

Read the stories below then answer the questions that follow.

Words for Sunshine, Words for Snow

The first English word my grandfather learned was “sunshine.” He was six years old with his mother. My great-grandmother’s name was Dasha, and she was from Lida, which is west of Minsk in Belarus. My grandfather’s name was Fedor. They were standing together in the empty apartment in Morristown, New Jersey, because my great-grandmother’s youngest brother, Yuri, had moved there two years earlier. He was going to be an American. He was going to open a restaurant. He had plans and he had books to put the plans in and he was already speaking American. My grandmother was expected to go to work at the same factory where my great-great uncle was working while he saved up for a restaurant he would never open.

My grandfather’s uncle’s girlfriend went to the library and took out children’s books to help my grandfather and his mother learn English. She was a nice young woman and this was her contribution. Her good deed. She would sit down on the stained carpet with my grandfather and open up a book for him. She would turn to the first page, which had a sun on it. She would show my grandfather the page, and point to the sun. “Sun,” she would say, and then, pointing to the little yellow lines drawn around the circle that represents the sun, “Sunshine. Sun. Shine. Sunshine.” “Sunshine,” he repeated back to her, and she beamed with pride. Look at what she had accomplished. She was a good person who was doing a good thing. Across the room, my great-grandmother stood near a window and tried to find a picture of a chair as snow began to fall outside. The young woman stood up, helped my grandfather to his feet, and took him to the window to stand by his mother. She pointed outside and said “Snow.” My grandfather repeated it back to her. “Snow.” More beaming, more pride. More certainty that she could assist this small family of refugees as they began to build a new life – one word at a time.

Once in school, my grandfather would begin to forget his native language. His accent would dwindle and then disappear. His mother would always speak with a foreign distinction, but she would blush whenever anyone asked where she was from or how long she had been in the country. When she saw her son excelling at it, she would praise him. He was not allowed to ask about Lida or Belarus or his father. The only sunshine that mattered was the American sunshine. The only snow that piled up outside during the strident winters was American snow.

My grandfather worked at a restaurant as a line cook. He showed promise. The owner of the restaurant encouraged him to go to culinary school. His uncle was bitter with jealousy. That was not meant to be my grandfather’s dream. That was his uncle’s dream. How dare he steal it. They got into a terrible fight. My grandfather and his mother did not speak to my great-great uncle again for the rest of his life. By then, they had moved out of the empty apartment that had only been partially filled at the time of my great-grandmother’s second marriage. My grandfather’s stepfather was a kind man. He paid the tuition for culinary school.

My grandfather graduated culinary school with high marks. A year later, he was working in one of the best restaurants in New York – his new home. My great-grandmother and her husband came into the city for dinner. They were so proud of my grandfather. He had tackled a slippery dream and carried it into waking. When he brought the chef out to meet his parents, he had forgotten that the chef only knew him as – “We’re so happy to have Frank here. He’s got real talent.” Frank. Not Fedor. My

great-grandmother seemed confused. Her son shuffled the chef back into the kitchen with thanks for his hospitality and later that night, as they were on their way back to their hotel, his mother asked him about his name. "It's just something they call me," he said, lying to his mother with the ease of someone who has first lied to himself, "People can go by different names. It's nothing." His mother didn't know how to feel or if she should feel at all. She gave her son a kiss on the cheek and then stepped into the backseat of the taxi. His stepfather embraced him and went in the taxi with his mother.

Inside the restaurant, my grandfather needed to ask for something. Soon after this, he would ask for a loan to open his own restaurant. Shortly thereafter, he would ask a woman he had been seeing for a few months for her hand in marriage. He would ask for many things throughout his life, and he would always have the words, but they would always be in English. What little he learned in another language was usually borrowed from busboys or when helping his children with their Spanish and French homework.

But let's not get too carried away, all right?

When I was a child, I would sleep over at the home of my grandparents. They had several furnished bedrooms. One of the rooms was mine even though I was only there every other weekend. I would get in bed, and my grandfather would read to me before bed. He would read me stories. Some would have sunshine in them. Some would have snow. My grandfather's voice was discreet. It betrayed nothing. He could inhabit anyone and anything as though he had lived a thousand lives. He could speak as though he had spoken every word at least once. Sometimes I would stop him and point to a word so that I could ask him what it meant. Sometimes I would ask him why a character did what they did or felt how they felt. Sometimes I asked him how they could make it to the end of the story after suffering so many trials and setbacks. And somehow he always knew. He always knew exactly what to say.

Answer the following questions by choosing the letter of the best answer.

1 Which of the themes below is NOT taken from the story?

- A. Family
- B. Contempt
- C. Language
- D. Ambition

2 What was Yuri's plan when he moved to Morristown, New Jersey?

- A. He wanted to be a teacher.
- B. He wanted to move to New York.
- C. He wanted to open a restaurant.
- D. He wanted to work as a factory worker.

3 Why did Yuri's girlfriend take out children's books from the library?

- A. To entertain herself
- B. To help Fedor's uncle learn English
- C. To teach Fedor about American culture
- D. To help Fedor and his mother learn English

4 How did Fedor's mother feel about him excelling in English?

- A. She was passive.
- B. She was proud.
- C. She was nonchalant.
- D. She was apathetic.

5 What was Yuri's reaction when Fedor went to culinary school?

- A. He was happy and supportive of his little nephew's dream.
- B. He was not interested because it was none of his business.
- C. He was jealous as it was supposed to be his dream.
- D. He didn't know about it.

