, or Mount St. Helens, the volcano in Washington State that suddenly erupted in 1980, devastating parts of the northwestern U.S. Most people know that earthquakes and volcanoes happen along fault lines. But what makes them happen? The answer lies in an area of science called plate tectonics.

What is the Theory of Plate Tectonics?

Plate tectonics is the study of the movements and interactions of the separate segments that cover the Earth's surface. According to this theory, the surface (including the ocean floor) is divided into *plates*, which are constantly and slowly moving over the Earth's mantle. The continents and islands of the world are embedded in these plates. As the plates move, the landmasses that are part of them move, too.

The theory of plate tectonics explains why the majority of volcanic eruptions and earthquakes occur, and why mountain chains develop where they do.

Where Did the Theory Come From?

Before the theory of plate tectonics

emerged, traditional geologists were convinced that it was impossible for large blocks of continental crust to shift.

However, the distribution of similar plants and animals around the globe led scientists to believe that there must have once been connections between landmasses now separated by great distances. For example, the island of Madagascar lies off the coast of Africa but has few animals similar to those on that continent. Madagascar's mammals are primitive; it has no zebras, lions, leopards, apes, giraffes, or elephants. On the other hand, there is a striking similarity between some of the native animals of Madagascar and those found in India. Yet these two landmasses are nearly 2,500 miles apart.

Fossil records have also provided evidence of ancient land connections. Over the course of the nineteenth century, geologists found fossils of the same plants in India, South Africa, Australia, and South America. Just after 1900, they were found in Antarctica as well. The seeds of these plants were much too big to have traveled thousands of miles in the wind. Scientists began to realize that somehow, at some point, there must have been a physical connection among all these continents.

Exercises

How Does It Work?

According to the theory, billions of years ago, the plates were arranged in such a way that they created a single, enormous continent called *Pangaea* (meaning “all Earth”). Over time, the plates’ movements caused this continent to break up, eventually forming the continents we are familiar with today.

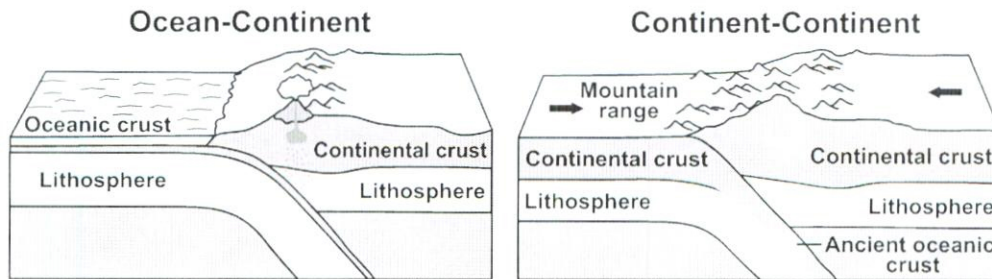
Scientists believe that the lithosphere of the Earth, which is the outer layer, or crust, is currently divided into six or seven major plates and a greater number of small ones. As the plates move across the Earth’s crust, some drift further apart while others collide.

The edges of some plates are visible on the surface of the Earth. California’s San Andreas Fault is a huge fissure in the crust, where two plates are moving alongside each other. However, most plate movement occurs at the bottom of the world’s oceans, where the majority of plate edges are located.

What Happens Where Plates Meet?

Where the plates diverge, hot, molten rock pours out of the mantle and spreads outward to cool, eventually forming tall, underwater mountain ridges. As magma flows out at the ridge, magma below the surface rotates in what are known as **convection currents**, forcing the plates in opposite directions.

If plates move toward each other and collide, the results are usually violent. When an oceanic and continental plate collide, the oceanic plate slides under the continental plate and is reabsorbed in the mantle—a process known as **subduction**. Earthquakes often occur as a result of this movement, and the contact between the relatively cool plate surface and the much hotter mantle can result in volcanoes on land. (Mount St. Helens is an example of a subduction zone volcano.) Deep ocean trenches also form at the precise point of subduction. If, however, the two colliding plates contain substantial landmass, the upward thrust of the land creates large mountain ranges. These ranges take eons to form, but the results can be spectacular, as seen in the Himalayas of Asia and the Alps of Europe.



