

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 1A**

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Read the passage and choose the correct answer for each question.

**Project Blue Book**

“An alien stole my homework,” a boy tells his third grade teacher. This might have been a common excuse in a 1950s American classroom. During this time, people were worried about UFOs—unidentified flying objects. They thought UFOs were dangerous aliens from outer space. The government began to research UFOs to see if there truly was any danger.

An organization called “Project Blue Book” began collecting information on UFO sightings. After 17 years of research, researchers had information on over 12,000 sightings. Six percent of these sightings were called “unidentified.” This meant that researchers did not have enough information to know what caused the sighting. The rest of the sightings, over 90 percent, were identified as natural events. For example, the sighting might have been a falling star or a person’s hot air balloon—not a dangerous alien from outer space.

As a result of Project Blue Book, the government decided that UFOs were not something to be afraid of. Project Blue Book, and official research on UFOs, ended in 1969.

1. What is the passage mainly about?
  - a. American classrooms in the 1950s
  - b. UFO sightings around the world
  - c. Project Blue Book’s research
  - d. people’s fear of UFOs
2. In the fourth sentence of the first paragraph, what does the word *They* refer to?
  - a. aliens
  - b. UFOs
  - c. people
  - d. the government
3. In the first paragraph, what does the word *excuse* mean?
  - a. a subject of study (e.g. math, science, art, etc.)
  - b. a reason given for doing (or not doing) something
  - c. a normal childhood fear
  - d. a classroom rule
4. What is a falling star an example of?
  - a. an unidentified sighting
  - b. a natural event
  - c. an alien
  - d. a UFO

5. In the second paragraph, which sentence is true?
- a. Unidentified sightings were dangerous.
  - b. People watched UFOs from hot air balloons.
  - c. Most of the UFO sightings were natural events.
  - d. Six percent of the UFO sightings were from outer space.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 1B**

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Read the passage and choose the correct answer for each question.

**The Lost City of Tambora**

The lost island of Atlantis is a famous story. However, few people know of the lost city of Tambora. Unlike Atlantis, Tambora was definitely a real place on the island of Sumbawa, Indonesia. It disappeared completely over 200 years ago when a giant volcano erupted nearby. The explosion sent pieces of volcanic rock flying almost 43 kilometers into the air. These rocks, along with dangerous gases, covered the entire area. All 92,000 of the city's people were thought to have died.

Tambora disappeared in 1815. But it was only found again in 2004, when scientists decided to do research in the area. They were able to uncover Tambora's history by studying the things its people left behind. Scientists reported finding many bronze objects and concluded that the people of Tambora must have been quite rich.

The natural event that wiped out Tambora also killed another 200,000 people in other parts of the world, too. How did that happen? The volcanic gases rose into the air and created a very large, dark cloud which covered the sky for months. The year 1816 was called "the year without a summer" because the cloud simply stopped sunlight from reaching the Earth. Farmers could not grow enough food for everyone, and the cold weather caused many to become sick and die. Much more than a single city was lost in this unfortunate event.

1. The passage mainly \_\_\_\_\_.
  - a. discusses how a volcano works
  - b. explains "the year without a summer"
  - c. shows how the Tambora eruption caused many problems
  - d. explains why scientists took so long to find Tambora
2. Why does the writer compare Atlantis and Tambora?
  - a. They both had rich and successful people.
  - b. They both disappeared completely.
  - c. They are both true stories.
  - d. Scientists are busy studying both cities.
3. Which of these statements is NOT true?
  - a. No one in Tambora lived through the eruption.
  - b. Scientists found Tambora in 2004.
  - c. All of Tambora's bronze objects melted in the eruption.
  - d. The city of Tambora had many rich people.

4. In the second sentence of the final paragraph, what does the word *that* refer to?
  - a. the researchers who studied Tambora
  - b. the large, dark cloud
  - c. the death of 92,000 people
  - d. the death of 200,000 people
  
5. In the final paragraph, what does the word *unfortunate* mean?
  - a. sad
  - b. exciting
  - c. interesting
  - d. strange

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 2A**

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Read the passage and choose the correct answer for each question.

**Pizza, American-style**

Italy may have developed the first modern pizza about 200 years ago. However, these days it is the United States that produces more varieties of pizza than Italy does. The standard American pizza is the traditional Italian-style, which has a thin crust covered with tomato sauce and cheese. But many cities also have their own special pizzas.

New York-style pizza has a much wider and thinner crust compared to Italian pizza. Its standard ingredients are usually limited to tomato sauce and cheese, although extra toppings can be added. It is a common “street snack” and is usually folded to make it easier to eat while standing. Then there is Chicago’s “deep dish” pizza, which is famous for being thick and heavy. Some may be as much as three centimeters deep. The ingredients usually include large amounts of meat, cheese, and vegetables. With this kind of pizza, one slice is a whole meal!

And finally, there is California-style pizza. It is a very light pizza with a thin crust covered with mostly fresh ingredients and good cheeses. The true California pizza is cooked using a wood fire. It often has non-traditional toppings like scrambled eggs, baby vegetables, and even flowers! Some recent combinations include pear and gorgonzola (a kind of cheese), and chicken with white garlic sauce.

1. What is the main purpose of the passage?
  - a. to describe the history of pizza in the U.S.
  - b. to explain why so many Americans love pizza
  - c. to compare Italian pizza with American pizza
  - d. to describe the various types of pizza available in the U.S.
2. What is true about a “street snack”?
  - a. It has many ingredients.
  - b. It is thick and heavy.
  - c. It is easy to carry.
  - d. It takes a long time to cook.
3. Which pizza might have beans and peanut sauce as toppings?
  - a. Italian pizza
  - b. New York pizza
  - c. Chicago pizza
  - d. California pizza

4. In the fourth sentence of the final paragraph, what does the word *It* refer to?
  - a. the wood fire
  - b. the thin crust
  - c. California pizza
  - d. good cheese
  
5. If you were very hungry, which pizza would make you the most full?
  - a. Chicago pizza
  - b. New York pizza
  - c. Italian pizza
  - d. California pizza

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 2B**

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Read the passage and choose the correct answer for each question.

**Sweet Snack**

You might think insects are gross. Yet people all over the world eat them. Why? Because they taste good to many people.