6 How would you describe Fedor's stepfather?

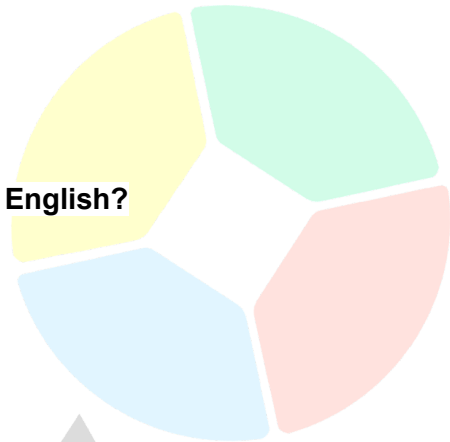
- A. Thoughtful
- B. Strict
- C. Indifferent
- D. Abusive

7 Based on the story, what do you think is the significance of the American snow and sunshine for Fedor's family?

- A. It was a way to forget where they came from.
- B. It was a reminder of their past life in their native country.
- C. It represented the new life and opportunities in America.
- D. It did not have any significance.

8 What does the word "accent" in paragraph 3 mean?

- A. An effort in speech to stress one syllable over adjacent syllables
- B. Greater stress that is given to one musical tone than to its neighbours
- C. A mark placed to the right of a letter or number and usually slightly above it such as a double prime
- D. A distinctive mode of pronunciation of a language, especially one associated with a particular nation or locality



Freya and Skuld (Excerpt)

Valkyries were distinguished and revered fighters among the warlike Northern Vale folks. The bravest and strongest female warriors in each tribe would be chosen to join their ranks and take up the responsibility of guiding the spirits of fallen heroes into Valhalla and keeping the peace in Northern Vale. Becoming a Valkyrie would bring great glory to everyone in the tribe. It was considered to be the greatest achievement one could ever dream of. But such glory came at a price – the Valkyries had to make huge sacrifices for their privilege. They could never marry and they were bound to dedicate their entire life to the protection of Northern Vale.

At first, such glory and burden didn't belong to Freya. As far as she could remember, her elder sister Skuld was their tribe's best hope. She was clever, decisive, brave and resilient. She could already defeat all the other warriors in their tribe when she was just sixteen years old. The high priest of the Martyr Shrine foresaw the future in a prophecy. "A female warrior, a daughter of Northern Vale, will one day lead this land to a new path." Everyone believed that the kid in the prophecy was Skuld. So, in order to fulfil her destiny, she kept training day after night, hoping that one day she could take up the mantle and bring a glorious future to her tribe and the entire Northern Vale.

Unlike her sister Skuld, young Freya lived a carefree life. She was known to be naughty, vigorous and curious. But, she admired her sister Skuld, believing that she could live happily ever so long, as her brilliant and lovingly sweet sister was with her. But her sister Skuld disagreed. She would always encourage Freya, saying that she could one day become the person who would lead their tribe and even all the Northern Vale folks.

When Freya was twelve, Skuld passed the high priest's trial, became an exalted Valkyrie of the Martyr Shrine, and left her homeland. Two years later, Freya sneaked out of the tribe by herself and headed to the Martyr Shrine, the place where all Northern Vale folks were forbidden to visit. She had missed her sister so much that she was dying to see Skuld. However, her destiny was entirely changed, on that day. Outside the Martyr Shrine, Freya peeked into the wall, watching the Valkyries, who were holding a transcendence ritual for the spirits of the dead. But inside this empty hall, a strange light caught Freya's attention. Freya approached and realised that it was a strange object floating above the altar. Its radiance encircled itself, like a giant light orb. It felt like there was a wonderful dreamland hidden in its light, calling Freya to come. Propelled by this mysterious force, Freya was unknowingly drawn to it and reached out to touch the light orb floating above the altar. Suddenly, an immense amount of energy raged inside the orb, then broke free from the seal of the altar, rising straight towards the sky. What Freya didn't know was that this orb, Heart of Aurora, was actually an ancient relic possessed and worshipped by the Northern Vale for the past hundreds of years. But it also had another secret identity: It was one of the legendary Apocalypse Shard.

After Freya accidentally touched it, the immense energy, once contained within the Heart of Aurora, rushed out of control and started to grow ever stronger. Should it explode and spread, the entire Northern Vale would be swept away. This anomaly startled the priests and Valkyries outside. Facing this dire situation, the high priest told everyone that they had to jump into the energy field to be able to stop the energy from growing. Just as Freya was shocked and frozen by this terrible scene, a familiar and gentle figure appeared and hugged her from behind. Skuld emerged from the Valkyries and gave her own sword and shield to Freya. Skuld nodded and smiled at her, then dived into the energy field.

The lights became blinding, and then everything stopped. The immense energy had vanished and peace was restored in the hall of Valhalla. But after this accident, Skuld and the Heart of Aurora went rogue, and both went missing, never to be found again. Freya was in deep sorrow and she blamed herself for this tragedy. The old high priest approached and caressed her forehead. He told Freya that Skuld had always had high hopes for her sister, she believed that Freya was the chosen one, and she believed that Freya could lead Northern Vale to a different path.

Devastated by the sense of guilt, Freya took up her sister's sword and shield along with her faith in her, and walked into the endless dark night. After years of training and extraordinary efforts, she finally became a Valkyrie, at the age of twenty. She returned to the Martyr Shrine, took up her sister's mantle, and kept watch for Northern Vale.

