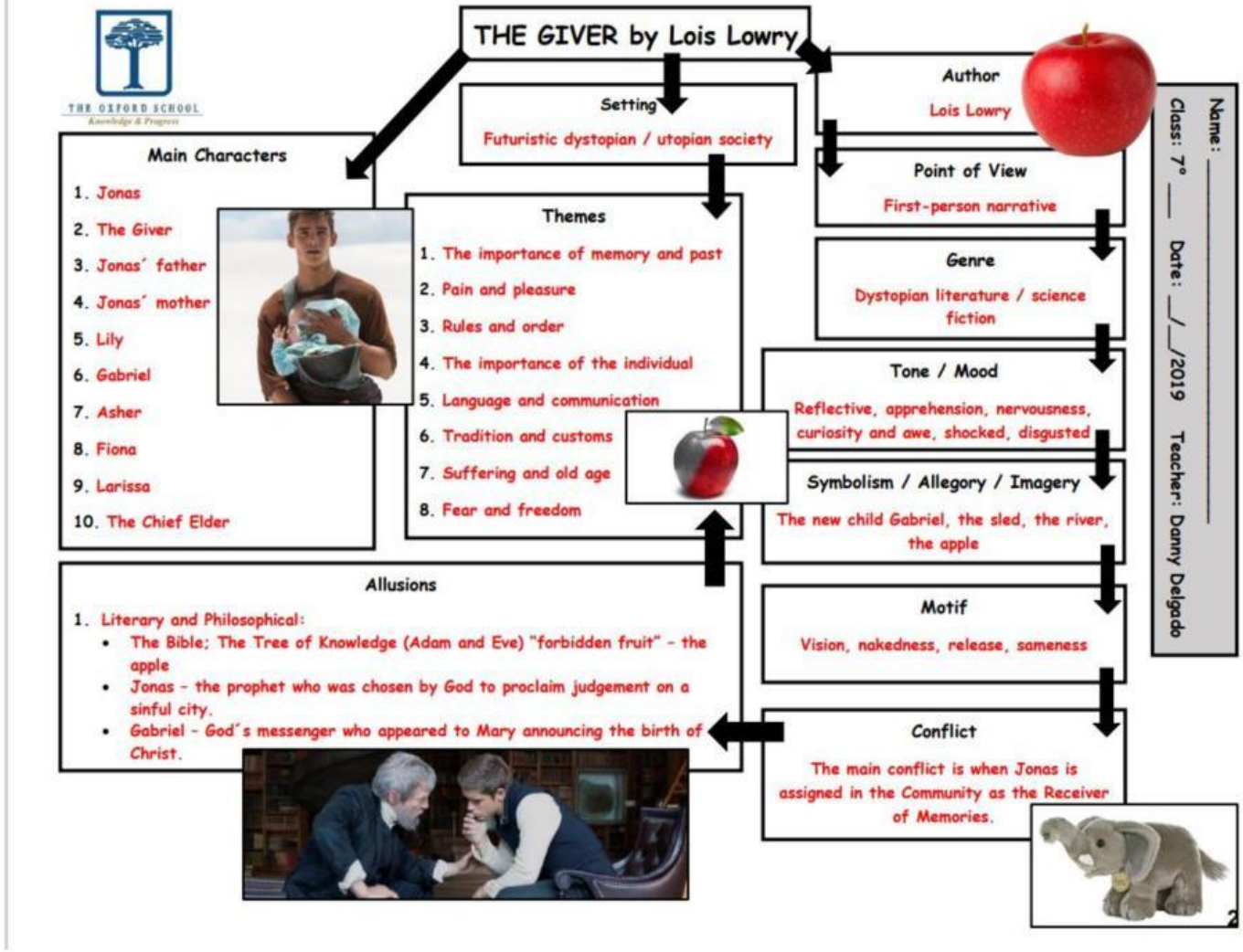
Name-

Quiz 15 March -3

Study the review of the story.



A) Study the following questions related to the book *The Giver, for we will discuss during the lesson.*

Chapter 1

1. What do you think of Jonas's community? What words might you use to describe it? Give reasons for your answers.

2. What rules and punishments are used in Jonas's society? How does Jonas feel about the rules?

3. Why is Jonas so "careful about language"? How important is it to choose "just the right words" in our society? Explain your answer.

4. How would you feel if your family had "telling of feelings" after dinner every night?

5. What do you think happens when someone is released?

6. . Why is the protagonist frightened when he sees a strange plane over the community?

LIVEWORKSHEETS

Chapter 2

1. There are two instances of rule-breaking in this chapter. Consider each one. Do you feel the punishment was justified? Explain your reasoning.

2. Why were the rules "very hard to change"?

3. What is so important about the "ceremony of twelve"?

4. What kind of job do you think Jonas will get? Explain your reasoning.

5. If some older people in your community were to observe you, what job do you think they would give you and why?

Chapter 3

1. To what extent are people all the same in this society? How are differences treated?

2. Why do you think mirrors were "rare"?

3. Why do you think the author uses four paragraphs in the beginning of this chapter to discuss the subject of pale eyes and ends the chapter with the same subject?

4. What is a "birthmother"? How is this different from the concept of mothering in our world?

5. What does the colorless shade of the tunics and the apple tell you about the people in this book? What do you think happened with the apple?

Chapter 4

1. In what areas of life do the members of the community have free choice? What areas of their lives are tightly controlled?

