



LENGUA INGLESA

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FORESTS OF CLOUDS AND MIST



You've probably heard of rainforests, but do you know what a cloud forest is? Cloud forests are evergreen forests that are often covered in clouds or mist and are located on mountains. Cool temperatures on mountain slopes create clouds that cover the trees. There are cloud forests on most continents. Central and South America have them, as do Asia and Africa. You can also find cloud forests in Hawaii and on Caribbean islands.

Cloud forests have different names, depending on where they are found. Cloud forests are also known as fog forests or mossy forests. In Peru and Bolivia, cloud forests are part of a larger ecosystem called *yungas*, which means "warm lands."

Many scientists consider cloud forests to be a special type of rainforest. Cloud forests are not as warm as tropical rainforests because they are found at higher elevations that have colder air. But cloud forests and tropical rainforests both have many different plants and animals living within their ecosystems.

Like tropical rainforests, cloud forest trees drip with moisture, but it does not often rain in a cloud forest.

Instead, the fog collects as dew on leaves, vines, and branches. This dew provides the water that the plants need. Green moss, ferns, and exotic, colorful orchid flowers hang down from the canopy. Other plants and bushes crowd between the trees, and hundreds of insects crawl and fly amid the vegetation. Cloud forests are as diverse and interesting as rainforests or temperate forests.

Cloud forests have animals that aren't found anywhere else, such as mountain gorillas and a strange woolly mammal called the mountain tapir. The colorful quetzal bird is also found there, and golden toads hop among the bushes. Recently, scientists discovered a new cloud forest animal, a black and brown rodent that looks like a cross between a squirrel and a rat. Cloud forests probably contain hundreds of other rare and fascinating plants and animals that people have never seen before.

QUESTIONS

1. *What is the passage mostly about?*

- ☐ *the animals of the cloud forest*
- ☐ *what the cloud forest is like*
- ☐ *where cloud forests are found*
- ☐ *how scientists study the cloud forest*

2. *Clouds form in the cloud forest because*

- ☐ *temperatures are cool*
- ☐ *there are so many trees*
- ☐ *the forests are so low*
- ☐ *it is so moist there*

3. *The passage includes details about*

- ☐ *why scientists study cloud forests*
- ☐ *the kinds of trees in cloud forests*
- ☐ *the animals and plants of cloud forests*
- ☐ *why cloud forests are endangered*

4. *How are cloud forests and tropical rainforests different?*

- ☐ *Cloud forests have more plants.*
- ☐ *Cloud forests are wetter.*
- ☐ *Cloud forests are studied by scientists.*
- ☐ *Cloud forests are found on mountain slopes.*

THE WORLD'S BIGGEST WAVE



A tsunami is a giant ocean wave. It is usually created by an earthquake on the seafloor and can travel hundreds or even thousands of miles across the ocean. The biggest local tsunami ever to hit land happened on July 9, 1958, when an earthquake shook the undersea fault near Lituya Bay, Alaska. Lituya Bay is part of Alaska's Glacier Bay National Park. The magnitude 8.0 earthquake shook 40 million cubic yards of dirt, rocks, and ice from a mountain at the head of the bay. The landslide fell 3,000 feet and hit the water with tremendous force, which created the enormous tsunami wave. The wave was more than 1,640 feet (500 meters) high and crashed over five square miles of land, uprooting millions of trees. There were no towns in the area, so unlike the deadly tsunami of 2004, in which more than 200,000 people in Indonesia and elsewhere were killed, the 1958 tsunami killed two people. They were on a fishing boat anchored in the bay when the wave swamped them. Another boat, the *Badger*, was carrying William Swanson and his wife. The boat rode the wave inland before it began to sink. The Swansons were able to leap to a small skiff and were rescued a few hours later. A third boat, the *Edrie*, with Howard Ulrich and his seven-year-old son aboard, rode the wave over land and then back out to the bay. The Ulrichs, amazingly, were unharmed.

For many years, scientists debated about what really caused the tsunami in Lituya Bay. Some scientists claimed the amount of debris that fell into the bay was not enough to cause such a massive wave.

They thought that the earthquake itself triggered the wave. However, as our understanding of geology, earthquakes, and tsunamis improved, most scientists now accept the rockslide as the true cause for the wave. No one disputes, however, that the wave was the largest ever recorded and will likely remain so for years to come.