Time flew by as Freya stood guard in the coldness and snow as a Valkyrie. She had been to Northern Vale over the years, reconciling conflicts and resolving difficulties for people. She gave everything she had to Northern Vale, like a caring elder sister. As Captain Bane and his Black Shark Pirates rose, the world of Northern Vale shifted. The merciless Captain Bane and his mortal enemy Franco fought each other fiercely, along the coast and the newfound traces of the "Heart of Aurora" drew lots of attention. The news came: the endless conflict between Bane and Franco, the "Heart of Aurora" that sank into the bottom of the ocean, the lurking darkness. She remembered the tragedy that had happened years ago and deeply missed her sister. Everything was calling Freya, leading her toward the coast shore. There, she would find all the answers she sought, and she would protect her homeland at all costs, as a Valkyrie of Northern Vale.

Answer the following questions by choosing the letter of the best answer.

- 9 What is the greatest achievement that one could dream of among the Northern Vale folks?**
- A. Becoming affluent
 - B. Having a big family
 - C. Becoming a distinguished fighter
 - D. Building a successful business
- 10 What is the role of Valkyries among the Northern Vale folks?**
- A. To defend their tribe
 - B. To guide the spirits of fallen heroes into Valhalla
 - C. To keep the peace in the Northern Vale
 - D. All of the above
- 11 What was Skuld considered among the people of Northern Vale?**
- A. A feeble warrior for the tribe

- B. A mediocre leader for the tribe
- C. A conventional fighter for the tribe
- D. The best hope for the tribe

12 Before Skuld became a Valkyrie, how is Freya different from her?

- A. She is curious and vigorous.
- B. She is lazy and not ambitious.
- C. She is shy and weak.
- D. She is clever and brave.

13 What is Freya's role in the story?

- A. She is a pirate working alongside Captain Bane.
- B. She is a revered fighter in charge of protecting Northern Vale.
- C. She is a treasure hunter searching for the Heart of Aurora.
- D. None of the above.

14 How does Freya's loss of her sister impact her?

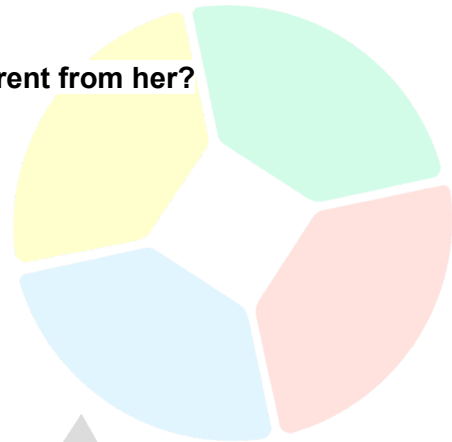
- A. It caused her to doubt her abilities.
- B. It made her indifferent to the conflicts.
- C. It motivated her to protect Northern Vale.
- D. It caused her to leave Northern Vale.

Same Old Story

"Are you going to submit your manuscript?" "Yeah! Of course!" Jenna reassured Rebecca for the tenth time this month. It seemed silly for Rebecca to repeatedly ask the question, but supposedly Jenna had the same devotion to writing as she did. It seemed odd that her passionate and action-oriented friend would commit to something and not do it. Considering her pattern, though, the pit in Rebecca's belly gave her little room for comfort.

"In order to win the Brave Writers Scholarship," Rebecca reminded her friend, "you have to submit a completed manuscript before the 31st." The Brave Writers Scholarship is offered by their university. First-place winners receive a \$3,000 reward, publication at a New York Publishing house, a year-long subscription to the school's magazine, and year-long marketing support to help the writer in their publishing endeavours. Second and third-place winners received just as great stuff, but first place was the goal. As English majors, Rebecca and Jenna agree to send in their applications together. Despite the two having less than a month to complete their manuscript at the time, they agreed to see it through. Two months passed since the announcement and Rebecca was 5,000 words away from completing her women's fiction novel. Jenna barely finished chapter 1.

Jenna's strapped for cash and depended on her wealthy husband to care for her needs. Her grades weren't the best and being on academic probation didn't scare Jenna enough to leap into action.



Considering the well-being of her best friend of 3 years was on the line, it made sense for Rebecca to invest more time to help Jenna. The pit in her gut grew with each passing day. "We can go to a café later if you want. I brought my laptop with me," said Rebecca. "Yeah! I want to try a new drink anyway!" The two headed to a local café and stole the only table with an outlet. When Rebecca pulled out her laptop, Jenna's eyebrows furrowed. "I-I thought we were trying the new coffee?" she asked. "Yes," Rebecca tilted her head, "and we're also getting some work done. Your story is connected to your laptop, right?" she asked. "...Yes?" replied Jenna. "So, you can write down some ideas and get your story finished." The plan was foolproof, and their outing was the perfect time for Jenna to disconnect from her family and responsibilities. Jenna looked around aimlessly then leaned on her chair and crossed her arms and legs. "Yeah, but the ideas haven't come to me yet. And when they do, I'll get my story done."

Weeks passed and the end of the month drew near. Rebecca kept to herself in her dorm and chatted with her roommate. They didn't bother her very much, but on the 29th of December, Becca's roommate knocked on her cracked door. An expert multi-tasker, Rebecca answered without ceasing her buzzing fingers. "Come in." "Have you heard back from Jenna?," asked her roommate "No." Any text that Becca gave was seen and ignored. Jenna had moods where she wouldn't reply to messages that displeased her. So, if Jenna did message, Rebecca kept her on read as well. "Why?" "She shared a picture of herself in Florida with her husband." Rebecca stopped typing. "Isn't class tonight?" Her roommate nodded. Rebecca shook her head and continued typing. Her roommate left without another word.

Negligent wouldn't be the right word to describe Jenna. The woman made promises left and right and only kept the ones that were most important to her – promises to her husband and close relatives. She claimed that she was distracted, yet she had more than enough time and energy to shop and hang out with friends. Investing in something seemed to be a possibility until a deadline was involved. Then, it was someone else's fault if she didn't get something done.