The sweetest bugs may be honey ants. These ants eat nectar and other insects. They turn their food into a juice called honeydew. The ants store the sugary juice in their stomachs. Their stomachs grow large like grapes. They use the stored food to feed the ant colony. Ants are not the only ones that like this honeydew. The Aborigine people in Australia like it, too. They catch the ants. Then they bite off the “honey pot” and drink the juice. Sweet!

Insects are much more than a sweet treat. They are also good for your body. Bugs are full of protein. Your body needs protein to build muscles and make new blood cells. Different kinds of bugs are good for your body in different ways. For example, grasshoppers are low in fat, water bugs are high in iron, and termites are a good source of magnesium. So next time you want a sweet snack, you might think about grabbing a healthier one: bugs!

1. The purpose of the passage is to \_\_\_\_\_.
  - a. give information about eating bugs
  - b. describe the people who eat bugs
  - c. compare different kinds of bugs
  - d. tell people to eat healthier
2. In the first paragraph, what does the word *gross* refer to?
  - a. something that many people like to eat
  - b. something that comes from an insect
  - c. something that is disgusting
  - d. something from another country
3. According to the second paragraph, which event happens first?
  - a. Honey ants eat food.
  - b. Aborigine people drink the juice.
  - c. The honey ants’ food turns into juice.
  - d. Aborigine people catch the honey ants.
4. Which bug is a good source of magnesium?
  - a. termites
  - b. honey ants
  - c. water bugs
  - d. grasshoppers

5. In the last sentence of the final paragraph, what does the word *one* refer to?
- a. bug
  - b. body
  - c. snack
  - d. magnesium

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 3A**

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Read the passage and choose the correct answer for each question.

**Summer Jobs for Students**

Many students think about money when looking for a summer job. Money is important, but summer jobs provide other benefits as well. You learn new skills and get a taste of life as a working adult. You can also put some of your classroom knowledge to good use. How about using what you've learned in biology while working as an adventure guide at a nature center? Or maybe you can use your math skills while working at a bank, or your creative skills while working in the media.

Remember to start researching summer jobs early. Every year, there are always more students than there are jobs. Very often, most positions are taken up by the middle of the year. Recent problems in the business world have also made them harder to find.

Weigh your options and think about what you value most. If your main aim is to make money, you may not care if the job is difficult or boring. Do you like working by yourself, or with people? Do you prefer to move around, like an event organizer, or sit at a desk in an office? Also, you may want to look for job experience in the same area as your future career. If you try hard, you can find a job that suits you. And if you're really lucky, the position you get will also be fun, at least some of the time!

1. What is the main idea of the passage?
  - a. The best summer jobs are outdoor jobs.
  - b. Most summer jobs help students earn a lot of money.
  - c. Summer jobs are hard to find.
  - d. Students should choose summer jobs carefully.
  
2. In the first paragraph, what does the word *benefits* mean?
  - a. money
  - b. good things
  - c. interests
  - d. friends
  
3. In the first paragraph, what does the phrase *get a taste of life as a working adult* mean?
  - a. make a lot of money
  - b. buy your own food
  - c. make friends with adults
  - d. know what it feels like to work

4. According to the passage, where would you be able to use math skills?
  - a. at a nature center
  - b. at a bank
  - c. at a media company
  - d. at an events company
  
5. In the last sentence of the second paragraph, what does the word *them* refer to?
  - a. summer jobs
  - b. problems
  - c. businesses
  - d. students

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 3B**

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Read the passage and choose the correct answer for each question.

**A Close Call**

Joel Sartore was too close. A mother grizzly bear stared at him. Then, without a sound, she started running toward him. The bear was uphill. Sartore was downhill. Her baby cubs were in between them. Sartore was very scared. The bear stopped in front of him. He slowly moved backward down the hill. The mother bear saw him move away. She knew the possible danger was over. She went back to her cubs, leaving a scared Sartore behind. To Sartore, it was just another close call.

Sartore has had many close calls. Wolves have chased him. Musk oxen have charged him. Mosquitoes have swarmed around him. For Sartore, it's worth the risk. He knows his photos can make a difference. They tell stories. They also show a problem that many people do not know about—that many animals could go extinct.

For the most part, Sartore takes pictures of animals that are at risk of dying out. These animals are called endangered animals. He likes to take photos of endangered animals that no one has ever heard of. His photos help people learn about animals that are in trouble.

1. What is the passage mainly about?
  - a. how many times Sartore has been in risky situations
  - b. how dangerous Sartore's job is and why he does it
  - c. why there are so many endangered animals
  - d. how photos can help endangered animals
2. In the first paragraph, what does the sentence *She knew the possible danger was over* mean?
  - a. The mother bear saw that Sartore was not going to hurt her cubs.
  - b. The mother bear knew the cubs were not going to fall downhill.
  - c. The mother bear knew the cubs were not missing anymore.
  - d. The mother bear thought Sartore was going to hurt her.
3. What does *close call* mean throughout the passage?
  - a. a very dangerous situation that could have ended badly but did not
  - b. a time to find someone to help you
  - c. when others think you have done something wrong
  - d. thinking you are closer to something than you really are

4. In the second paragraph, what does the sentence *For Sartore, it's worth the risk* mean?
- Sartore is paid a lot of money for taking risks.
  - If Sartore does not take good photographs, he will not be paid.
  - Sartore thinks his job is dangerous, but others think it is not that important.
  - Sartore does not mind being in dangerous situations because he believes his job is important.
5. Which words in the final paragraph mean the same as the phrase *go extinct*?
- help people
  - die out
  - no one has ever heard of
  - take photos of endangered animals

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 4A**

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Read the passage and choose the correct answer for each question.

**Today's Treasure Hunters**

There are many stories throughout history about treasure hunters and their adventures. But do treasure hunters still exist? Yes, they do. But they are different from the stories you hear of mean pirates and rich kings and queens.

Underwater treasure hunting has become quite a business. Treasure hunters are able to find millions and sometimes billions of dollars' worth of precious metals (gold, silver, platinum) near shipwrecks. With such great profits, it is no wonder people are still looking for sunken treasure.

Treasure hunting may be very rewarding, but it can also cause problems. Sometimes treasure hunters do not ask permission from the country where they are searching. This upsets local governments who may send out the military to stop treasure hunters. Treasure hunting can also hurt the environment. Shipwrecks make great hiding places for fish and for small sea creatures to build coral reefs. When treasure hunters take pieces from a shipwreck, they may physically damage the reefs.