2. Do you think the rule against bragging is a good one? Why or why not?

3. What advantages and disadvantages does Jonas see in the way he decides to spend his volunteer hours?

4. What similarities are there between the new children and the Old?

5. What do you think about release now?

Chapter 5

1. What do you think of the morning "dream telling" ritual?

2. At one point, the clean-up of meals is referred to in this chapter. How do you think the meals are prepared and served? Explain the reasons why you think as you do.

3. Explain in your own words why Jonas must start taking a pill every day. What effect do you think the pills will have on him?

4. Why do you think "Stirrings" are treated with pills in this community?

5. Why are the rules always printed in capital letters?

LIVEWORKSHEETS

Grammar – future simple (will + inf)

We can use 'will' to talk about future events we believe to be certain.

- The sun will rise over there tomorrow morning.
- Next year, I'll be 50.
- That plane will be late. It always is.
- There won't be any snow. I'm certain. It's too warm.

Often we add 'perhaps', 'maybe', 'probably', 'possibly' to make the belief less certain.

- I'll probably come back later.
- He'll possibly find out when he sees Jenny.
- Maybe it will be OK.
- Perhaps we'll meet again some day.

We often use 'will' with 'I think' or 'I hope'.

- I think I'll go to bed now.
- I think she'll do well in the job.
- I hope you'll enjoy your stay.
- I hope you won't make too much noise.

We use 'will' at the moment we make a new decision or plan. The thought has just come into our head.

- Bye. I'll phone you when I get there.
- I'll answer that.
- I won't tell him. I promise.

Grammar – future simple (be (is, am are) going to + inf)

The one which is used most often in spoken English is 'going to', not 'will'.
We use 'going to' when we want to talk about a plan for the future.

- I'm going to see him later today.
- They're going to launch it next month.
- We're going to have lunch first.
- She's going to see what she can do.
- I'm not going to talk for very long.

Notice that this plan does not have to be for the near future.

- When I retire, I'm going to go back to Barbados to live.
- In ten years' time, I'm going to be boss of my own successful company.

We use 'going to' when we want to make a prediction based on evidence we can see now.

- Look out! That cup is going to fall off.
- Look at those black clouds. It's going to rain soon.
- These figures are really bad. We're going to make a loss.
- You look very tired. You're going to need to stop soon.

We can replace 'going to go' by 'going'.

- I'm going out later.

She's going to the exhibition tomorrow.

LIVEWORKSHEETS

Grammar – future continuous (will +be + ing)

We can use 'future continuous' to talk about something that will be in progress at a particular moment in the future.

- This time next week, I'll be sitting on the beach in Barbados.
- I'll be thinking about you all back in the office – and I'll be laughing.
- We'll be enjoying ourselves too, boss. We won't be doing any work while you are not here.

To talk about future events that are fixed or decided.

- I'll be visiting your country on a regular basis. In fact, I'm going to be coming next month.
- He'll be looking after the factory until we can appoint a new manager.
- They'll be thinking about this very carefully over the next few months.

To predict what is happening now.

- Try phoning his hotel. He'll probably still be having breakfast.
- They'll be deciding who gets the contract at this very moment. I'm very nervous.
- She's not in her office. She'll be having lunch in the canteen.

To ask extremely politely, and with no pressure, about future plans.

- Will you be eating with us this evening?
- Will you be needing anything else?

Will they be joining us for dinner?

Grammar – future perfect simple (will + have + p/p)

We can use 'future perfect simple' to talk about what will have been achieved by a certain moment in time.

- We'll have been in these offices for eight years next month.
- She'll have visited ten countries in twelve days by the time she gets back.
- I'll have finished this project by Friday.

If we want to emphasise the continuity of the activity, we can use the continuous form.

- I'll have been working here for 35 years by the time I retire.
- She'll have been driving for more than fifteen hours straight by the time she gets here.
- They'll have been working with us for 15 years by the end of this year.

We can also use 'future perfect simple' to predict what we think has already happened at present.

- He'll have already read the report by now. Too late to change it.
- She'll have boarded her plane. It's too late to contact her.

They'll have decided by now. We should hear the result today or tomorrow

LIVEWORKSHEETS

Complete the sentences using a form of the future, future progressive or future perfect.

1. We _____ the room by the time you get back. (FINISH)
2. The phone is ringing. – I _____ and answer it. (GO)
3. I _____ tomorrow so we can go to the beach. (NOT WORK)
4. If you touch the stove, you _____ yourself. (BURN)
5. She _____ for the job that was advertised in the newspaper. (APPLY)
6. Next week at this time we _____ in the sun in Spain (LIE)
7. My sister _____ in the USA next year. (STUDY)
8. The Pope _____ Turkey in November. (VISIT)
9. I _____ lunch with Mary at 12. (HAVE)
10. I don't think the exam _____ very difficult. (BE)
11. Jane _____ on her thesis for the next three months. (WORK)
12. By the time I arrive home, the workers _____ repairing my TV set. (FINISH)
13. During the next century the climate _____ (GET)
14. The guided tour _____ the hotel at 8.25 tomorrow morning. (LEAVE)
15. I think I _____ to bed early tonight. - I'm tired. (GO)
16. At this time next year, we _____ in our new house (LIVE)
17. What _____ if the firm gets reorganised? (HAPPEN)
18. We _____ to her whenever we get a chance (SPEAK).
19. They _____ married in June. (GET)
20. The headmaster _____ a new classroom next term. (OPEN)

LIVEWORKSHEETS