Last year, their university held a self-paced Editors Course that was certified by the state's editing association. We had to finish the course in 5 months. Extensions were an additional \$100. Applicants were granted 3 extensions only. Jenna not only missed all of her deadlines and paid for all 3 extensions, pushing the course out to almost a whole year, but she blamed the school for having the deadlines in the first place.

As time passed, one day in mid-February, Rebecca's phone rang while she walked back to her dorm. "Yes, hello?" she answered. "Becca! Where is the link to upload the manuscripts?" Rebecca stopped her walk and then stepped to the side of the crosswalk. "Well," she started, "the deadline was December 31st. The manuscripts are being judged right now," she replied. "That's great, but where's the link?" Jenna insisted. "Jenna, the scholarship is over. You missed your chance to submit." Silence laid on the other end of the line. Then, there was Jenna's frustratedly heavy sigh. "So, the school doesn't offer extensions? They should have warned people about when deadlines were," said Jenna as if she was arguing with someone. "It's unfortunate, but the best thing you can do is apply to something else," replied Rebecca. "No, you know what? I'm writing a letter to the Dean. He should be more accommodating to his students, especially the ones who have a lot to deal with at home." Rebecca nearly dropped her jaw and her phone. "What?" Rebecca asked. Astonished at her friend's claims. "I've been struggling with my attention issues and my problems at home are taking my attention away."

"What?" she replied. Utterly speechless. "I should have been given more time to complete the manuscript and the Dean should know that students like me need more encouragement and help in this department." Hang up, Becca thought. Just hang up. "Jenna, I've got to go."

Within a second, she asked, "You're going to help me write the letter, right?"

Rebecca hung up.

Answer the following questions by choosing the letter of the best answer.

- 15 Which part of speech does the word "outing" in paragraph three belong to?**
- A. Noun
 - B. Pronoun
 - C. Verb
 - D. Adjective
- 16 What is Jenna's excuse for not working on her manuscript?**
- A. She is waiting for inspiration to strike.
 - B. She is too busy with other responsibilities.
 - C. She is not confident in her writing abilities.
 - D. She is more interested in spending time with her husband and friends.
- 17 Based on the story, how does Jenna's behaviour towards the scholarship and her writing compare to Rebecca's?**
- A. Jenna is more dedicated and hardworking than Rebecca.
 - B. Jenna is less dedicated and hardworking than Rebecca.
 - C. They have the same level of dedication and hardwork.
 - D. It is not mentioned in the passage.
- 18 Based on Rebecca's observations, how does Jenna usually react when a deadline is involved?**
- A. She becomes apathetic and indifferent.
 - B. She becomes overwhelmed and stressed.
 - C. She becomes more focused and motivated.
 - D. She becomes careless and starts blaming others.
- 19 What is the main source of conflict in the passage?**
- A. Rebecca's lack of motivation
 - B. Jenna's lack of confidence in Rebecca
 - C. Jenna's financial dependence on her husband

D. The approaching deadline for the Brave Writers Scholarship

20 Which of the following sentences from the poem portray visual imagery?

- A. It seemed silly for Rebecca to repeatedly ask the question, but supposedly Jenna had the same devotion to writing as she did.
- B. The woman made promises left and right and only kept the ones that were most important to her.
- C. Jenna looked around aimlessly then leaned on her chair and crossed her arms and legs.
- D. "I should have been given more time to complete the manuscript and the Dean should know that students like me need more encouragement and help in this department."

Read the poem below then answer the questions that follow.

The Deeds Of Anger by Edgar A. Guest

I used to lose my temper an' git mad an' tear around
An' raise my voice so wimmin folks would tremble at the sound;
I'd do things I was ashamed of when the fit of rage had passed,
An' wish I hadn't done 'em, an' regret 'em to the last;
But I've learned from sad experience how useless is regret,
For the mean things done in anger are the things you can't forget.

5

Now I think I've learned my lesson an' I'm treadin' gentler ways,
An' I try to build my mornings into happy yesterdays;
I don't let my temper spoil 'em in the way I used to do
An' let some splash of anger smear the record when it's through;
I want my memories pleasant, free from shame or vain regret,
Without any deeds of anger which I never can forget.

10

Answer the following questions by choosing the letter of the best answer.

21 What is the main theme of the first poem?

- A. The consequences of anger and temper
- B. The importance of self-confidence and discipline
- C. The power of regret and forgiveness
- D. The value of humility and charity

22 In the poem, how does the speaker view their past actions?

- A. Proud and unapologetic
- B. Embarrassed and regretful
- C. Indifferent and calm
- D. Defiant and in denial

23 What is the speaker's current approach to managing their temper?

- A. Ignoring it and letting it control them
- B. Suppressing it and repressing their emotions
- C. Learning to control and manage it
- D. Not caring about it

24 How does the speaker view the role of memories in their life?

- A. The speaker wants to redo the bad ones.
- B. The speaker wants to cherish them all, including the bad ones.
- C. The speaker wants to only remember the good ones.
- D. The speaker does not care about memories.