Today's treasure hunters have as much adventure as the treasure hunters of long ago. But today's good treasure hunters know how to talk to government officials and how to search for historical and other valuable objects without hurting the environment.

1. Which sentence would the writer agree with?
  - a. Treasure hunters should not ask governments for permission.
  - b. Treasure hunters have stayed the same throughout history.
  - c. Treasure hunting does not hurt the environment.
  - d. Treasure hunting is an adventure.
  
2. In the first paragraph, what does the word *exist* mean?
  - a. to stay in one place
  - b. to be real or alive
  - c. to tell a story
  - d. to sail a boat

3. In the second paragraph, what does the sentence *With such great profits, it is no wonder people are still looking for sunken treasure* mean?
  - a. People wonder why people look for treasure when they can make a lot of money in other ways.
  - b. It is not a surprise that people become treasure hunters because they can make a lot of money.
  - c. Treasure that sinks to the bottom of the ocean is very valuable, but it is difficult to find.
  - d. People who make a lot of money like to become treasure hunters for fun.
  
4. In the last sentence of the third paragraph, what does the word *they* refer to?
  - a. reefs
  - b. pieces
  - c. treasure hunters
  - d. local governments
  
5. Which sentence from the third paragraph is the main idea?
  - a. Treasure hunting may be very rewarding, but it can also cause problems.
  - b. Sometimes treasure hunters do not ask permission from the country where they are searching.
  - c. This upsets local governments who may send out the military to stop treasure hunters.
  - d. Treasure hunting can also hurt the environment.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 4B**

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Read the passage and choose the correct answer for each question.

**Ghost Ship**

*Mary Celeste* is a famous ship with a very mysterious past. She has been called a ghost ship because of the many unlucky and strange things that happened aboard her. Built in 1861, her very first captain died on board nine days after the ship left port. One time, when the ship was on land for repairs, a fire started in the middle of the ship for unknown reasons. Two other captains also died aboard her. Not many seamen wanted to sail on her. Eventually the ship was sold to an American company.

In November of 1872, the American company sent *Mary Celeste* to Italy with an expensive cargo of alcohol barrels. A crew of experienced seamen was on board, including the wife and daughter of Captain Benjamin Briggs. By December, something very unusual had happened. Another ship, *Dei Gratia*, sighted *Mary Celeste* and noticed that there were no people on deck. *Dei Gratia's* crew boarded the ship to see what was wrong. There was no one on the ship! To this day, no one knows what happened to the crew on board *Mary Celeste*.

1. What is the purpose of the passage?
  - a. to tell a story
  - b. to solve a mystery
  - c. to compare two ships
  - d. to describe life at sea
2. In the second sentence of the first paragraph, what does the word *She* refer to?
  - a. *Dei Gratia*
  - b. *Mary Celeste*
  - c. Captain Briggs' wife
  - d. Captain Briggs' daughter
3. Why did many seamen not want to sail on *Mary Celeste*?
  - a. because they were not paid enough money
  - b. because *Mary Celeste* was unlucky
  - c. because they did not like the captain
  - d. because they had to work too hard
4. Which of these events happened last?
  - a. The crew that sailed *Mary Celeste* to Italy in 1872 went missing.
  - b. *Mary Celeste* caught on fire while on land.
  - c. Three captains died aboard *Mary Celeste*.
  - d. *Mary Celeste* was sold to an American company.

5. In the second paragraph, what does the word *cargo* mean?
- a. items taken from one place to another
  - b. something to drink on a journey
  - c. a ship that costs a lot of money
  - d. an Italian drink

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 5A**

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Read the passage and choose the correct answer for each question.

**The CSI Effect**

The courtroom is silent. A lawyer holds up a piece of scientific evidence. It is a blood test that shows who committed a crime. The camera zooms in on the guilty woman's face, and ... pause for commercial break! This is one of the last scenes in a crime scene investigation (CSI) show. It is not real, but it looks like the real thing. Why have these shows become so popular on TV?

People have always been interested in a good detective story. In the famous Sherlock Holmes stories, Holmes solved murder mysteries by using scientific reasoning. Today's CSI shows do the same thing—except the science and technology are much more advanced.

When people watch CSI shows, they think they know what real crime scene investigation must be like. On TV, the investigations always end in less than an hour, and the investigators use amazing devices that solve crimes immediately. Real-life investigations are not always as exciting. The science experiments might not work correctly or the investigation could take a really long time. But real-life investigations do use a lot of science. One good result of CSI shows is that people have become much more interested in science.

1. What is the purpose of the passage?
  - a. to compare CSI shows with detective stories and real crime scene investigation
  - b. to explain how to investigate a real crime scene
  - c. to give the history of crime scene investigation
  - d. to tell a detective story
  
2. Which word from the passage means *to kill someone*?
  - a. commit
  - b. murder
  - c. solve
  - d. zoom
  
3. What is the second paragraph mainly about?
  - a. what kind of science is used in CSI shows
  - b. how CSI shows are similar to detective stories
  - c. why Sherlock Holmes was such a famous detective
  - d. which technology was used in Sherlock Holmes stories

4. How are detective stories and CSI shows NOT similar?
  - a. They are popular.
  - b. They solve mysteries.
  - c. They use scientific reasoning.
  - d. They use the same kind of technology.
  
5. What is one result of CSI shows?
  - a. More crimes are being solved.
  - b. More people read detective stories.
  - c. More people are interested in science.
  - d. Crime scene investigation takes less time.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 5B**

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Read the passage and choose the correct answer for each question.

**The Flu Shot**

The flu, short for influenza, is an awful sickness. Most people have experienced its uncomfortable symptoms: runny nose, fever, upset stomach, etc. Some people have even died from the flu. Because of this, scientists have developed the flu shot, a vaccine, to stop the sickness.

In 1918, people all over the world caught the “Spanish flu.” Up to 100 million people died from it. Doctors tried everything to help. The only thing that seemed to work was taking blood from patients who were getting better and giving it to sick patients. This got doctors and scientists thinking. By the 1930s, the first flu vaccines were developed. These vaccines were made better over time. Today, the flu shot is a normal vaccine given to children and adults alike.

