**CP Inglese I March 23-28**

**Reading Comprehension Exercise 1**

Read about the domestication of cats, then answer the questions about the text, choosing either A, B, C or D as the best answer.

For centuries, the common view of how domestication had occurred was that prehistoric people, realizing how useful it would be to have captive herds of food animals, began capturing wild animals and breeding them. Over time, by allowing only animals with "tame" characteristics to mate and produce offspring, human beings created animals that were less wild and more dependent upon people. Eventually this process led to the domestic farm animals and pets that we know today, many of which would fare quite badly in the wild, having lost their ancient survival skills and instincts.

Recent research suggests that this view of domestication is incomplete. Prehistoric human beings did capture and breed useful wild animals, and those species became tamer over time (they generally changed physically, too, developing larger bodies and smaller brains than their wild cousins). But specialists in animal behavior now think that domestication was not simply something people did to animals - the animals played an active part in the process. Wolves and wild horses, for example, may have taken the first steps in their own domestication by hanging around human settlements, feeding on people's garbage and crops and getting used to human presence and activity. Individual animals that were not too nervous or fearful to live near people produced offspring that also tolerated humans, making it easier for people to capture and tame them.

In this version, people succeeded in domesticating only animals that had already adapted easily to life around humans. Domestication required an animal that was willing to become domestic. The process was more like a dance with two partners than a triumph of humans over animals.

At first glance, the taming of cats seems to fit nicely into this new story of domestication. A traditional theory says that after prehistoric people in the Near East and Egypt invented agriculture and started farming, rats and mice gathered to feast on their stored grain. Wildcats, in turn, gathered at the same places to prey on the rats and mice. Over time, cats got used to people and people got used to cats, until at some point cats were tame. New studies of wildcats, however, seem to call this theory into question. Wildcats don't share hunting and feeding territories, and they don't live close to people or seek out human settlements as food sources. Experts do not know whether wildcats were partners in their own domestication. They do know that long after people had acquired domestic dogs, sheep, goats. cattle, and horses, they somehow acquired tame cats. By mating the least aggressive cats with one another, they produced animals with increasingly tame qualities.

Top of Form

1. According to traditional theories of domestication, how were wild animals tamed?

a. selective breeding

b. capturing only smaller animals

c.  aggression and control

2. What is suggested in the new theory?

a. that animals were less afraid than thought

 b. that wolves and horses were the first to be domesticated

 c. that animals had an active role in their domestication

3. Why is the word "dance" used in the 3rd paragraph?

a. that animals and humans were close

 b. there were two active partners

c.  that it was complex and not simple to understand

4. What probably attracted cats to human settlements?

a.  warmth

b.  other cats

 c. food

5. What characteristic of the cat causes a problem for the theory that cats were domesticated like wolves were?

 a. independence

 b. greed

c.  friendliness

**Vocabulary Exercise**

Find a word or phrase in the text with a similar meaning to the following words and phrases.

1. babies
2. reproduce
3. spend time with
4. eat and drink sumptuously
5. search for

**Reading Comprehension Exercise 2**

Read about the constellations, then answer the questions about the text, choosing either A, B, C or D as the best answer.

Constellations are patterns of stars in the sky. Over many thousands of years, human beings living on the Earth have looked up and seen the shapes of people, animals and everyday objects - they 'joined the dots' of the stars to form patterns in the sky. They gave these shapes names, some of which we still use today. But why did they bother with constellations at all? One reason is that having constellations makes it easier to find your way around the sky. This is useful for finding north, or working out the date or the time. When there were no compasses, clocks or watches, this was all very important.

There is another reason why constellations were so important. Imagine going back to a time before paper and pencil had been invented. Life was sparse. If you wanted to draw a picture, you had to scratch it out on a dark cave wall or write it in sand that could blow away. But at night an amazing pattern of bright specks of light would appear above your head. By joining the dots you could see almost any picture you wanted. You could imagine seeing your favourite shapes in the sky. You might tell others about the constellations you have made up. They might tell others, and your constellation could be passed down from generation to generation for hundreds or even thousands of years. This is how many of the constellations got the names we use.

**Seasons**

You don't see exactly the same part of the sky every night, though between one night and the next you won't see much of a difference. Over a few weeks you'll definitely notice that you can see some constellations that you couldn't see before and some constellations that you could see aren't there any more. This is because the Earth is moving around the Sun. As the Earth moves round in its orbit, the night side of the Earth (the side facing away from the Sun) faces out to different parts of space, where there are different constellations.