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Exercises



1. The theory of plate tectonics explains all of the following concepts **except** which one?
 - A how mountains and volcanoes form
 - B why certain faraway regions have similar landforms and wildlife
 - C why some parts of the ocean are deeper than others
 - D how the Earth's crust was originally formed

2. What step is missing from this mountain formation process?

plates collide → _____
→ downward movement is stopped, yet still exerts pressure →
rocks are thrust upward by pressure

 - A one plate is forced under the other
 - B both plates move downward
 - C both plates move upward
 - D molten lava flows from the crack

3. What is the **main** purpose of the accompanying diagram?
 - A to illustrate the concept of plant distribution
 - B to illustrate what happens where plates meet
 - C to show why fossil records differ on different continents
 - D to demonstrate how Pangaea was originally formed

4. What aspect of Madagascar puzzled scientists before the theory of plate tectonics arose?
 - A Madagascar's elephants are similar to those found in distant India.
 - B All of its plants and animals are very primitive and unusual.
 - C Its plant fossils are smaller than those found in Africa and India.
 - D Most of its animals are very different from those in nearby Africa.

Exercises



5. In paragraph seven, why are quotation marks used with the phrase "all Earth"?
- A because the phrase is a cliché
 - B to indicate that it is a translation
 - C to indicate that it is a scientific term
 - D because it is a sentence fragment
6. What scientists are **most** involved with the theory of plate tectonics?
- A geologists
 - B paleontologists
 - C zoologists
 - D botanists
7. The author employs all of the following strategies to help the reader understand the information presented **except** which one?
- A includes subheadings to introduce new sections
 - B supplies diagrams to illustrate key concepts
 - C summarizes information at the end
 - D provides examples that support key ideas

Exercises

North Carolina

Exercise 8

The following story tells of a group of men as they journey in search of a fabulous lost city filled with treasure. Read the passage and answer questions 1 through 8.

The City of Gold

There was once a man whose every thought was of gold. His heart, his mind, and his soul were drawn to gold as the waters of the earth are drawn by the moon.

For years, he had embarked on one treasure hunt after another, following one rumor of lost gold, then another. With each expedition, however, the dreams of vast riches that tantalized him dissolved into nothing, and he was left older and poorer.

But this latest expedition was different. He knew it, felt it in his bones. This time his search would be successful.

He had heard stories of an ancient city of gold, high up a canyon wall in a land the color of red earth. Since he first heard the tale, de Velasco's heart burned with certainty. He knew, consumed with a passion he could not explain, that this city of gold was real and that it waited only for him.

The men in his expedition knew what de Velasco was seeking. Their eagerness at the outset of the journey was great. De Velasco's fever for gold was infectious.

For many months, the little band journeyed. They passed through flat, wide valleys and crossed raging rivers. They struggled through high mountain passes and through thick, dark woods.

Three times they explored huge, treacherous gorges. But they had found nothing, no cliffside cities, no treasure. Still de Velasco urged them on, his conviction contagious.

One day, as the expedition trudged forward, the men realized that the soil they were traveling on was a red color. A wave of excitement washed over the group, reinvigorating their spirits.

From that moment on, the party found itself moving through a beautiful but difficult landscape. They rode past towering monoliths of rock, huge broad-shouldered giants the same red color as the earth. At sunrise and sunset, the landscape flamed. Shrubs and plants—the only living things other than de Velasco and his men—looked like twisted shards of dry bones scattered along the ground.

"*Diablo,*" whispered the men, crossing themselves in prayer. "Surely this is the Devil's land." They began to feel uneasy, despite the promise of gold and fabulous wealth.

But de Velasco was not deterred. He inspired his men to push onward, even as he pushed himself.

And he had to push himself, for every day was becoming more of a struggle. Food supplies were low. The land was too arid to provide them with any sustenance.

Exercises

Finding enough water was a constant concern. The men were all ill with fever and dysentery; they felt their flesh almost melting from their bones.