Vaccines are like medicine, but they have a little bit of bad bacteria or viruses that cause sickness. When the vaccine goes into the body, the body tries to get rid of the bad bacteria or virus. It produces antibodies to fight against the germs in the vaccine. Later, these antibodies help a person fight off real germs. Thanks to the flu shot, people do not get sick, or they are sick for a shorter period of time.

1. What is the purpose of the passage?
  - a. to give advice
  - b. to give information
  - c. to tell someone’s story
  - d. to compare sicknesses
  
2. What causes people to get the flu?
  - a. vaccines
  - b. antibodies
  - c. bad germs
  - d. sicknesses
  
3. In the first paragraph, what does the word *symptoms* mean?
  - a. something wrong with your body that shows you are sick
  - b. something you do when you are sick to feel better
  - c. a kind of sickness many people get
  - d. a kind of medicine people take

4. What is the second paragraph mainly about?
  - a. what flu vaccines are made of
  - b. how the first flu vaccines were developed
  - c. why many people get the flu vaccine today
  - d. how the Spanish flu spread all over the world
  
5. In the third sentence of the final paragraph, what does the word *It* refer to?
  - a. body
  - b. virus
  - c. bacteria
  - d. vaccine

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 6A**

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Read the passage and choose the correct answer for each question.

**Lewis and Clark**

The United States became a country on July 4, 1776. At that time, it covered only a small area on the east coast. However, the new Americans decided to add more land to their country. No one had much knowledge of the land to the west. They knew that it was different from the east, but they had no clear idea of what it was like.

President Thomas Jefferson wanted a team to explore the area. After some discussion, Lewis and Clark were chosen as leaders. In 1804, these two men, along with 50 others, headed west. In August, they met a group of Native Americans. Their meeting with representatives of the Missouri Indians went well, but they knew other groups, especially the stronger ones, might be different. By December, the team reached North Dakota. They chose a safe site and stayed for the winter. This was near a Hidatsa village, where Lewis and Clark asked Sacagawea to join the group. In the spring, they started moving west again.

Now the explorers were entering an area only Native Americans had ever seen. They faced many problems—wild animals, not enough food, and very bad weather. However, by November 1805, they reached the Pacific Ocean. It was only in September 1806 that they reached their starting point in St. Louis. It had taken them nearly two and a half years to return home, but they were welcomed as national heroes.

1. What is the main idea of the first paragraph?
  - a. The U.S. was a new country in 1776.
  - b. The new Americans did not know much about the land to the west.
  - c. The U.S. was a very small country in 1776.
  - d. The land to the west was very different from the east coast.
  
2. In the second paragraph, what does the phrase *headed west* mean?
  - a. worried about the west
  - b. started moving toward the west
  - c. crossed the west
  - d. discovered the west
  
3. In the fourth sentence of the second paragraph, what does the word *they* refer to?
  - a. Lewis and Clark alone
  - b. the President and Lewis and Clark
  - c. the Native Americans
  - d. Lewis and Clark's team of men

4. In the second paragraph, what does the sentence *they knew other groups, especially the stronger ones, might be different* mean?
- a. Not all Native Americans groups may be as welcoming.
  - b. Other groups of Native Americans are a lot stronger.
  - c. Other Native American groups speak a different language.
  - d. They may not have meetings with other Native American groups.
5. What could be another title for the passage?
- a. Thomas Jefferson's Plan
  - b. Meetings with Native Americans
  - c. Exploring New America
  - d. Reaching the Pacific

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 6B**

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Read the passage and choose the correct answer for each question.

**Nat Love**

In the 1800s, moving livestock from ranch to ranch was big business in the United States. Many young men headed out west to find work as cowboys. One of these men was Nat Love. He was one of the first African-American cowboys.

Love was born a slave on a plantation. His father was the slave foreman and his mother managed the kitchen. When slavery ended after the Civil War, Love's family tried starting their own farm. But his father died soon afterwards. Love had to look for other work to help his family.

With great horse riding skills and the ability to use a firearm, Love became a cowboy. He competed in rodeos and outshone white cowboys. One time, he was captured by a Native-American tribe. According to the story, the Native Americans would not kill him because of his great fighting skills.

In 1890, Love changed jobs and began working for the railroad. He wrote a book about his life experiences and was quite the storyteller. It was hard to tell whether his stories were true or made up. He died in 1921 after a lifetime of adventure.

1. What could be another title for the passage?
  - a. An African-American Cowboy
  - b. Slavery before the Civil War
  - c. Working on the Railroad
  - d. Cowboys and Indians
2. Which event happened first?
  - a. The Civil War ended.
  - b. Love's father died.
  - c. Love's family started a farm.
  - d. Love's mother managed the kitchen.
3. In the second paragraph, what does the word *slave* mean?
  - a. the youngest child in a family
  - b. a person who has to work without pay
  - c. a person who comes from another country
  - d. a very small child that will not grow much

4. What is NOT true about Nat Love?
  - a. He worked as a cowboy all his life.
  - b. He was very good at horse riding.
  - c. He was a good fighter.
  - d. He liked to tell stories.
  
5. Which sentence from the passage gives the main idea?
  - a. Love had to look for other work to help his family.
  - b. He was one of the first African-American cowboys.
  - c. In 1890, Love changed jobs and began working for the railroad.
  - d. With great horse riding skills and the ability to use a firearm, Love became a cowboy.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 7A**

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Read the passage and choose the correct answer for each question.

**Dreams That Come True**

Do you remember what you dreamed about last night? If the answer is yes, your dream may fall into one of four categories: dreams about the past, dreams about the present, dreams about the future, or dreams that make no sense at all. The first two categories are easy to understand. We often dream about people or places from our pasts or about a problem we are going through. Perhaps we see the house we grew up in, or maybe we find ourselves in a war scene after watching a scary movie.

The last two categories are much more difficult for us to understand. Most of the time, dreamers do not understand anything from their dream. The dream is just too strange. But sometimes parts of the dream happen in real life. This is a very unusual experience for the dreamer. One young woman dreamed she heard a cat meowing. It sounded like it needed help. The next day, she saw a cat stuck in the middle of a busy street. She saved the cat and took it home to be her pet. Her dream seemed like a prediction of the future!