25 What is the speaker's goal for their future memories?

- A. to have memories filled with joy and excitement
- B. to have memories filled with adventure
- C. to have pleasant memories with the people that matter
- D. to have pleasant memories free from rue and indignity

26 How does the speaker feel about regret in general?

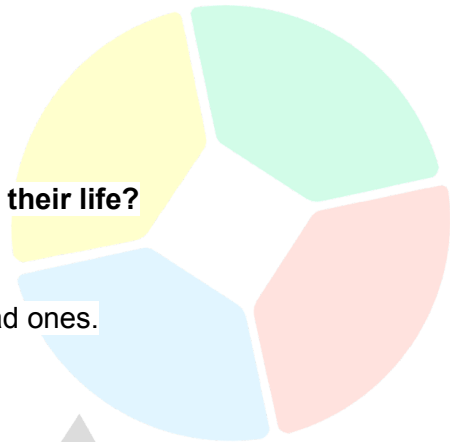
- A. The speaker finds it helpful in making amends
- B. The speaker finds it pointless and unproductive
- C. The speaker finds it necessary success
- D. The speaker finds it a source of guilt

27 What is the main message of the poem?

- A. Anger and temper are destructive and should be avoided.
- B. Anger and temper are natural and should be embraced.
- C. Regret is important for personal growth and development.
- D. Regret is pointless and should be ignored.

28 How can the lesson learned in the poem be applied to a real-life situation of dealing with a difficult co-worker?

- A. by confronting them head-on and expressing your anger towards them
- B. by ignoring the problem and hoping it will all go away eventually
- C. by staying calm and finding constructive ways to address the issue
- D. by lashing out at them in a fit of anger



And Still I Will Push On by David V. Bush

Tho disappointed, I'll not quit!
I'll push all night till dawn.
Courageous soul and hopeful heart;
I'm pushing on and on!

All things gone wrong; I will not quit!
Tho' awful is the dark
And terrible the rocky road.
On, on! I'll push my bark.

All blasted hopes: I will not quit!
Tho' thousand chasms yawn.
My purpose firm and clear my eye;
"I'll push my way still on!

All friends desert: I will not quit!
On every side swords drawn;
Alone! Alone! I'll make my way,
And still I will push on!

I stand alone in deepest grief,
Tho' pitfalls gape and yawn;
No one to lend a helping hand,
But still I will push on!

No help is mine, all bridges burned,
All that I own in pawn;
And tho' all hope seems useless, vain,
I'm pushing on and on!



Answer the following questions by choosing the letter of the best answer.

29 What is the main theme of the poem?

- A. Quitting
- B. Persistence
- C. Grief
- D. Loneliness

30 What happened to the speaker's friends?

- A. The speaker's friends stuck with him till the end.
- B. The speaker's friends grew resentful of him.
- C. The speaker's friends have left him.
- D. The speaker does not mention their friends in the poem.

31 How does the speaker plan to overcome challenges?

- A. The speaker plans to persist and keep at it.
- B. The speaker plans to rest and then continue.
- C. The speaker plans to seek help from others.
- D. The speaker plans to wait for things to get better.

32 How does the speaker feel about their current situation?

- A. The speaker is optimistic and determined.
- B. The speaker is feeling hopeless and helpless.
- C. The speaker is feeling joy and contentment.
- D. The speaker is feeling indifferent and apathetic.

33 You have been going through a difficult time in your personal life and have lost the support of your friends and family. What should you do?

- A. Give up and accept defeat
- B. Stand alone and continue to push forward
- C. Try to reconnect with those who have left
- D. Beg for people to stay and go on with you

34 What do lines 10-11 mean?

- A. Despite the speaker feeling sleepy and his vision starting to blur, he knows his purpose and this made his eyes see clearer.
- B. Despite the blurred vision, the speaker still managed to see things clearly because of his determination.
- C. Despite the speaker feeling tired and weary, he still wants to stay awake and continue with whatever he is doing.
- D. Despite the obstacles and challenges the speaker faces, the speaker's purpose or goal is clear and unwavering.

The Biggest Difference by Catherine Pulsifer

What makes the biggest difference in someone's life?

The person's attitude for sure

It can be positive and optimistic

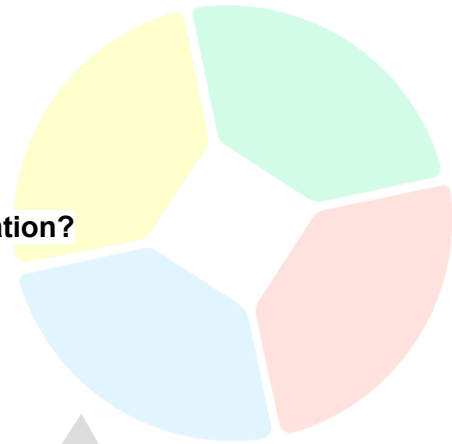
Or, it can be negative, and close every door.

Your attitude can be one that is

Down, complaining, and blue

Or you can find the little things

That bring happiness that's true.



You can be contented with life
Or you can always be wanting more
You complain how life's not fair
And find everything a bore.

What do you focus your attention on
Will determine your attitude
Focus and find the positive
Live with gratitude.



Answer the following questions by choosing the letter of the best answer.

- 35 What does the speaker believe is the most important factor in someone's life?**
- A. A person's wealth
 - B. A person's social connections
 - C. A person's outlook in life
 - D. A person's self confidence
- 36 How does the speaker suggest one can improve their attitude?**
- A. by focusing on wealth and material possessions
 - B. by focusing on the positive and being grateful
 - C. by focusing on others instead of oneself
 - D. by focusing on improving yourself and your life
- 37 How can you maintain a positive attitude when facing a personal setback or disappointment?**
- A. by focusing on the negative aspects of the situation and being stuck on that situation until it is fixed or until the situation becomes better for you.
 - B. by trying to find solace in routines like eating and going out to have fun and parties, for example.
 - C. by acknowledging and processing the feelings of disappointment, but refocusing on the positive aspects of the situation and finding ways to move forward
 - D. by seeking out people who are both able to assist you and provide a distraction from the difficulties you are experiencing
- 38 What is the main idea the speaker wants to convey in the second stanza of the poem?**
- A. A positive attitude brings happiness
 - B. A negative attitude brings unhappiness
 - C. Complaining is necessary
 - D. Being happy is what matters in life
- 39 In the third stanza of the poem, what characteristic does the speaker want its readers to have?**

- A. Persistence
- B. Punctuality
- C. Commitment
- D. Contentment

40 At school where your classmates are constantly complaining and negative, what should you do to maintain a positive attitude?