This means that you see different constellations in different seasons. Orion and Taurus are (Northern Hemisphere) winter constellations, because you can see them on winter evenings. Cygnus and Scorpius are (Northern Hemisphere) summer constellations, because you can see them on summer evenings.

**Naming The Constellations**

So who made up the constellations and their names? The earliest people on the Earth were hunters and gatherers. They looked up into the sky and saw shapes that were important to them - like Orion the Hunter. Much later in human history, English farmers looked up into the sky and saw the shape of a Plough. Russian peasants, looking at the same group of stars, called it Ursa Major or The Great Bear. People in France called it Le Casserole meaning the Saucepan. People in the USA called it The Big Dipper meaning a soup ladle. All of these different names are used today. The only people who have decided on one set of names for the constellations are the astronomers. For example, they always call the Plough 'Ursa Major', and never any of the other names. They had to do this so that they all knew what other astronomers across the world were talking about.

The stars in a constellation have nothing to do with each other; they can be very, very far apart, even if they appear to be right next to each other in the sky. Imagine looking up while standing in a street. You might see your hand next to a street light, which is next to the Moon, which is next to a planet, which is next to a star. All of these things are far away from each other, yet they can be next to each other when you look at them.

If you like, you can look up into the sky, join the dots and make up your own constellations. Tell other people about your constellations. Maybe one day people all around the world will be using one of your constellation names!

Top of Form

1. What use for constellations is NOT mentioned in the opening paragraphs?

a. To help people find their way

 b. To understand the origins of life in the universe

 c. To provide entertainment

 d. To allow people to orientate themselves

2. What is the best meaning of the word "sparse" in the second paragraph?

a. rare

 b. boring

 c. difficult

 d. tough

3. Why do constellations change in the sky from month to month?

a. Because of passing fashions

 b. Because of the weather

 c. Because of the Earth's movements

 d. Because stars are always moving

4. Why do astronomers call the constellation 'Ursa Major' by this name?

 a. To ease international communication

 b. Because the Russians insisted

 c. Because Russia provides much of the finance for these organisations

 d. They decided that's what it most looks like

5. What point is being made in the penultimate paragraph?

 a. Stars used to be closer together

 b. The stars look different depending on where you are standing

 c. You won't see stars well under street lights

d.  Perspective makes stars seem closer

6. Where would you most likely find this text?

 a. A scholarly publication

b.  A newspaper

 c. A children's encyclopedia

d.  A political leaflet

**Vocabulary Exercise**

Find a word or phrase in the text with a similar meaning to the following words and phrases.

1. Sparse
2. Peasants
3. Gatherers
4. Soup ladle

**Reading Comprehension Exercise 3**

Read about the history of time, then answer the questions about the text, choosing either A, B, C or D as the best answer.

If you can read a clock, you can know the time of day. But no one knows what time itself is. We cannot see it. We cannot touch it. We cannot hear it. We know it only by the way we mark its passing. For all our success in measuring the smallest parts of time, time remains one of the great mysteries of the universe. One way to think about time is to imagine a world without time. There could be no movement, because time and movement cannot be separated. A world without time could exist only as long as there were no changes. For time and change are linked. We know that time has passed when something changes.

In the real world, the world with time, changes never stop. Some changes happen only once in a while, like an eclipse of the moon. Others happen repeatedly, like the rising and setting of the sun. Humans always have noted natural events that repeat themselves. When people began to count such events, they began to measure time. In early human history, the only changes that seemed to repeat themselves evenly were the movements of objects in the sky. The most easily seen result of these movements was the difference between light and darkness.

The sun rises in the eastern sky, producing light. It moves across the sky and sinks in the west, causing darkness. The appearance and disappearance of the sun was even and unfailing. The periods of light and darkness it created were the first accepted periods of time. We have named each period of light and darkness: one day.

People saw the sun rise higher in the sky during the summer than in winter. They counted the days that passed from the sun's highest position until it returned to that position. They counted three hundred and sixty-five days. We now know that is the time Earth takes to move once around the sun. We call this period of time a year.