1. What is the passage mainly about?
  - a. different kinds of dreams
  - b. the reasons why we dream
  - c. strange dreams
  - d. saving a cat
  
2. In the first paragraph, what does the phrase *going through* mean?
  - a. fixing a problem
  - b. traveling somewhere
  - c. experiencing something
  - d. remembering something
  
3. What is the main idea of the final paragraph?
  - a. Some dreams do not make any sense.
  - b. Animals can talk to humans in dreams.
  - c. Sometimes people dream about the future.
  - d. Dreams always help people with their problems.
  
4. In the seventh sentence of the final paragraph, what does the word *it* refer to?
  - a. cat
  - b. dream
  - c. real life
  - d. experience

5. Which event happened first?
- a. The woman saw a cat in the middle of the street.
  - b. The cat became the woman's pet.
  - c. The woman saved the cat.
  - d. The woman heard a cat in her dream.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 7B**

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**Read the passage and choose the correct answer for each question.**

**Mirage**

The exhausted desert travelers see something shining in the distance. “Is that a lake?” they wonder. For hours they have searched for water. They start walking toward the lake, but they never reach it.

A driver looks further down the road, and sees a puddle of water. “That’s strange,” she thinks. “Maybe it rained this morning, or maybe water spilled on the road.” As she gets closer to the puddle, it disappears. The driver does not understand, but she drives on.

The “lake” and “puddle” were actually optical illusions called mirages. A mirage is caused by light, temperature, and distance. Sunlight hits the ground. The temperature of the ground is hotter than the temperature of the air above it. The difference in temperature makes the light move in a strange way. A person sees this from far away. His brain does not understand why the light is moving, so he decides it must be water. This makes sense to his brain because it is normal to see water in the distance, and water moves as it reflects the sky. However, as soon as the man gets closer to the “water,” it goes away. What the man sees and what his brain understands are two different things.

1. What could be another title for the passage?
  - a. The Heat of the Desert
  - b. How the Brain Works
  - c. Is That Really Water?
  - d. How Hot Is It?
  
2. What is the purpose of the first two paragraphs?
  - a. to give examples
  - b. to summarize ideas
  - c. to make an argument
  - d. to describe the end of an event
  
3. In the second paragraph, why does the woman’s brain think it sees water?
  - a. because her car tires are wet
  - b. because there are other puddles nearby
  - c. because it is normal to see water moving
  - d. because she really wants to get a drink

4. What is another word in the passage that means *goes away*?
- reflects
  - hits
  - drives
  - disappears
5. Which sentence in the final paragraph explains what *optical illusion* means?
- A mirage is caused by light, temperature, and distance.
  - The difference in temperature makes the light move in a strange way.
  - However, as soon as the man gets closer to the “water,” it goes away.
  - What the man sees and what his brain understands are two different things.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 8A**

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Read the passage and choose the correct answer for each question.

**Emperor Penguins**

Emperor penguins are the largest of all the penguins. They stand almost 1.2 meters tall and can weigh up to 30 kilograms. They live in large communities in Antarctica near the South Pole. Here, the winds are very strong and temperatures can reach  $-60^{\circ}\text{C}$ . Therefore, emperor penguins have developed special ways to live in this difficult environment. They stand close together to protect themselves from the wind. Individual birds take turns to move from the outside of the circle, where their backs face the cold wind, to the inside where it is warm. This behavior helps them share the warmth of their bodies.

Until the baby penguins are old enough to catch fish, it is necessary for the parents to feed them. The mother penguin may lay the egg, but the father penguin takes care of it. Then, the female goes off to catch fish. She may have to travel almost 80 kilometers to reach the open ocean. She then has to eat as much as she can and bring some back in her stomach. This trip takes about two months. When the mother penguin returns, she throws up the food to feed her child.

Many penguin couples form long-term relationships while they raise their babies. Some types, like gentoo penguins, only have one partner their whole life. Emperors are the most unfaithful of penguins: 78 percent of these penguin couples find a new partner the following year!

1. What is the main idea of the first paragraph?
  - a. Emperor penguins live on the ice all winter long.
  - b. Emperor penguins are very smart animals.
  - c. Emperor penguins have learned to live in their environment.
  - d. Emperor penguins like to live in big groups.
2. Which of these is NOT a way that emperor penguins use to stay warm?
  - a. They stand close together.
  - b. They take turns to move inside the circle.
  - c. They keep their backs to the cold wind.
  - d. They lie down flat on the ice.
3. In the first sentence of the second paragraph, what does the word *them* refer to?
  - a. penguin parents
  - b. baby penguins
  - c. father penguins
  - d. fish

4. What is the purpose of the second paragraph?
  - a. to compare the father penguin and the mother penguin
  - b. to describe how the mother penguin finds food for her baby
  - c. to show where penguins go to find food
  - d. to explain why mother penguins must find food
  
5. How many kilometers does the mother penguin travel to get to the ocean?
  - a. 30
  - b. 60
  - c. 78
  - d. 80

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 8B**

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**Read the passage and choose the correct answer for each question.**

**Staying Alive**

Wild animals are always on the watch for predators—bigger animals that try to eat them. When animals sense danger, they protect themselves however they can. Maybe they run and hide. Perhaps they let out a bad smell or a loud sound. Some animals change the way they look. Two animals that change their looks in very strange ways are the frilled lizard and the vampire squid.

The frilled lizard is not very big, so certain birds and snakes like to hunt it. To protect itself, the lizard stands up as tall as it can and stretches out its frill—flaps of skin around its head. The frill makes the lizard look much larger than it really is. This helps scare away predators.

The vampire squid is also a small animal that changes shape when predators are near. Instead of trying to look bigger, this creature tries to look inedible—unable to be eaten. It wraps its arms around its body and turns inside out. In this position, the squid looks like a spiny ball, not something good to eat. Predators see its strange shape and leave it alone. So the vampire squid, like the frilled lizard, tricks its predators in order to stay alive.

1. What is the passage mainly about?
  - a. how size scares away animals
  - b. how animals protect themselves
  - c. why predators hunt other animals
  - d. which animals are the most dangerous
  
2. How do frilled lizards and vampire squids trick their predators?
  - a. They make themselves smell bad.
  - b. They try to hurt their predators.
  - c. They make themselves look like something they are not.
  - d. They run and hide from their predators.
  