- A. Join in on the complaining, express how you too are tired and in need of a rest.
- B. Isolate yourself and ignore the negativity and just do your school tasks peacefully.
- C. Try to find the good in the situation by thinking about what you're thankful for.
- D. Tell your classmates to stop feeling the way they feel because it sounds bad.

Read the articles below then answer the questions that follow.

The Eiffel Tower

The Eiffel Tower, or Tour Eiffel in French, is a famous building in Paris and a technological masterpiece in the history of building. As part of the planning for the International Exposition of 1889, which was held to mark the 100th anniversary of the French Revolution, a contest was held to find a good design for a monument. The Centennial Committee got more than 100 plans, and the one they chose was by the well-known bridge engineer Gustave Eiffel. Eiffel's idea and plans for a 300-metre tower made almost entirely of open-lattice wrought iron raised a lot of amazement, scepticism, and aesthetic opposition. When it was done, the tower was the main entrance to the exposition.

Nobody had ever built anything even close to the Eiffel Tower. It was twice as tall as the dome of St. Peter's in Rome or the Great Pyramid of Giza. Unlike older buildings, the tower was built in about two years, from 1887 to 1889, with a small number of workers and at a low cost. Eiffel designed a structure that was light, airy, and strong. He did this by using his advanced knowledge of how metal arches and metal truss forms behave when they are loaded. This structure was the start of a revolution in civil engineering and architectural design. And when it opened to the public on May 15, 1889, it proved itself as a work of art.

The Eiffel Tower is built on four piers made of lattice-girders that taper inward and connect to make a single tall tower. As the piers curve inward, they are connected by two-level networks of girders that give tourists places to stand and watch. On the other hand, the four semicircular arches at the base of the tower are purely decorative and have nothing to do with its structure. Because of their unusual shape, which was influenced by both engineering and Eiffel's sense of art, the piers needed elevators that went up in a curve. These glass-cage machines, made by the Otis Elevator Company in the United States, became one of the most famous parts of the building and helped it become one of the most popular tourist destinations in the world.

Gustave Eiffel, whose full name was Alexandre-Gustave Eiffel, was a French civil engineer who was born on December 15, 1832, in Dijon, France, and died on December 28, 1923, in Paris. He is best known for the tower in Paris that bears his name.

After Eiffel graduated from the College of Art and Manufacturing in 1855, he started to focus on building bridges out of metal. In 1858, he was in charge of building an iron bridge in Bordeaux, which was followed by a few more. In 1867, he designed the high, arched Gallery of Machines for the Paris Exhibition. In 1877, he built a 525-foot steel arch over the Douro River in Oporto, Portugal. He then built an even bigger arch of the same kind, the Garabit viaduct over the Truyère River in southern France. For many years, it was the highest bridge in the world above the river. He was one of the first bridge builders to use caissons filled with compressed air. He came up with the plans for the observatory in Nice, France, which has a dome that can be moved, and for the Statue of Liberty in New York Harbor.

When Eiffel built the Eiffel Tower between 1887 and 1889, it shocked the world. This earned him the nickname "magician of iron." It also got him interested in problems with aerodynamics, and he did a number of experiments on the tower. Outside of Paris, near Auteuil, he built the first aerodynamics lab, where he worked all through World War I. In 1921, he gave the lab to the government.

Answer the following questions by choosing the letter of the best answer.

41 What was Gustave Eiffel's nickname?

- A. "Magician of Iron"
- B. "Master of Bridges"
- C. "King of Skyscrapers"
- D. "The Eiffel Engineer"

42 What made the Eiffel Tower a technological masterpiece?

- A. Its height, the Eiffel Tower, was taller than any other infrastructure during its time in the area.
- B. Its use of cheaper alternative materials and the vibrant colours used in painting the tower.
- C. Its use of open-lattice iron or steel and profound understanding of metal arches and trusses.
- D. Its decorative arches and the fact that it was made with metals that cost millions in the US.

43 Why was the Eiffel Tower initially built?

- A. to mark the anniversary of the French Revolution
- B. to showcase Gustave Eiffel's engineering skills
- C. to attract many tourists and promote tourism
- D. to make way for other engineers and architects

44 What was Gustave Eiffel's main focus of research after building the Eiffel Tower?

- A. Civil engineering and architectural design
- B. Aerodynamics
- C. Elevator technology
- D. Observatories and domes

45 What was the role of the Otis Elevator Company in the construction of the Eiffel Tower?

- A. They supplied the iron for the tower.
- B. They built unconventional elevators for the tower.
- C. They designed the semicircular arches at the base of the tower.
- D. They were responsible for the maintenance of the tower.

46 What was Gustave Eiffel's role in the construction of the Statue of Liberty?

- A. He was the architect.
- B. He was the engineer.
- C. He came up with the plans.
- D. He built the foundation.

47 In addition to being a technological masterpiece, what else did the Eiffel Tower prove itself to be?

- A. a piece of art
- B. a profitable business
- C. a symbol of French pride
- D. a successful tourist attraction

48 What was the function of the semicircular arches at the base of the tower?

- A. They were part of the tower's structure.
- B. They provided places for tourists to stand on.
- C. They were purely for decorations.
- D. They supported the elevators.

