

**A Reading Comprehension Test**

**CHALLENGES**



**ARE YOU READY?**

Read the passage and then answer the questions below.

**The Incredible Machine**

Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer rollercoasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

**What It Lacks in Thrills...**

While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting. The fact of being high in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life? Nevertheless, I have to admit, I don't seek Ferris wheels out because of their excitement. Rather, I find them very relaxing. At the top of the Ferris wheel, you get beautiful sights of the park. You also get a sense of calm that you don't get in the hustle and bustle of the park below. Additionally, Ferris wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris wheel was designed as much to be seen as to be ridden.

**It Happened at the World's Fair**

The first Ferris wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high. However, visitors to the fair were impressed by the size of the ride as well as the mechanics of it. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as one visitor put it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and even rotated!

**They Keep Reaching Higher and Higher**

Ferris wheel technology has only improved since then. Most of today's Ferris wheels are much larger than that first one. The largest in the world is the "Singapore Flyer," which stands slightly taller than twice what Ferris's did! Today, the Ferris wheel is the most common amusement park ride. But that does not mean you should take them for granted. Instead, be thankful for Ferris' invention. The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

**1) As used in paragraph 1, the word attraction most nearly means**

- A. sense
- B. park
- C. ride
- D. vision

**2) It can be understood that Coney Island, Navy Pier, and the Santa Monica Pier are all examples of**

- A. amusement parks
- B. Ferris wheels
- C. vacation spots
- D. boat docks

**3) As used in paragraph 2, which is the best antonym for complex?**

- A. impressive
- B. beautiful
- C. exciting
- D. simple

**4) What does the author like best about Ferris wheels?**

- A. the impressive engineering and beauty of them
- B. the excitement and thrills they guarantee
- C. the beautiful sights and relaxation they allow
- D. the fact that most amusement parks have one

**5) According to the passage, the Ferris wheel was originally designed for**

- A. Coney Island
- B. the world's fair
- C. Disneyworld
- D. Singapore

**6) This passage was most likely written to**

- A. describe the author's favorite amusement park rides
- B. explain the original design of Ferris wheels and how they work today
- C. describe the history of Ferris wheels and why they are so popular
- D. explain the history of Ferris wheels and why the author likes them

**7) Using information in the passage, the reader can understand that the tallest Ferris wheel in the world is**

- A. under 250 feet tall
- B. between 250 and 500 feet tall
- C. between 500 and 750 feet tall
- D. over 750 feet tall

**8) In paragraph 2, the narrator says, "As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels." Can you think of any other machines that seem simple but actually are not? List at least two and explain why they are not actually simple.**



**Guess Who?**

**Aim:** to write sentences about themselves, their life, their opinions; to learn more about their classmates

**Objectives:**

- Discuss one of their favourite topics - **themselves!**
- Listen, speak, read and write



**Preparation for teacher:**

- Prepare a question that asks students to describe themselves, share details about their lives, or explain their ideas about a topic. Question should be open-ended, so students can write at least 5 sentences, but also specific, so that each student's responses will be unique
- Think about how you would answer the question yourself
- The question should not be too personal or sensitive

**Lesson Plan:**

1. Introduce your question. For example, if they have been studying the simple past tense in your class, your open-ended question might be 'What did you do for fun as a child?' Write the question on the board and read it out loud. Give your own answers. For example, "As a child, I drew pictures for my mother. I played football in the park with my friends. I watched cartoons at my grandmother's house." Write them on the board. If you want, you can show the class pictures of yourself as a child doing the activities you mentioned.
2. Write a sentence frame on the board like ..... 'As a child, I (simple past verb).'
3. If necessary, briefly review any grammar or vocabulary items students may need.
4. Ask students to take out a piece of paper. Tell them not to write their names on the paper.
5. Ask students to write 5 sentences in response to the question you wrote on the board.
6. Put students into groups of 6 to 10.
  - a. Group members will place their papers facedown in the middle of the table and mix them up.
  - b. Each student will select one paper from the pile and check that it is not his or her own. If students pick up their own paper, they should return it to the pile, mix up the papers again, and select another paper.
  - c. Each student will read the paper he or she selected aloud to the group while the other students listen carefully. When the reader gets to the end of the paper, he or she will say, "Who am I?" One at a time, the other students will guess who wrote the paper by saying, "You are (name of student)." if the guess is incorrect, the student whose name was guessed will say, "You're wrong!" and guessing will continue. When a student guesses correctly, the student who wrote the sentences will say, "You're right!"
  - d. Another student will read the paper he or she picked from the pile, and group members will guess again. Groups will continue this process until everyone's paper has been read aloud.
  - e. Before beginning the activity, ask questions like, "What will you say when you finish reading the paper?" and "What will you say if you want to guess the name of the writer?" to confirm that students understand the directions. Ask if students have any questions about the directions and answer them.
7. Students begin the activity. Teacher moves around to check for any errors. Teacher makes a list of errors he or she hears.
8. When all the groups have finished, teacher writes examples of any frequent errors the teacher heard and asks students to help the teacher correct them.
9. To close - ask students if they learned something new about a class mate. Ask them to share examples of new information.

*(This activity can be adapted for almost any language feature. Teachers, please see the next EIS Page for a list of example language features and possible question prompts.)*

**B**

**It's Exam Time!**

Complete the following story using the words in the box. There are MORE words than necessary.

- |         |           |             |             |             |
|---------|-----------|-------------|-------------|-------------|
| absence | library   | behavior    | debate      | idea        |
| success | answer    | composition | development | education   |
| uniform | describe  | excellent   | language    | examination |
| suggest | illegible | speak       | author      | literature  |

Students can be excused for thinking that (1) ..... is a painful process, especially when (2) ..... time comes around again. Our class sits for the trial exams in the (3) ..... As I sit chewing my biro, feeling very hot and uncomfortable in my compulsory school (4) ....., I find it very hard to extract any (5) ..... from my mind. Only a correct (6) ..... will bring (7) .....

For the (8) ..... section of the paper I decide to write a (9) ..... in which I will (10) ..... my (11) ..... (12) ..... over the past year. I make a start but I'm feeling so nervous that my hand shakes, so that my first handwritten sentence is (13) ..... I wish I could ask my friend how she's feeling, but you're not allowed to (14) ..... in an exam, of course. A proverb comes to mind: ' (15) ..... makes the heart grow fonder.' Well, my heart will grow much fonder if I were outside this room right now!

**ANSWER KEY TO THE LAST EIS PAGE ACTIVITIES (DATED OCTOBER 15, 2018)**

TRUE / FALSE: a F b T c T d T e T f F g F h F

Use suitable verbs from this list in their correct forms to complete the letter: (1) suppose (2) wish (3) hate (4) keeps (5) understands (6) forgets (7) hate (8) likes (9) sounds (10) realizes (11) wish

preposition: (1) on (2) in (3) on (4) on (5) in (6) along (7) across (8) through (9) on (10) in (11) along (12) across (13) into

Circle the most suitable option in each sentence: (1) that / which (2) whom (3) whose (4) that / which (5) whose (6) who / that (7) that / which (8) whose

Choose the right adjective to describe the people in a-e and write them down on the space provided: (a) anti-social (b) popular (c) demanding (d) aggressive (e) sophisticated

Correct the mistakes in the sentences. One verb in each sentence is in the wrong tense: (1) was practising (2) When I arrived (3) you rang (4) While I was waiting (5) was going

Are you GOOD at Spelling?: swimmers excess necessarily approaching especially endangered until banned involving fortunately injury believe councilors bottom pleasure

Find the answers in next Monday issue