3. What is the purpose of the first paragraph?
  - a. to introduce a topic
  - b. to summarize ideas
  - c. to make an argument
  - d. to give data and statistics

4. In the final paragraph, what does the word *inedible* mean?
  - a. inside out
  - b. bad tasting
  - c. strange
  - d. unable to be eaten
  
5. In the second sentence of the second paragraph, what does the word *it* refer to?
  - a. frill
  - b. head
  - c. lizard
  - d. predator

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 9A**

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Read the passage and choose the correct answer for each question.

**The Tomb of Caecilia Metella**

On an ancient road near Rome, there stands a centuries-old building with a sign on it. The sign says “To Caecilia Metella, daughter of Quintus Creticus, and wife of Crassus.” The building is a mausoleum that was built during the first century B.C. It was made for a woman named Caecilia Metella who had died.

Caecilia Metella came from a very rich family. Only rich families could afford to build such large structures to remember their dead. Caecilia was married to Crassus, who was an important government official in the Roman Empire. Not much else is known about her.

Caecilia Metella’s mausoleum is a popular place for tourists. It is located near the Appian Way which is a historic road connecting Rome and Brindisi in southern Italy. Travelers cannot help but see the 20-meter-tall structure next to the road. When they stop to take in the view, they can see some of the original decorations and the sign with Caecilia’s name on it. “What was she like, and how did she die?” they wonder. Though no one knows the answers to these questions, we know she must have been very special to her family.

1. Which words from the passage define *mausoleum*?
  - a. structures to remember their dead
  - b. an important government official
  - c. very rich family
  - d. historic road
2. In the final paragraph, what does the phrase *take in the view* mean?
  - a. to take a souvenir or other item from a place
  - b. to enjoy looking at a pretty place
  - c. to look at a photograph
  - d. to watch a movie
3. How do we know that Caecilia Metella “must have been very special to her family?”
  - a. because she was very beautiful
  - b. because her family built the structure for her
  - c. because books talk about how important she was
  - d. because she asked her family to build the structure

4. What is the purpose of the passage?
  - a. to give information about a historic building
  - b. to describe the inside of a mausoleum
  - c. to list popular Italian tourist places
  - d. to describe Caecilia Metella's life
  
5. Which sentence is NOT true about Caecilia Metella?
  - a. She was married.
  - b. Her mausoleum is located in central Rome.
  - c. She was from a rich family.
  - d. Her mausoleum was built in the first century B.C.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 9B**

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Read the passage and choose the correct answer for each question.

**St. Basil's**

When you think of Russian architecture, St. Basil's Cathedral may come to mind. Its bright colors and multiple domes are world-famous. At first, the cathedral was painted white with golden domes. The bright colors were not added until the 1860s. The inside is just as amazing as the outside with its beautifully painted walls and impressive stone staircases.

Tsar Ivan the Terrible had the cathedral built in 1552 to celebrate winning a battle against the Mongolian Empire. It is not clear who the architects were, but some records give the names Barma and Postnik Yakovlev as the architects. According to popular legend, Ivan the Terrible had Barma and Postnik Yakovlev's eyes cut out so that they could never design such a beautiful building again. Experts do not believe this is true.

The cathedral was designed with a special shape. It has a tall tower or church in the middle with eight churches or towers of different heights around it. This shape may represent the church in Jerusalem, or it may represent an eight-pointed star. Architectural experts are not sure. Whatever its shape represents, one thing is certain. There is no other building in the world like it.

1. What is the passage mainly about?
  - a. how St. Basil's is a special building with an interesting history
  - b. what shapes cathedrals like St. Basil's Cathedral represent
  - c. why Ivan the Terrible cut out the architects' eyes
  - d. what materials were used to build St. Basil's
  
2. Which word has the closest meaning to *architect*?
  - a. designer
  - b. builder
  - c. expert
  - d. tsar
  
3. Why was St. Basil's Cathedral built?
  - a. to make the Mongolians happy
  - b. because Russians hid inside the cathedral
  - c. to stop the Mongolians from entering Moscow
  - d. because Russians fought and beat the Mongolians

4. In the third sentence of the final paragraph, what does the word *it* refer to?
  - a. cathedral
  - b. shape
  - c. tower
  - d. star
  
5. What do we know is true about St. Basil's Cathedral?
  - a. The architects had their eyes cut out.
  - b. Barma and Postnik Yakovlev were the architects.
  - c. The cathedral was painted white and gold at first.
  - d. The shape of the cathedral is supposed to be an eight-pointed star.

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**Additional Reading Practice**  
**Unit 10A**

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Read the passage and choose the correct answer for each question.

**More Heat = More Rain**

Since 1970, Earth's temperature has risen about half a degree Celsius (about one degree Fahrenheit). That may not sound like a lot. But it can make a big difference in the weather. This tiny rise makes the oceans warmer. As a result, more water turns into steam and more moisture rises into the air. Today, the air holds four percent more water than it did 25 years ago. That means more rain can fall during a rainstorm. This is what probably happened in Pakistan in 2010.

In Pakistan, increased temperatures caused a big problem. Larger amounts of snow and ice began melting in the mountains. The water filled up rivers, making water levels rise. Then the rainy season began. This time, winds pushed the rains farther north than normal into the mountains. Giant storm clouds dumped 30 centimeters of rain in 36 hours. Already full rivers overflowed. It caused the worst flood in Pakistan's history. This shows how even a small increase in temperature can cause dangerous flooding.

1. Which sentence from the passage shows the main idea?
  - a. This shows how even a small increase in temperature can cause dangerous flooding.
  - b. This time, winds pushed the rains farther north than normal into the mountains.
  - c. Today, the air holds four percent more water than it did 25 years ago.
  - d. This tiny rise makes the oceans warmer.
2. In the sixth sentence of the first paragraph, what does the word *it* refer to?
  - a. water
  - b. air
  - c. moisture
  - d. temperature
3. What causes more water to turn into steam?
  - a. faster wind
  - b. more flooding
  - c. warmer oceans
  - d. more rainstorms
4. Which word in the passage refers to water that is in the air?
  - a. ice
  - b. temperature
  - c. flood
  - d. moisture

5. In the final paragraph, what does the sentence *Already full rivers overflowed* mean?
- a. The rivers were full of snow and ice.
  - b. The rivers almost began to flood, but they did not.
  - c. The rivers could not flow because of the temperatures.
  - d. The rivers had no more room for rain, so they began to flood.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 10B**

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Read the passage and choose the correct answer for each question.

