



2017-2018 SPRING, WORKSHEET 8

KEY

GRAMMAR

A. Read the text below and circle the correct answer.

- | | |
|----------------------|----------------------|
| 1 <i>Although</i> | 6 <i>In order to</i> |
| 2 <i>because</i> | 7 <i>as</i> |
| 3 <i>Even though</i> | 8 <i>despite</i> |
| 4 <i>due to</i> | 9 <i>Because</i> |
| 5 <i>in order to</i> | |

B. Match the sentences in A and B to make a meaningful sentence.

- a.5 b.1 c.4 d.9 e.3 f.7 g.6 h.2 i.8

C. Choose the correct option.

- | | |
|-------------------|-----------------------|
| 1. <i>so that</i> | 6. <i>in order to</i> |
| 2. <i>because</i> | 7. <i>so that</i> |
| 3. <i>despite</i> | 8. <i>because of</i> |
| 4. <i>as</i> | 9. <i>Since</i> |
| 5. <i>so that</i> | 10. <i>Because</i> |

D. Complete the sentences with the word given in parentheses.

- worked hard so that they could have a comfortable life
- put their shields over their heads in order to protect themselves
- so that their armies could move quickly from one place to another
- so as to catch mice
- to write on pieces of wood covered in wax

E. Rewrite the sentences using given words.

- sleeping a lot, I come to class feeling kind of tired
- having financial trouble, he bought that costly flat
- Mark invited me to his housewarming party, I couldn't make it
- he had everything, he was still very unhappy
- it rained heavily/there was a heavy rain, the pilot managed to land the plane safely.

F. Rewrite the sentences using given word.

- being very different from European languages, Japanese is very difficult
- she didn't have enough cash with her, she paid by credit card
- a heavy storm, some trees fell down last night
- she worked hard on the last project, she was promoted last week
- his excellent command of English, Deniz can travel across the USA with no problems.



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G. Circle the correct verb.

- | | |
|----------------|----------------------|
| 1. <i>are</i> | 4. <i>was / were</i> |
| 2. <i>work</i> | 5. <i>are</i> |
| 3. <i>are</i> | 6. <i>is / are</i> |
| | 7. <i>were</i> |

H. Choose the correct option.

- | | |
|-------------------|-------------------|
| 1. <i>either</i> | 5. <i>Neither</i> |
| 2. <i>neither</i> | 6. <i>Neither</i> |
| 3. <i>both</i> | 7. <i>both</i> |
| 4. <i>both</i> | |

I. Complete the blanks with *all, none, both, neither, both....and...., either... or, neithernor....* .

- | | |
|-----------------------|---------------------|
| 1. Either/or | 7. Either/or |
| 2. Neither | 8. Neither |
| 3. Neither/nor | 9. Both/and |
| 4. Both/and. | 10. all |
| 5. Both/and | 11. none |
| 6. Neither/nor | 12. All |

J. Complete the blanks with *both, all, neither, either or none.*

- all...** your news.
None of them
Both very tired
Either I love my job and ...**all**... of the people
All of my energy
Neither of them have seen
both around
all of the rooms
all the changes
either hearing from you

K. Rewrite the given sentences using *both of, neither of, or either of.*

0. I've got two brothers. They are both rich.
a. Both of my brothers ... are rich.
b. Neither of my brothers is ... poor.
1. a. **either of the restaurants**
b. **Neither of the restaurants**
2. a. **Either of my sisters drive**
b. **Neither of my sisters drives**
3. a. **either of**
b. **neither of**



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VOCABULARY

A. Complete the blanks with the words from the table. One is extra.

1. recommend
2. advise
3. asleep
4. sleepy/fall asleep
5. cured
6. emotion
7. recovered
8. mood

B. Match the phrasal verbs with their meanings.

- | | |
|------|-------|
| a. 2 | g. 6 |
| b. 5 | h. 8 |
| c. 4 | i. 11 |
| d. 1 | j. 10 |
| e. 3 | k. 9 |
| f. 7 | |

C. Form adjectives from the given words to complete the table.

knowledge	mystery	pain	adventure	universe	success	poison	comprehend
accident	destruct	drink	creat	region	rely skill	prevent	select glory arrive
-able	-ive	-al	-ous/-ious	-ful			
knowledgeable	creative	accidental	adventurous	skillful			
drinkable	preventive	universal	poisonous	painful			
reliable	selective	regional	mysterious	successful			
comprehensible	destructive	arrival	glorious				

READING

A. Read the text and answer the questions.

1. What is the main idea of the text?
 - a. Many studies on human intelligence show that animals had higher intelligence in the past compared to the present.
2. Which of the following is NOT TRUE according to paragraph I?
 - c. Tracing signals around makes an animal more intelligent than the others.



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3. What does 'them' refer to in paragraph II?
 - a. Boxes

4. Why does the author mention that crows use sticks to get peanuts out of cracks?
 - d. To illustrate the use of tools as a sign of intelligence

5. 'exhibits' in paragraph III probably means
 - c. displays

6. Which of the following is NOT a way to demonstrate animal intelligence?
 - b. cuing

7. The concluding paragraph of this passage focuses on the fact that
 - b. research showing higher animal intelligence may start arguments on ethics and animal cruelty

B. Read the text and answer the questions.

1. What is the main idea of the text?
 - d. A wide range of opinions exist with respect to global warming.
2. The word 'exaggerated' in paragraph I is closest in meaning to
 - b. done in a way to get attention
3. Which of the following is true according to Freeman Dyson?
 - c. There are other more important problems than climate change.
4. Which of the following is NOT true according to William Gray?
 - a. Global warming increased slightly between mid-1940s and early '70s.
5. What can be inferred about William Gray's colleagues?
 - b. Their opinions about global warming are similar to William Gray's.
6. The word 'so' in paragraph IV refers to the idea that
 - d. climate change is caused by human-beings
7. The word 'destructive' in paragraph V is closest in meaning to
 - b. causing damage
8. Which of the following is true according to paragraph V?
 - d. More than 200 cities in the US received a high amount of hot weather in 2005.
9. The word 'others' in paragraph VI refers to
 - d. governments