Learning From Mistakes: How Does the Brain Handle Errors?

Making a mistake feels bad. When you throw a dart and it doesn't hit the board or when you get a F on a test, you get a sudden, annoying jolt. These feelings can be annoying or painful, but they are part of what your brain does to help you succeed in the future.

When our ancestors lived in the wild, they had to hunt for food and stay away from dangerous animals. If they made a mistake, it could have hurt or killed them. So that the human race could stay alive, our ancestors had to be smart enough to learn from their mistakes. The brain's main job is to try to figure out what will happen next. This includes how we can change what we do so we don't make the same mistakes again. To understand how the brain works and how we learn, it's important to know how the brain finds mistakes and how it deals with them.

An example of a mistake would be starting out with a goal you want to reach. You might be playing soccer and about to take a free kick. The whole point is to score a goal. You look at the situation and decide what to do. Say the other team has set up a wall, so you decide to curve the ball around the players and into the goal. But you didn't give the ball enough spin, so it hit a goal post and went in a different direction.

In this case, the mistake was made because of a wrong guess. You thought that kicking the ball the way you did would lead to a goal, but to your surprise, it hit the goal post instead. In other words, what you thought was going to happen didn't. Even though you might be upset that you didn't score, this tells you something very important. It tells you that you have some wrong ideas about how the world works and how you can change it. You now know that the next time you kick the ball, you'll need to give it more spin. With these kinds of lessons, you'll get better at kicking until you finally score.

Whenever the person makes an error, a special pattern of brain activity shows up: a sharp, negative electrical activity that is strongest at the top of the head. Since this electrical activity is negatively charged and associated with making errors, it is called the Error-Related Negativity or ERN

Scientists have found many times that when we make a mistake, we move more slowly the next time. This could be because the brain is trying to give itself more time so it doesn't make the same mistake again. The next round's response tends to be slower the stronger the ERN is after an error.

Some people's ERNs are bigger than others'. Does this mean these people are more aware of their mistakes and learn more from them? This idea seems to be backed up by some studies. For example, Hirsh and Inzlicht found that students who had a stronger ERN did better in school. In their study, the researchers looked at how active the brains of college students were. They found that the students with bigger ERNs also had better grades on average.

It's not always a good thing to have a strong ERN, though. People with more anxiety tend to have stronger ERNs, and people with very strong brain responses to mistakes are more likely to get distracted instead of being able to focus better. If the ERN shows the brain reacting and responding to mistakes, then a really strong ERN could be the brain overreacting and being more upset and alarmed by making a mistake than is necessary.

During childhood and adolescence, the body goes through many physical changes. There are also many changes in how we think, feel, act, and what drives us. Because of these changes and the fact that our responsibilities and expectations keep getting bigger, we have to try and fail over and over again to learn the social and academic skills we need to be successful as adults. This means that people with a strong ERN tend to generally perform better.

Studies show that the ERN changes with age, with adults and older teens having stronger ERN signals than children. The fact that the ERN gets stronger as a child and adolescent probably has something to do with how the brain grows and changes. Various parts of the brain grow and change at different rates. Some parts of the brain are fully grown by the end of childhood, while others keep growing into adulthood. The ERN is made by the cingulate cortex, which keeps getting better until the late 20s. In other words, a part of the brain that is important for learning from our mistakes takes a long time to develop compared to many other parts of the brain.

When you make a mistake, it can be annoying and frustrating. But it's also important to learn from our mistakes so that the next time we're in the same situation, we can change how we react and do things differently. The brain is very sensitive to mistakes, and when we do something wrong, it makes a certain kind of electrical activity called the ERN. This error signal: (1) happens before we realise we've made a mistake; (2) gets stronger as we get older; and (3) can tell us how well we'll do in school or college. We

still don't know a lot about how the brain works when it makes a mistake. We might be able to figure out some of these mysteries if we did more research on the ERN.

Answer the following questions by choosing the letter of the best answer.

49 What does the ERN signal indicate?

- A. the brain's way of dealing with mistakes
- B. the brain's way of responding to rewards
- C. the brain's way of processing information
- D. the brain's way of regulating emotions

50 What do studies show about the relationship between a stronger ERN and academic performance?

- A. A stronger ERN is associated with lower academic performance
- B. A stronger ERN is associated with better academic performance
- C. There is no correlation between a stronger ERN and academic performance
- D. A stronger ERN is associated with average academic performance

51 Why do people with more anxiety tend to have stronger ERNs?

- A. They are more aware of their mistakes and what solutions to do
- B. They are more likely to get distracted and quit
- C. They have a heightened emotional response to mistakes
- D. They are less likely to learn from their mistakes and not repeat it

52 What is the main function of the brain when it comes to making mistakes?

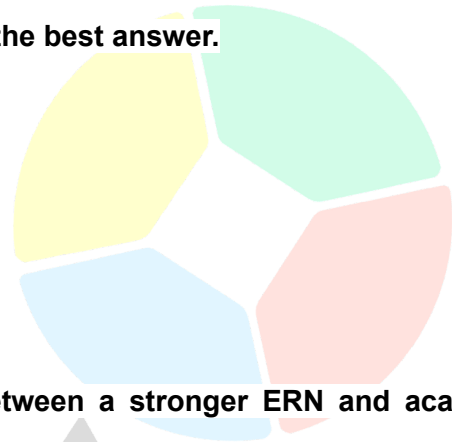
- A. to feel upset or annoyed
- B. to try to figure out what will occur next
- C. to forget the mistake
- D. to make the same mistake again

53 The ERN is more active in which of the following?

- A. Adults
- B. Males
- C. Females
- D. Children

54 What is the main benefit of making mistakes according to the article?

- A. to feel bad and regretful



- B. to learn how the world works and what can be done to change it
- C. to become aware of one's own strengths and limitations
- D. to distract the brain from focusing on other tasks

A Smile can Change the World

"Making one person smile changes the world. Maybe not the whole world, but their world."