**Lightning**

For a long time, people did not know much about lightning or how it forms. Now we know that lightning is electricity traveling between the positive and negative parts of the cloud and ground. There are actually different types of lightning in various shapes and sizes, depending on the weather conditions. However, scientists are still unsure as to why some of them occur.

The most common is intra-cloud lightning, where the lightning travels between different parts of the same cloud and never reaches the ground. We see it as a light that spreads within a cloud. Inter-cloud lightning, where electricity travels between different clouds, is less often seen.

The most dangerous is cloud-to-ground lightning. Lightning travels from the bottom of a cloud to the earth, and generally strikes the tallest thing it can find. This item is usually a building, a tree, a boat out at sea, or a mountaintop. If a person becomes the tallest point and is struck, it can be fatal. Lightning causes about 58 deaths every year in the United States, according to the National Weather Service.

An unusual and beautiful form of lightning is spider lightning. It got its name because it looks like it is “crawling” underneath the cloud. It is slow enough for people to watch as it moves across the sky, crossing distances of up to 120 kilometers. Another rare kind of lightning is ball lightning. Very few people have seen it. The ones who have describe it as a red, yellow, or orange ball of light. It floats along the ground and disappears with a loud bang.

1. What is the passage mainly about?
  - a. different types of lightning
  - b. how people are hurt by lightning
  - c. the most common kinds of lightning
  - d. the science behind lightning
2. In the last sentence of the first paragraph, what does the word *them* refer to?
  - a. weather conditions
  - b. shapes
  - c. types of lightning
  - d. positive and negative parts of a cloud
3. In the third paragraph, what does the word *fatal* mean?
  - a. sad
  - b. unlucky
  - c. resulting in death
  - d. very tall

4. How did spider lightning get its name?
  - a. It looks like a spider.
  - b. It moves like a spider.
  - c. It is very dangerous.
  - d. It is very small.
  
5. Which kind of lightning do we most often see?
  - a. intra-cloud lightning
  - b. inter-cloud lightning
  - c. spider lightning
  - d. ball lightning

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 11A**

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Read the passage and choose the correct answer for each question.

**The Woolly Mammoth**

If you visit a natural history museum, you might get the chance to see a woolly mammoth. This large, hairy creature is a close cousin of today's elephant. They lived in northeastern Siberia thousands of years ago and were built to survive in extreme cold. Their thick hair kept them warm, and their long, curved tusks helped them dig under snow for food. They ate whatever they could find: grass, nuts, berries, etc.

Scientists are not sure exactly what killed off the woolly mammoths. Some believe a great change in weather may have caused the extinction of the woolly mammoth. When woolly mammoths were alive, the weather was very different. The air was drier, there was less cloud cover, and strong winds constantly blew across the skies. This was a perfect climate for the large areas of grasslands where the mammoths found their food. Scientists think a great rise in temperature destroyed the grasslands and caused the mammoths to die.

1. What is the purpose of the first paragraph?
  - a. to summarize ideas
  - b. to give an argument
  - c. to give statistics and data
  - d. to introduce and describe a topic
2. Which words from the passage mean the same as *extinction*?
  - a. killed off
  - b. cloud cover
  - c. hairy creature
  - d. perfect climate
3. In the second sentence of the final paragraph, what does the word *Some* refer to?
  - a. mammoths
  - b. scientists
  - c. winds
  - d. areas
4. In the second paragraph, according to the sentence *When woolly mammoths were alive, the weather was very different. The air was drier, there was less cloud cover, and strong winds constantly blew across the skies*, which sentence is true?
  - a. Today's weather is windier than before.
  - b. There are colder winters today.
  - c. There are fewer clouds today.
  - d. Today's weather is wetter.

5. Which sentence in the final paragraph gives the main idea?
- a. When woolly mammoths were alive, the weather was very different.
  - b. The air was drier, there was less cloud cover, and strong winds constantly blew across the skies.
  - c. Some believe a great change in weather may have caused the extinction of the woolly mammoth.
  - d. This was a perfect climate for the large areas of grasslands where the mammoths found their food.

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**Additional Reading Practice**  
**Unit 11B**

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Read the passage and choose the correct answer for each question.

**The Hunt for the Giant Squid**

Giant squid are among the largest creatures in the sea. Some are as big as buses! They are also smart, fast, and very mysterious. In the past, people found dead squid on beaches, caught in fishing nets, or in the stomachs of sperm whales. However, no one has ever filmed a live giant squid in its natural environment. This is because giant squid live deep underwater, in areas without light. So there is much that scientists do not know about their most basic characteristics.

In September 2004, a team of Japanese researchers announced they had the first photos of a live giant squid. The photos were taken nearly a kilometer down in the Pacific Ocean. An eight-meter long squid was caught on a fishing line after trying to grab its food. This allowed a special camera to take over 500 photos before the squid escaped. In December 2006, the same team captured another giant squid near an island in Japan. This time, they managed to pull it up to shallow water where they could film it. After a great fight that lasted four hours, they were able to get it on the ship. Unfortunately, the squid died while defending itself.

The researchers believe there are many more giant squid to be found. Giant squid make up a large portion of the sperm whale's diet, and sperm whales need a lot of food to live. Since there are probably about 200,000 sperm whales in the oceans today, scientists think there must be lots of squid to feed on. However, until we create technology to find them in deep waters, we will have to depend on the luck of the hunt.

1. What is the purpose of the first paragraph?
  - a. to describe the abilities of the giant squid
  - b. to show how giant squid were found in the past
  - c. to describe the natural environment of the giant squid
  - d. to explain why much is unknown about the giant squid
2. In the second sentence of the first paragraph, what does the word *They* refer to?
  - a. buses
  - b. largest creatures
  - c. giant squid
  - d. dead squid
3. In the second paragraph, what does the word *captured* mean?
  - a. caught
  - b. killed
  - c. found
  - d. photographed

4. Which of these is NOT a reason why it is hard to catch a live giant squid?
  - a. They move very quickly.
  - b. They are very smart animals.
  - c. They are not easily seen in the water.
  - d. There are not many of them.
  
