

Part 4. Read. Circle the correct answer A, B, or C. (5 pts)

It is 210 BC and the moment before the battle. The Chinese emperor's army is ready to charge. Thousands of soldiers are lined up as far as the eye can see. However, the army will never attack. The soldiers are not real. They are the size of real soldiers. But they are made of terracotta, a strong kind of clay. Amazingly, no two soldiers are alike. Their faces are different. Some are old; some are young. Some look tired; some look like they can't wait for the battle to start.



Their uniforms are different, too. The archers and foot soldiers are the lowest-ranking soldiers, so they have the simplest uniforms. The generals, of course, wear the most elegant uniforms. Some of their caps have feathers. Sometimes their shoes turn up at the toes. Their armor has small iron rings that look like fish scales.

Today, the craftsmen near the pits where the soldiers were found made copies of the soldiers. This helps archeologists learn more about how people made the original army. Modern craftsmen have much better kilns than those in ancient times. Kilns are ovens that bake clay until it hardens. Yet no copies ever come out as hard as the originals. Why? That's a question archaeologists need to answer.

1. What do real and clay soldiers have in common?

- A. their sizes B. their ages C. their skills

2. Why does the author describe the clay soldiers' faces?

- A. To persuade readers that clay soldiers look so real
B. To give examples of how the faces are different
C. To tell a funny story about the clay soldiers

3. Which items might the generals wear?

- A. golden rings B. leather shoes C. feather caps

4. What might archeologists do next?

- A. Find out why modern copies are not as hard as the originals
B. Stop making more copies of the soldiers
C. Move to a new spot to find more clay soldiers

5. What is the text mainly about?

- A. Differences between soldiers and generals
B. Techniques in baking clay soldiers
C. The ancient Chinese clay army

Part 5. Read. Rearrange the sentences. Write 1-5. (5 pts)



In the year 2099, every child on Earth has his or her own spacecraft. Of course, they are small and can't travel out of the solar system. This is fine for everyone except Stanley. He is curious about the whole universe, so he works on his spacecraft until it can go anywhere!



His friends, George and Amanda, aren't excited about Stanley's super spacecraft.

"Who wants to see the universe?" George asks. "Our solar system is big enough."

"That's true," agrees Amanda. "Yesterday I went shopping on Mars and then flew around some asteroids for fun."

"Just hop in," says Stanley. "Today I will take you on an amazing journey."



They get into Stanley's spacecraft. Soon, the three friends are flying past the moon.

"Now, watch this," says Stanley. He pushes a red button. *Whoosh!* goes the spacecraft. George and Amanda grab their seats tightly and look out the window. The sun is just a speck of light. Around it are billions of stars in the shape of the disk.

"That's our Milky Way galaxy," says Stanley.



The spacecraft flies farther into space. Suddenly, they see billions of tiny galaxies around them. "Welcome to the universe," says Stanley. Amanda gasps. "I will remember this day forever. Thank you, Stanley." "It's amazing, Stanley," George says.

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- a. George and Amanda are pleased with staying in their solar system.
- b. George and Amanda love the journey with Stanley.
- c. Stanley invites his friends on a journey to explore the universe.
- d. Stanley shows his friends the Milky Way galaxy through the window.
- e. Stanley works on his spacecraft to go beyond the solar system.

Part 6. Unscramble sentences. (10 pts)

1. Paleontologists/ excavating/ the area/ finished/ last week.

2. The archaeologists/ yesterday./ decided/ to/ the tomb/ examine

3. be/ Peter/ will/ an astronomer/ when/ I/ he/ think/ grows up.

4. If/ hits/ will/ a large meteorite/ create/ the moon,/ it/ a big crater.

5. Astronauts/ will/ new planets/ solar system/ in/ our/ explore/ in/ the future.

Part 7. Look at the photograph. Write a descriptive report of at least 70 words. You must answer the following questions:

- What was the photograph about?
- What did you see/ hear/ smell?
- What did you learn from the photograph?

Your report must include a title, an introduction, a body and a conclusion.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.