Someone smiled at me today, and I smiled back. Smiling is contagious, and you can catch it like the flu. Smiling is like a virus; it spreads from person to person, just like other viruses. It gets around in many ways, like reading, so this essay on smiling should make you feel better (thinking of smiling releases endorphins in your brain, so your mood slightly improves). Try not to smile at all while reading this essay, I mean it...

When people are happy, they usually smile. When you're happy, the signals from your neurons move from your cortex to your brain stem. Then, the cranial muscle sends the message to the muscles in your face that make you smile. Sounds easy? But that's just the beginning... Once the muscles in your face tighten when you smile, a good feeling goes back to your brain and makes you feel even better. To put it simply, our brain sends messages to our facial muscles telling us to smile when we feel good. When we smile, we tell our brain that we feel good. Also, the chemicals make you healthier, so smiling might be just as good for you as working out.

The world has already changed because of smiles: Some people say that the theory of evolution shows that humans are related to apes. When a monkey bares its teeth, flattens its ears, and tightens the muscles in its throat, it is because it is scared and getting ready for a fight. It wants to make its opponent feel scared, too. But when a person shows its teeth, flattens its ears, and tightens the muscles in its throat, it is to be friendly or to show that it is happy. How did this strange change in evolution happen? How did flashing your teeth turn into a smile? "Missing link" facial expressions from evolution are the main proof.

What I find strange about smiling is that people who are born blind show the same smiles as people who are in the same situations as sighted people. This is strange because they have never seen a smile. This shows that smiling has become an automatic way to show happiness. In other words, you don't have to learn how to smile; it's a behaviour that's already built in.

Did you know that smiling triggers the brain's pleasure centres in a way that even chocolate, which is known for making people happy, can't do? A recent study found that smiling can be as exciting as getting up to 16,000 Pounds Sterling in cash. This means that people who smile about 62 times a day should feel like millionaires.

Have you ever had a bad day and been in the worst mood, only to smile and feel better when you talked to someone who was smiling or saw someone who was smiling? Several studies have shown that smiling is "contagious," making the old saying true. When you see a smile, your orbitofrontal cortex turns on. This is the part of your brain that deals with sensory rewards. So, when you see someone else smiling, it makes you feel good and gives you a reason to smile.

Research also shows that if you smile, even if you are in a bad mood, your mood will improve right away. This is because smiling is enough to make your brain release chemicals that make you feel good.

Don't believe me? Try it. The next time you are having a serious argument, smile and watch how the other person's mood changes and gets a little bit better. The next time you get bad news, smile and be patient for a few minutes. This will trick your brain into making you feel better. The next time you are crying, just smile to feel better.

To sum up, evolution says that a smile has already changed the world and will continue to do so because the smile is one of the most powerful things that everyone shares. A smile can break down any wall. It doesn't have any bias. No matter who you are or where you are, people will always understand when you smile. A smile represents something bigger. It means friendship, love, and being open. It shows happiness and acceptance without words. It brings us all together and includes us all.

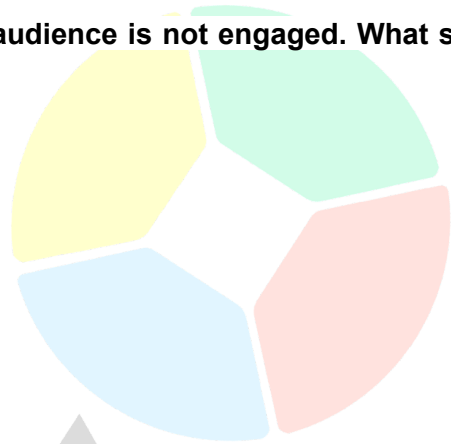
Answer the following questions by choosing the letter of the best answer.

- 55 What is the "missing link" facial expression from evolution that proves how the smile evolved?**
- A. A monkey showing its teeth
 - B. A person showing their teeth
 - C. A monkey flattening its ears
 - D. A person flattening their ears
- 56 How does smiling affect a person's mood?**
- A. Smiling has no effect on a person's mood
 - B. Smiling worsens a person's mood
 - C. Even if a person is in a bad mood, smiling makes them feel better.
 - D. Smiling only improves a person's mood if they are already in a good mood
- 57 What is the main benefit of smiling?**
- A. Smiling can improve someone's life and make them more wealthy and successful.
 - B. Smiling is infectious and can make people around the person who is smiling feel better.
 - C. Simply giving someone a kind smile can give the impression that they are hostile.
 - D. Smiling has no benefit
- 58 What is the main point of the article?**
- A. The origins of smiling and the psychological benefits it bestows
 - B. The act of gaining wisdom via experience and training
 - C. The development of different kinds of face expressions
 - D. The good things about smiling and what it does to the brain
- 59 How does the article describe the impact of smiling on the world?**
- A. A smile can break down any barrier and bring people together.
 - B. Smiling has a negative impact on society as it is often insincere

- C. The impact of smiling on the world is not mentioned in the article
- D. Smiling is not as important as other forms of communication and expression

60 You are giving a presentation and notice that the audience is not engaged. What should you do to get them to pay attention?

- A. Yell at them
- B. Smile and make funny jokes
- C. Smile and make fun of someone
- D. Show them pictures of sad animals



Scholarly