Early humans also noted changes in the moon. As it moved across the night sky, they must have wondered: Why did it look different every night? Why did it disappear? Where did it go? Even before they learned the answers to these questions, they developed a way to use the changing faces of the moon to tell time. The moon was "full" when its face was bright and round and "new" when it was almost entirely dark. The early humans counted the number of times the sun appeared between full moons. They learned that this number always remained the same, about twenty-nine suns. Twenty-nine suns equalled one moon. We now know this period of time as one month.

Early humans hunted animals and gathered wild plants. They moved in groups or tribes from place to place in search of food. Then, people learned to plant seeds and grow crops. They learned to use animals to help them work, and for food. They found they no longer needed to move from one place to another to survive. As hunters, people did not need a way to measure time. As farmers, however, they had to plant crops in time to harvest them before winter. They had to know when the seasons would change. So, they were forced to developed calendars. No one knows when the first calendar was developed. But it seems possible that it was based on moons, or lunar months.

When people started farming, the wise men of the tribes became very important. They studied the sky. They gathered enough information so they could know when the seasons would change. They announced when it was time to plant crops.

*source: voanews*

Top of Form

1. Why is time such a difficult concept to understand?

a.  it's always changing

 b. it's always moving

 c. it's been misunderstood since pre-history

d.  it's not tangible

2. How were early humans able to begin measuring time?

 a. by counting the objects in the sky

 b. by working both at night and during the day

c.  the movements of objects they saw every day

 d. by following the sun to the west

3. How did the concept of seasons become understood?

a.  by tracking the sun's movements through the months

 b. by noting the differences in temperature

 c. by measuring the length of the days

 d. with the introduction of early calendars

4. How would an early human have defined a 'month'?

 a. the number of days between a full moon and a new moon

 b. the number of days from one phase of the moon's cycle and then back to the same point again

c. the number of days for the sun and moon to be seen together

 d. the number of days between eclipses of the moon

5. Why did the move towards farming require a better understanding of time?

a.  so that crops were grown at the right time of the year

b.  because looking after animals required it

c. because they needed to have traditional celebrations at the same time every year

d. because they wanted to know when animals would give birth

6. What is the meaning of the word 'forced' in the penultimate paragraph?

 a. the wise men were given no choice

b.  the crops wouldn't grow without the calendars

 c. time became a lot more important

d.  it was critical for survival

**Reading Comprehension Exercise 4**

Read about a famous photo, then answer the questions about the text, choosing either A, B, C or D as the best answer.

It is perhaps the most reproduced, recycled and ripped off image of the 20th Century. Che Guevara, his eyes framed by heavy brows, a single-starred beret pulled over his unruly hair, stares out of the shot with glowering intensity. It's now more than 50 years since the Argentine-born rebel was shot dead, so any young radicals who cheered on his revolutionary struggles in Cuba and Bolivia are well into middle age.

But the image has been infinitely repeated - emblazoned on T-shirts and sprayed on to walls, transformed into pop art and used to wrap ice-creams and sell cigarettes - and its appeal has not faded. "There is no other image like it. What other image has been sustained in this way?" asks Trisha Ziff, the curator of a touring exhibition on the iconography of Che. "Che Guevara has become a brand. And the brand's logo is the image, which represents change. It has becomes the icon of the outside thinker, at whatever level - whether it is anti-war, pro-green or anti-globalisation," she says.

The unchecked proliferation of the picture - based on a photograph by Alberto Korda in 1960 - is partly due to a political choice by Korda and others not to demand payment for non-commercial use of the image. Jim Fitzpatrick, who produced the ubiquitous high-contrast drawing in the late 1960s as a young graphic artist, said he actively wanted his art to be disseminated.

"I deliberately designed it to breed like rabbits," he says of his image, which removes the original photograph's shadows and volume to create a stark and emblematic graphic portrait. "I was determined that the image should receive the broadest possible circulation," he adds.

For Ms Ziff, Che Guevara's murder also marks the beginning of the mythical image. "The birth of the image happens at the death of Che in October 1967," she says. "He was good-looking, he was young, but more than that, he died for his ideals, so he automatically becomes an icon."