5. What is the main idea of the second paragraph?
  - a. There are more giant squid in seas around Japan than anywhere else.
  - b. Japanese researchers are very good at filming giant squid.
  - c. Giant squid will fight to the death if they are caught.
  - d. Recently researchers were able to study live giant squid for the first time.

**Reading Explorer Foundations, Third Edition**  
**Additional Reading Practice**  
**Unit 12A**

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Read the passage and choose the correct answer for each question.

**Robots Making Robots?**

Until recently, scientists believed that only living things could reproduce themselves. For example, birds lay eggs, adult animals give birth to baby animals, and plants can produce more plants. But can a single robot create a second or third robot? You will be surprised to know that such a robot exists today.

In 2005, a group of scientists at Cornell University in Ithaca, New York succeeded in creating a robot that can reproduce. It can build a copy of itself in less than three minutes. Each robot is actually made up of four small units. Each unit contains a computer which is programmed with building instructions. These instructions enable the robots to do many things like sense and move objects around them. They can also remember the sequence in which they were built. At this point, the robots can do little but reproduce. However, researchers say it will not be difficult to add more functions later on, such as a camera or special arms. This would allow them to do many different things.

Such robots would be very useful in the field of space travel. Scientists already send robots into space to replace humans for difficult or dangerous jobs. Now, for instance, they plan to send extra robot-building materials on these trips. If a robot broke down, for example, other robots could repair it. They may even be able to build more robots as needed while up in space. Many see these new robots as a sign of the future.

1. What is the purpose of the passage?
  - a. to talk about the great efforts of the Cornell scientists
  - b. to compare old and new types of robots
  - c. to describe new abilities and possibilities for robots
  - d. to explain how one robot builds another robot
  
2. In the first paragraph, what does the word *reproduce* mean?
  - a. to protect yourself from danger
  - b. to move from place to place
  - c. to change yourself
  - d. to create others similar to yourself
  
3. In the last sentence of the second paragraph, what does the word *them* refer to?
  - a. researchers
  - b. cameras
  - c. functions
  - d. robots

4. What is the main idea of the final paragraph?
  - a. Space is too dangerous for humans to explore.
  - b. The new robots will aid space travel in the future.
  - c. Robots are already widely used in space travel.
  - d. Scientists have already decided to use the new robots.
  
5. What is NOT mentioned in the second paragraph?
  - a. The robots can sense when something is near.
  - b. The robots can move things around.
  - c. The robots can take photographs.
  - d. The robots know how they were built.

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**Additional Reading Practice**  
**Unit 12B**

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Read the passage and choose the correct answer for each question.

**Need a Ride?**

Cars that can drive themselves are not just a thing of the future. Companies are developing them right now. Maybe by the year 2030, these cars will be a normal part of people's lives.

There are several reasons engineers are developing driverless cars. First, these cars will make driving safer. Most car accidents are caused by human mistakes: falling asleep behind the wheel, drinking too much alcohol, writing a text message, etc. If the car's computer was in charge of driving, human mistakes would not be as dangerous.

Another reason is to save time. A driverless car could drop you off at work and then find a parking spot on its own—no more searching for a parking spot! Also, while your car is driving you around, you can read a book, prepare for work, or make a phone call. This would save you time later during the day.

Experts believe everyone will use driverless cars in the future. Cars are already made with computer sensors and video cameras. Newer cars beep if they get too close to another object. Large vehicles use cameras to see behind them before backing out. It is just a matter of time before we see driverless cars on the freeway.

1. What is the purpose of the passage?
  - a. to describe something that may happen in the future
  - b. to compare cars today with cars in the past
  - c. to tell a story about the future that is not real
  - d. to tell people to buy driverless cars
  
2. In the second paragraph, what does the word *driverless* mean?
  - a. without a driver
  - b. very fast
  - c. safer
  - d. without good driving skills
  
3. In the second paragraph, what does the phrase *behind the wheel* mean?
  - a. next to a car's tires
  - b. while driving
  - c. behind another car
  - d. outside a car

4. Which reason is NOT given for why engineers are developing driverless cars?
  - a. to ensure people do not waste time looking for parking spots
  - b. to let people do other things while in the car
  - c. to stop human mistakes from causing accidents
  - d. to help people save money on gas when driving on the freeway
  
5. In the fourth sentence of the final paragraph, what does the word *them* refer to?
  - a. computer sensors
  - b. video cameras
  - c. large vehicles
  - d. newer cars

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**Additional Reading Practice**  
**Answer Key**

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**Unit 1A**

1. C
2. C
3. B
4. B
5. C

**Unit 4A**

1. D
2. B
3. B
4. C
5. A

**Unit 7A**

1. A
2. C
3. C
4. A
5. D

**Unit 10A**

1. A
2. B
3. C
4. D
5. D

**Unit 1B**

1. C
2. B
3. C
4. D
5. A

**Unit 4B**

1. A
2. B
3. B
4. A
5. A

**Unit 7B**

1. C
2. A
3. C
4. D
5. D

**Unit 10B**

1. A
2. C
3. C
4. B
5. A

**Unit 2A**

1. D
2. C
3. D
4. C
5. A

**Unit 5A**

1. A
2. B
3. B
4. D
5. C

**Unit 8A**

1. C
2. D
3. B
4. B
5. D

**Unit 11A**

1. D
2. A
3. B
4. D
5. C

**Unit 2B**

1. A
2. C
3. A
4. A
5. C

**Unit 5B**

1. B
2. C
3. A
4. B
5. A

**Unit 8B**

1. B
2. C
3. A
4. D
5. C

**Unit 11B**

1. D
2. C
3. A
4. D
5. D

**Unit 3A**

1. D
2. B
3. D
4. B
5. A

**Unit 6A**

1. B
2. B
3. D
4. A
5. C

**Unit 9A**

1. A
2. B
3. B
4. A
5. B

**Unit 12A**

1. C
2. D
3. D
4. B
5. C

**Unit 3B**

1. B
2. A
3. A
4. D
5. B

**Unit 6B**

1. A
2. D
3. B
4. A
5. B

**Unit 9B**

1. A
2. A
3. D
4. B
5. C

**Unit 12B**

1. A
2. A
3. B
4. D
5. C