QUESTIONS

1. *Most tsunamis occur because*

- ☐ *dirt and ice fall into the sea*
- ☐ *there is an earthquake on the seafloor*
- ☐ *there is a storm far out at sea*
- ☐ *there is an earthquake on land*

2. *How high was the tsunami in Lituya Bay?*

- ☐ *more than 1,640 feet*
- ☐ *5 square miles*
- ☐ *40 million cubic yards*
- ☐ *500 feet*

3. *How were the 1958 and 2004 tsunamis different?*

- ☐ *More people died in the 1958 tsunami.*
- ☐ *The 2004 tsunami was a bigger wave.*
- ☐ *Nobody died in the 2004 tsunami.*
- ☐ *The 2004 tsunami killed a lot of people.*

4. *What happened to the Ulriches?*

- ☐ *Their boat was swamped.*
- ☐ *They escaped in a skiff.*
- ☐ *They rode the wave.*
- ☐ *They were killed by the wave.*

FLORIDA'S PYTHOON PROBLEM



Sometimes pets are more than we can handle, like when a small puppy grows up to be a huge dog. People can usually find a new home for a big dog, but a giant pet snake is not so easy to give away. As a result, some people in Florida have released their pet pythons into the wilderness of the Florida Everglades.

Problem solved? Only for the pet owners.

The snakes that are the biggest problem are Burmese pythons. These snakes are not native to the Everglades. Pet dealers originally brought them to the United States from Southeast Asia. Because Burmese pythons are not native, they disrupt the natural order of the Everglades' ecosystem.

The snakes' size and strength are also a problem. Burmese pythons can grow to be 20 feet long. There are reports of terrifying battles between pythons and alligators in the Everglades. Even more worrisome is the impact on creatures that are no match for the monster snakes. For example, biologists have discovered endangered birds, bobcats, and woodrats in pythons' stomachs.

Another effect of python dumping is the spread of these snakes beyond the Everglades. Pythons swimwell and can move more than a mile a day on land. In addition, one snake can produce nearly 100 eggs. Their wide range of movement and high rate of birth means that the snakes can quickly overrun a habitat.

As a result of this scary scenario, Florida park rangers, wildlife officials, and others are on "pythonpatrol." They capture and kill Burmese pythons to try to keep the numbers under control. There is also a greater effort to teach people about the responsibilities of keeping a python.

QUESTIONS

1. Which of these has caused Burmese pythons to be found in the Florida Everglades?

- ☐ pet owners who let them go
- ☐ pet dealers who released them into the wild
- ☐ the large number of eggs the snakes produce
- ☐ the snakes' ability to swim and move well

2. One effect of pythons in the Everglades is

- ☐ they can grow to 20 feet long
- ☐ they put endangered animals at greater risk
- ☐ biologists can study them in their natural habitat
- ☐ they control the alligator population

3. Which evidence best explains why pythons are spreading beyond the Everglades?

- ☐ Pythons are not native to the Everglades.
- ☐ Burmese pythons can grow to 20 feet long.
- ☐ Pythons can swim and move well on land.
- ☐ Florida park rangers are on "python patrol."

4. Which of these happened after pythons became a problem in Florida?

- ☐ Pythons grew too big to handle at home.
- ☐ Owners became educated about pythons.
- ☐ People no longer got pythons as pets.
- ☐ Pet dealers stopped bringing pythons to the United States.

GROWING GOOD EXAMPLES AT THE WHITE HOUSE



In 2009, people praised First Lady Michelle Obama for planting a vegetable garden soon after moving into the White House. The hope was that growing vegetables on the White House lawn would encourage Americans to eat more healthfully and motivate other families to grow fresh produce, too. It might seem like a new idea to plant a presidential garden to influence national behavior. However, earlier presidents and first ladies also used the White House grounds to set a good example.

In 1943, during World War II, First Lady Eleanor Roosevelt planted a “victory garden” at the White House. The goal was to get Americans to grow small gardens to feed themselves. That way, more food was available to send to American soldiers fighting overseas. Mrs. Roosevelt was widely admired, and her garden inspired many families to plant more food for themselves.

Twenty-five years earlier, during World War I, President Woodrow Wilson used the White House lawn to send a message to Americans. Wilson brought in a flock of sheep to cut the grass. It was a novel way to show how to use “natural resources” during wartime.