The story of the original photograph, of how it left Cuba and was carried by admirers to Europe before being reinterpreted in Mr Fitzpatrick's iconic drawing, is a fascinating journey in its own right. Alberto Korda captured his famous frame on 5 March 1960 during a mass funeral in Havana. A day earlier, a French cargo ship loaded with ammunition had exploded in the city's harbour, killing some 80 Cubans - an act Fidel Castro blamed on the US. Korda, Fidel Castro's official photographer, describes Che's expression in the picture, which he labelled "Guerrillero Heroico" (the heroic fighter), as "encabronadao y dolente" - angry and sad. Unpublished, the picture was seen only by those who passed through Korda's studio, where it hung on a wall.

One man who brought the image to Europe was the leftist Italian intellectual, Giangiacomo Feltrinelli, who distributed posters across Italy in 1967. After that, Korda's photograph made an appearance in several European magazines. Mr Fitzpatrick first came across a tiny version of it in the German weekly. Only months later, when he finally got his hands on a larger version of the photograph, was he able to produce the image that has such universal appeal. "I'd got an original copy of the image sent to me by a guy involved with a group of Dutch anarchists, called the Provo."

After Che Guevara's death, an outraged Mr Fitzpatrick furiously reprinted originals of the poster and sent it to left-wing political activist groups across Europe. Part of his fury stemmed from vivid memories working behind a bar in Ireland as a teenager, and seeing Che walk in. The revolutionary was briefly exploring the homeland of his Irish ancestors during a stopover on a flight to Moscow. "I must have been around 16," Mr Fitzpatrick remembers. "It was a bright, sunny morning. I knew immediately who he was. He was an immensely charming man - likeable, roguish, good fun and very proud of being Irish."

Mr Fitzpatrick's version of Che arrived on the continent as many countries were in a state of flux, says Ms Ziff. "His death was followed by demonstrations, first in Milan and then elsewhere. Very soon afterwards there was the Prague Spring and May '68 in France. Europe was in turmoil. People wanted change, disruption and rebellion and he became a symbol of that change."

As time went on, the meaning and the man represented by the image became separated in the western context, Ms Ziff explains. But in Latin America, she points out, Che Guevara's face remains a symbol of armed revolution and indigenous struggle. Combining capitalism and commerce, religion and revolution, the icon remains unchallenged, Ms Ziff says. "There is no other image that remotely takes us to all these different places."

*source: BBC News*

Top of Form

1. How does Che appear in the famous image?

a.  he seems content

b.  he's not looking at the photographer

c. he's wearing something around his neck

d.  he looks clean-cut and tidy

2. According to Trisha Ziff, who does the image represent well?

 a. ice-cream and cigarette sellers

b.  those supporting military intervention

 c. ones who may be looking for revolutionary change

d.  the poorest generations

3. What didn't the graphic image's creator try to make money out of its use?

 a. he didn't need the money

 b. to help its spread

 c. he considers profit to be 'anti-revolutionary'

d.  he didn't know it was being used without permission

4. Where was the original photo in the years after it was taken?

a.  in the possession of the photographer

b. on a tour throughout Europe

 c. in Fidel Castro's office in Havana

 d. it remained undeveloped

5. What persuaded Jim Fitzpatrick to create the image?

a.ambition

b. greed

c. sadness

 d.anger

6. What is the meaning of the word "flux" used in the ninth paragraph?

a. chaos

 b. war

 c. change

    d. struggle

7. What is Ms Ziff's point at the end?

 a. the image created revolutionary change in Europe

b.  the image's legacy lasts because it means many things to many people

 c. the image is used to sell many things in Latin America

 d. the image is losing its appeal in the West

**Vocabulary Exercise**

Find a word or phrase in the text with a similar meaning to the following words and phrases.

1. stole
2. messy
3. displayed
4. packed
5. mischievous

**KEY**

Reading Comprehension Exercise 1 1.a.2.c.3.b.4.c.5.a

Vocabulary exercise 1. offspring 2. breed (verb) 3. hanging around 4. feast (verb) 5. seek out

Reading Comprehension Exercise 2 1.b.2.b.3.c.4.a.5.a.6

Vocabulary exercise 1. sparse 2. peasants (verb) 3. gatherers 4. feast (verb) 5. ladle

Reading Comprehension Exercise 3 1.d2.c.3.a.4.b.5.a.6.d

Reading Comprehension Exercise 4 1.b 2.c 3.b 4.a 5.d 6.c 7.b

Vocabulary exercise 1. ripped off 2. unruly 3. emblazoned 4. loaded 5. roguish

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