Still, thoughts of the gleaming beauty of that most precious of metals filled their dreams, as de Velasco regaled them with images of the riches they would all soon have. He spoke to them passionately, with words that were as wild and sweet as the irresistible songs of the sirens.

The expedition had now been riding for days up the side of an enormous canyon. With each step they felt that much closer to death. Everyone, man and horse alike, was deep in the grip of desperate exhaustion.

And then, when the sun was at its zenith, they saw it. High up the canyon wall, set back in a cave, was a vast city. Crazed with excitement, de Velasco and the men began a mad scramble up the cliffside to the buildings.

Once on the cliff ledge, they did not notice the hushed and hallowed air of the city or its serene splendor. Their feverish thoughts were only of golden treasure. They spread out and began to move through the city, pulling stones from the ancient buildings and tossing them over the lip of the cave to the deep canyon floor.

On and on they searched. And the sun blazed down. And the earth burned red.

Suddenly, one of the men gave a cry. He had found a ring. A ring fit for an emperor, of filigreed gold, adorned with precious stones. The others crowded around him, all wanting to touch it, to lay

their hands upon it.

The newly discovered ring lit a new fire in them, and the search resumed, more intense than ever. But as the light of day began to stretch into the shadows of night, the ill, emaciated men could no longer sustain the physical strain of their activities. One by one, they stopped their restless searching and collapsed on the rocky floor of the cave.

Eventually, it was realized that someone would have to go back down to where they left the horses for the little food and water that remained. A man was chosen to make the descent.

But the man found he was unable to make his way. His fatigue and weakness were too great. Every ounce of energy he possessed had been spent in the mad toil of searching the city. He fell back to the cave floor, moaning and gasping for air.

And so it was with every man who attempted to bring back the supplies. Even de Velasco himself could not manage it.

The days passed, one by one, with no promise of help or hope. Slowly, the men began to die of thirst, of starvation, and of illness. The ring, the single fruit of their tortuous journey, remained. Upon each man's death, it changed hands, the survivors wresting it from the grip of the dying man.



Exercises



And then only de Velasco was left. He crawled to where the ring lay, fallen from lifeless fingers. He held it, cool and hard, in his hand. With a great rush, the madness of his obsession struck him. He gazed upon the wasted frames of the men he had

brought with him on this journey of greed and senseless death.

Placing the ring on the ground before him, he stretched himself out before it, and died.

1. Which of the following **best** describes the theme of this story?
 - A the strength of friendship
 - B the importance of having a goal in life
 - C the indomitable nature of the human spirit
 - D the mindlessness of greed

2. Which **best** describes the style of this story?
 - A allegorical
 - B comical
 - C witty
 - D anecdotal

3. Which word **best** describes de Velasco?
 - A courageous
 - B hard-working
 - C romantic
 - D obsessed

4. What literary technique adds to the effectiveness of the following sentence?

“They rode past towering monoliths of rock, huge broad-shouldered giants the same red color as the earth.”

- A oxymoron
 - B assonance
 - C personification
 - D hyperbole
-
5. What is **most likely** the meaning of *tantalized* as it appears in the following sentence?

“With each expedition, the dreams of vast riches that tantalized him dissolved into nothing, and he was left older and poorer.”

 - A teased
 - B confused
 - C possessed
 - D characterized

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6. Which of the following literary techniques is contained in this sentence?
- “Shrubs and plants—the only living things other than de Velasco and his men—looked like twisted shards of dry bones scattered along the ground.”
- A foreshadowing
 - B alliteration
 - C dramatic irony
 - D onomatopoeia
7. Which of the following details from the story is an example of situational irony?
- A The men believe gold will make them happy, but they die searching for it.
 - B De Velasco urges the ailing men to continue their search for gold.
 - C The city of gold is located in a land of red earth.
 - D When one man finds a golden ring, all the other men want to touch it.
8. Which of the following objects carries the **most** symbolic value in this story?
- A the sun
 - B the city of gold
 - C the red earth
 - D the dark cave