There was a time when a vegetable garden at the White House was simply practical. President John Adams planted the first garden in 1800. Adams didn’t need to set an example, since most of the nation were already farmers. He just wanted food for his family and guests to eat!

QUESTIONS

1. Which of these events happened third?

- ☐ World War I took place.
- ☐ Michelle Obama became First Lady.
- ☐ John Adams planted a garden.
- ☐ Eleanor Roosevelt planted a victory garden.

2. According to the passage, one reason for starting a White House garden is .

- ☐ to help support the war effort
- ☐ a lack of natural resources
- ☐ being part of a nation of mainly farmers
- ☐ having a first lady the country admired

3. Which statement is evidence that influencing national behavior is not a new idea?

- ☐ Michelle Obama planted a garden in 2009.
- ☐ A White House garden can encourage people to eat more vegetables.
- ☐ The White House had a garden as early as 1800.
- ☐ Most Americans grow their own fresh produce.

4. The earliest White House garden was used to

- ☐ feed a flock of sheep
- ☐ feed the president's family
- ☐ inspire others to grow food
- ☐ support the war effort on the home front

INTERNET BOOM



Today the Internet is widely used in homes, schools, and businesses around the world. However, that hasn't always been the case. The Internet was first developed in the 1960s and 1970s by U.S. government scientists as a way of sharing information. The earliest version of the Internet was called ARPAnet, for Advanced Research Projects Agency network. In 1969, only four computers were connected to the ARPAnet.

Just 20 years later, though, as computers became more commonly developed, over 80,000 computers were connected.

Use of the Internet has continued to grow dramatically. Experts estimate that about 1% of the world's population used the Internet in 1996. By 2008, that percentage grew to nearly 24%.

How do researchers count more than 1 billion users? Programs called web crawlers browse the Internet to monitor how many pages and users are out there. Web crawlers work automatically, collecting data once they are started. These programs are sometimes called "spiders" because they "crawl" around the Web.

As the Internet continues to grow, an increasing number of spiders scurry invisibly, collecting and sending information 24 hours a day.

QUESTIONS

1. What does the word “Boom” in the title mean?
 - ☐ a loud noise
 - ☐ a government job
 - ☐ a computer program
 - ☐ a rapid increase
2. The facts in the first paragraph support the idea that the Internet .
 - ☐ is available mainly in the United States
 - ☐ has a wider use today than it did in the past
 - ☐ is seldom used by people in other countries
 - ☐ is used mainly by government scientists today
3. Which idea does the graph support?
 - ☐ The Internet stopped growing in 2008.
 - ☐ The Internet stopped growing after 2000.
 - ☐ The Internet grew rapidly after 2000.
 - ☐ The Internet was invented in 2000.
4. Based on the graph, which statement is true?
 - ☐ There were fewer Internet users in 2000.
 - ☐ There were more than 500 million Internet users in 2000.
 - ☐ The number of Internet users decreased each year from 2000 to 2008.
 - ☐ Internet growth was slight between 2000 and 2005.

RAY WALLACE'S BIGFOOT HOAX



For decades, people have heard about sightings of a gigantic creature in the forests of the Pacific Northwest. According to the stories, the creature always left huge footprints. A logger named Ray Wallace helped popularize these stories about the creature known as Bigfoot.

In 1958, one of Wallace's workers told a newspaper about spotting the creature's tracks. Wallace explained that his workers were scared of the beast. The story spread, and some people connected the creature to other legendary monsters, especially the Abominable Snowman, or Yeti, said to live in the mountains of Nepal. Wallace had pictures and film footage of a huge, furry primate to back up his story. He also tried to sell castings of giant footprints and recordings of the creature's cries.

But in 2002, after Ray Wallace died, his family members had their own story to tell. They said that Wallace was a prankster and made the giant footprints himself. Wallace's wife admitted dressing up in a Bigfoot costume as part of the hoax. Apparently, Ray Wallace enjoyed fooling people. He told his Bigfoot stories for decades. However, Wallace certainly was not responsible for all the other reported sightings of Bigfoot. In fact, some people continue to report seeing the monster. Despite some people's belief that Bigfoot exists, when Ray Wallace passed away, his own son said, "Bigfoot is dead."

QUESTIONS

1. *In the passage, the author mainly tries to*
 - ☐ *entertain readers with colorful tales about Bigfoot*
 - ☐ *inform readers about a famous prank*
 - ☐ *persuade readers that Wallace was a criminal*
 - ☐ *instruct readers on how to create their own hoaxes*
2. *Why does the author include the quotation from Wallace's son at the end of the passage?*
 - ☐ *to show that many still believe in Bigfoot*
 - ☐ *to show how the son felt about his father's death*
 - ☐ *to show that the son does not believe in Bigfoot*
 - ☐ *to persuade readers that the monster exists*
3. *Which detail might be true for a Yeti, but **not** for Bigfoot?*
 - ☐ *It lives in Nepal.*
 - ☐ *It is large and furry.*
 - ☐ *Ray Wallace invented stories about it.*
 - ☐ *People are frightened by it.*
4. *Which of these is one theme of "Ray Wallace's Bigfoot Hoax"?*
 - ☐ *Many things in nature cannot be explained.*
 - ☐ *Nature is filled with terrifying things.*
 - ☐ *Secrets are safe with families, even after members of a family die.*
 - ☐ *One person's monster may be another person's prank.*

EPHESUS



Although tourists might think the best place to view Roman ruins would be the modern city of Rome, they would be mistaken. There is one city that helps visitors understand better than any other what it must have been like to live in the ancient Roman world. That city, in western Turkey, is Ephesus (EF-ih-sus).

In Ephesus, visitors find fabulous ruins from around ad 100, such as the magnificent library and a theater that once seated 24,000 audience members. The ruins are among the best-preserved in the world and include houses, temples, and baths. Tourists can also visit ancient residences, complete with marble floors and frescoes painted on the walls.

Ephesus used to serve as an important trading center for the Roman Empire because it had access to the Aegean Sea. However, the river that led to the Aegean filled with silt, and today Ephesus is miles inland.

The city was deserted in the Middle Ages. Visitors to Ephesus can walk down a Roman road and see buildings that the ancient Romans saw. They can appreciate feats of engineering that are still impressive, such as the incredible acoustics in the huge open-air theater. Here, Roman audience members once listened to classical plays and watched gladiators fight. At Ephesus today, tourists can experience the ancient Roman Empire in its most inspiring form.

QUESTIONS

1. *The author is mainly trying to*

- ☐ *inform readers how Ephesus has changed over time*
- ☐ *persuade readers that Ephesus is the best place to see Roman ruins*
- ☐ *entertain readers with a story about Ephesus*
- ☐ *compare the ruins in Ephesus to the ruins in Rome*

2. *Unlike Rome, the city of Ephesus*

- ☐ *was deserted in the Middle Ages*
- ☐ *is still an important city*
- ☐ *was a major center of the ancient Roman Empire*
- ☐ *contains ancient ruins*

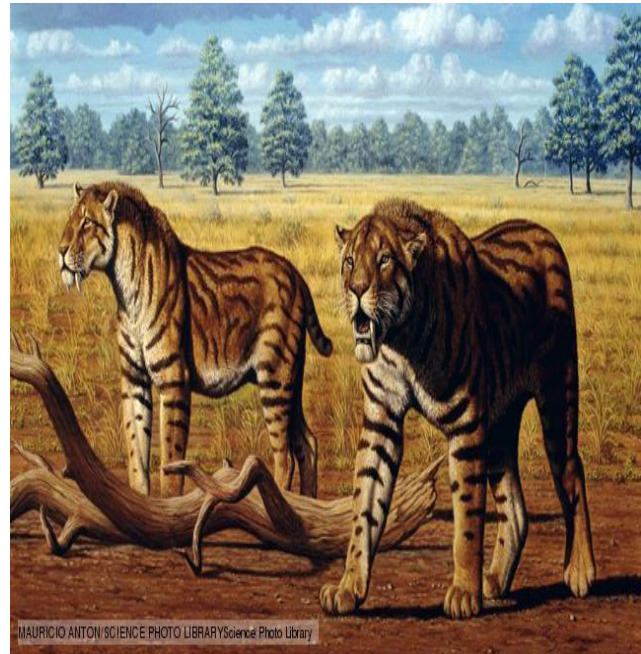
3. *Which one best describes the author's attitude toward Ephesus?*

- ☐ *The author is critical of Ephesus.*
- ☐ *The author is upset that Ephesus was abandoned.*
- ☐ *The author thinks Ephesus is important.*
- ☐ *The author is pleased that visitors prefer Rome to Ephesus.*

4. *One theme of the passage is that .*

- ☐ *it is important today to visit spiritual centers*
- ☐ *people can learn more from cities in the present than cities in the past*
- ☐ *important civilizations developed near water*
- ☐ *people can learn about the past by exploring ancient ruins*

THE SMILODON AND THE TIGER



Although the now-extinct smilodon is also known as the saber-toothed tiger, it was not a close relative of the modern tiger. The more scientists study the two big cats, the more differences they find. Tigers travel by themselves and run fast while chasing their prey. The smilodon, on the other hand, probably lived in packs. With much shorter tails than today's tigers, the smilodon did not have the balance to run at top speeds. It probably caught its prey by hiding quietly until an animal came near. Then, the smilodon would surprise its prey.

Another main difference between today's tiger and the smilodon is the size of the smilodon's teeth. It is known as a "saber-toothed" cat because of two enormous teeth that grew from the top of its jaw. These teeth grew up to seven inches long and were surprisingly fragile. The smilodon probably used the teeth to bite into soft parts of its prey's body, such as its stomach. A modern tiger's teeth are much smaller, but they are stronger.

The smilodon lived in North and South America from about two million years ago until about ten thousand years ago. Tigers, of course, still exist today and live in eastern and southeastern Asia. No one knows for sure why the smilodon became extinct. However, scientists do know that many of today's tiger species are in danger of becoming extinct because of loss of habitat and human activity.

QUESTIONS

1. *Although the smilodon and the tiger were not close relatives, what did they have in common?*

- ☐ *Both lived in North and South America.*
- ☐ *Both had long tails and long legs.*
- ☐ *Both hunted prey.*
- ☐ *Both became extinct because of hunting.*

2. *What is the author's purpose of the passage?*

- ☐ *to persuade readers to protect tigers*
- ☐ *to entertain readers with a story about a make-believe animal*
- ☐ *to inform readers about tiger habitats*
- ☐ *to describe two kinds of big cats*

3. *According to the passage, one difference between the smilodon and the tiger is*

- ☐ *the size of their teeth*
- ☐ *the size of their ears*
- ☐ *the kind of food eaten*
- ☐ *the length of time they lived on Earth*

4. *One message of the passage is that .*

- ☐ *the largest animals are the best hunters*
- ☐ *animals that look similar can actually be quite different*
- ☐ *modern tigers need to be more like smilodons if they are to survive*
- ☐ *the fate of animals of the past was controlled by humans*

PROMETHEUS



In ancient Greek mythology, Prometheus was a Titan, one of the most powerful gods. Yet even though he was a god, he found humans interesting. Zeus, the ruler of all the gods, did not care about human struggles, but Prometheus wanted to help mortals.

According to the myths, Prometheus looked for ways to help humans solve their problems. For example, he taught people how to make bricks to build homes, how to tell the seasons by looking at the stars, and how to navigate their ships. Humans, with the help of Prometheus's knowledge, began to advance. They became more independent.

Zeus ordered Prometheus not to help the humans, but Prometheus continued. After Prometheus stole fire from Zeus and gave it to people, Zeus grew incredibly angry. Until then, Zeus alone had controlled fire.

By giving it to the humans, Prometheus was offering them the final power they needed to grow and prosper without the help of the gods.

Zeus was furious. "You dared to defy me?" cried Zeus. "You brought fire to those too foolish to use it properly. Now you must be punished!" Zeus chained Prometheus to a mountain and sent an eagle to tear at his flesh. While Prometheus remained bound and helpless, the eagle ate his liver. Each day, the liver grew back, and the eagle attacked it anew.

Prometheus's torture continued for years. Finally, Heracles, a brave warrior and one of Zeus's sons, could no longer stand to see Prometheus suffer. Heracles killed the eagle and set Prometheus free.

QUESTIONS

1. Which of these statements best tells the main idea of the passage?
 - ☐ Zeus and Prometheus fought about Heracles.
 - ☐ Zeus told Prometheus to avoid humans.
 - ☐ Prometheus was chained to a mountain, and an eagle ate his liver.
 - ☐ Prometheus disobeyed Zeus by sharing knowledge with humans.
2. Which of these is the main idea of the second paragraph?
 - ☐ Prometheus wanted to see humans prosper.
 - ☐ Prometheus thought humans were foolish.
 - ☐ Zeus kept Prometheus away from humans.
 - ☐ Prometheus helped humans, but they were ungrateful.
3. Which detail explains why Zeus finally decided to punish Prometheus?
 - ☐ Prometheus gave fire to humans.
 - ☐ Prometheus was a Titan.
 - ☐ Prometheus taught humans to make bricks and build homes.
 - ☐ Prometheus got help from Heracles.
4. Which of these details shows that Prometheus's torture was ongoing?
 - ☐ Zeus chained Prometheus to a mountain.
 - ☐ Prometheus's liver grew back, and the eagle attacked it again and again.
 - ☐ Prometheus was bound and helpless.
 - ☐ Heracles killed the eagle and freed Prometheus.

THE BLUE LAGOON



I have always loved going to unique, out-of-the-way places, but the strangest place I've ever visited was the Blue Lagoon in Iceland. The seawater of the Blue Lagoon is heated far beneath Earth's surface.

Although most lagoons are natural, this one is man-made. A nearby power plant pumps the hot water up from a mile below the surface, through a lava formation. The water that's not used to make heat and electricity at the power plant is sent into the huge lagoon cut out of solid black rock formed from lava. The water is very warm—about 104 degrees Fahrenheit. It's also full of minerals that make it appear a bright, shockingly blue color.

When I visited, I walked along a pathway carved through rock, toward a bathhouse. There, I changed into a swimsuit and ran outside. The air was freezing, so I plunged into the lagoon, shivering. In a minute I was warm—except for the top of my head, which was out of the water. Clouds of steam rose into the chilly air above the water so thickly that I could hardly see the dozens of other people bathing. The water felt silky, and I slathered an unusual mud on my face from wooden tubs around the lagoon. I rinsed the mud off under a hot waterfall. By the time I left, I was sure I would never experience anything stranger or more wonderful than the Blue Lagoon.

QUESTIONS

1. Which word best describes the narrator?

- ☐ *timid*
- ☐ *playful*
- ☐ *curious*
- ☐ *sarcastic*

2. Where is the passage mostly set?

- ☐ *in a hot seawater pool in Iceland*
- ☐ *under a waterfall at a hot spring*
- ☐ *near a volcano in Iceland*
- ☐ *in a power plant in Iceland*

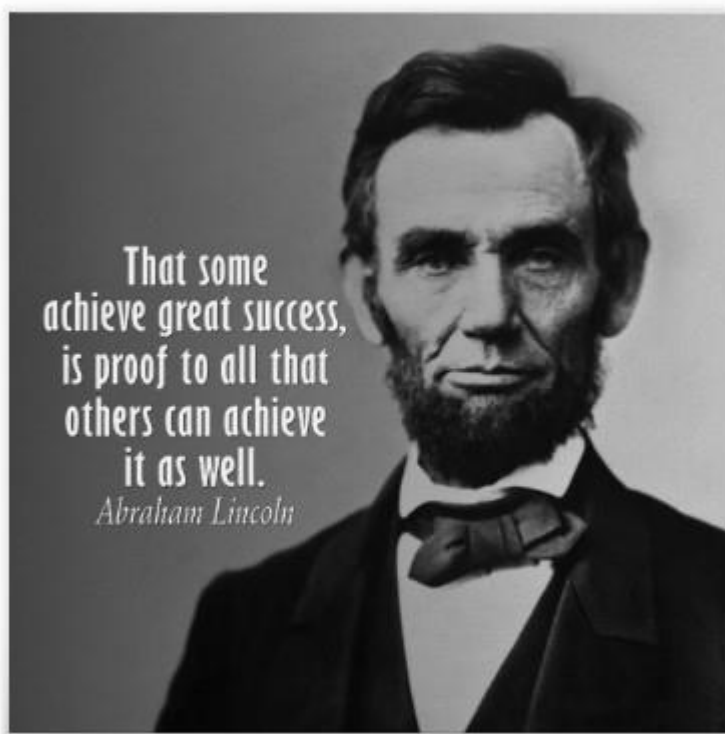
3. Based on information in the passage, which of these would you not expect to see at the Blue Lagoon?

- ☐ *bright blue water*
- ☐ *fish swimming*
- ☐ *people covered in mud*
- ☐ *clouds of steam*

4. Which word best describes how the narrator feels about the Blue Lagoon?

- ☐ *amused*
- ☐ *frightened*
- ☐ *awed*
- ☐ *confused*

FIND OUT MORE ABOUT ABRAHAM LINCOLN



Abraham Lincoln's World, Expanded Edition

Learn about Lincoln and the world in which he lived. Writer Genevieve Foster discusses what was happening around the world during Lincoln's life as a boy, young man, and adult. 1940; Beautiful FeetBooks. (376 pages)

The Assassination of Abraham Lincoln

If you'd like to learn history while reading a comic book, pick up this graphic novel by writer Kay Olson and artist Otha Lohse. Images and words work together to tell the story of Lincoln's fateful trip to Ford's Theater and the hunt for his murderer. 2005; Capstone Press. (32 pages)

Lincoln: A Photobiography

This Newbery award-winning biography includes more than 80 photographs and prints from Lincoln's life.

Author Russell Freedman's powerful writing reflects his detailed research. The book includes many quotations from letters, newspaper accounts, and Lincoln's own documents. 1989; Houghton Mifflin Social Studies. (160 pages)

Lincoln Shot: A President's Life Remembered

This oversized volume is designed to look like a newspaper from 1866, exactly one year after Lincoln's

assassination. As you flip through the giant yellow pages, you'll be amazed by how author Barry Denenberg and illustrator Christopher Bing make historic events seem as though they happened just yesterday. 2008; Feiwel & Friends. (40 pages).

QUESTIONS

1. *How are the books in the list presented?*

A in alphabetical order by title

B in order from most recent to oldest

C in alphabetical order by the author's last name

D in order from most to least recommended

2. *The information in parentheses at the end of each entry tells you .*

A who wrote the book

B the title of the book

C the length of the book

D when the book was published

3. *Which of the books likely tells about what was happening in France during Lincoln's lifetime?*

A Abraham Lincoln's World

B The Assassination of Abraham Lincoln

C Lincoln: A Photobiography

D Lincoln Shot: A President's Life Remembered

4. *It would be most appropriate to recommend The Assassination of Abraham Lincoln to someone who*

A is interested in European history

B enjoys taking photographs

C wants to be a newspaper reporter

D likes to read comic books

THE MAN WHO LOVED THE SEA



Jacques Cousteau was born in France in 1910. Although he was sickly as a child, he learned to swim at an early age and developed a love for the ocean. He joined the French navy in 1933, and it was there that he first used a pair of underwater goggles. Amazed at what he saw beneath the sea, he decided to build a device that would allow people to breathe underwater. In 1942, he finished the Aqua-Lung, a piece of early underwater breathing equipment that would eventually lead to the SCUBA diving gear used today.

After World War II, Cousteau began his life's work onboard the research ship *Calypso*. He worked with divers and scientists to photograph and gather samples of underwater plants and animals. In doing so, he learned about many ocean creatures that had never been studied before.

In 1960, he successfully worked to stop nuclear waste being dumped into the Mediterranean Sea. He worked tirelessly to improve the ecological conditions of the world's oceans and won many awards for his efforts. His television show, *The Undersea World of Jacques Cousteau*, ran from 1968 to 1976. The series helped raise awareness of the creatures who inhabit the world's oceans and their inhabitants. Cousteau died in 1997 at the age of 87 and is still celebrated today as one of the most important explorers and environmentalists of the twentieth century.

QUESTIONS

1. Which of these happened in Jacques Cousteau's life before he joined the navy?

A He worked on the Calypso.

B He learned to swim.

C He had a television series.

D He won many awards.

2. After World War II, what did Cousteau do?

A He began using underwater goggles.

B He became very ill.

C He worked on the Calypso.

D He joined the navy.

3. Cousteau developed the Aqua-Lung .

A after joining the navy

B while working on the Calypso

C after winning awards

D before learning to swim

4. Which of these events happened last?

A Cousteau built an underwater breathing device.

B Cousteau protested against dumping nuclear waste.

C Cousteau joined the French navy.

D Cousteau's TV show raised