

Read the instructions. Then answer the questions.

Using the computer

First, find and click on the paint program on your computer.

After your paint program opens, look at the screen. On the left, you can see many small pictures called icons. Click on the pencil icon.

Using the pencil, draw a picture on the screen. If you make a mistake, don't worry. Just use the eraser icon to get rid of any mistakes.

Now you are finished with your drawing.

Do you think **it** looks boring? Add a little color! Click on the paintbrush icon to add color. Now you're done!

(Adapted from Reading Starter 2 by John Thomas)

Question 18

What is this reading about?

- A. How to fix a picture
- B. How to make a program
- C. How to draw on a computer

Question 19

What do icons do?

- A. Show pictures
- B. Draw pictures
- C. Show something you can do

Question 20

What is the last thing to do when drawing on a computer?

- A. Put in color
- B. Erase mistakes
- C. Look at the icons

Read the story. Then answer the questions.

A dog had a piece of meat in his mouth. He was about to eat it. Then, he walked by a river. He looked into the water. He thought he saw another dog. It had a bigger piece of meat. He wanted to have **that**, too. He opened his mouth to take the other piece of meat. His piece of meat fell out of his mouth and dropped into the water. Oh, no! His meat was gone and the other dog's meat was gone, too. The other dog was really just himself!

(Adapted from Reading Starter 2 by John Thomas)

Question 21

What is the story about?

- A. A dog eating some meat

B. A dog meeting a friend

C. A dog carrying meat

Question 22

What does "that" mean in the story?

A. Another dog

B. Some water

C. A bigger piece of meat

Question 23

How does the dog feel at the end of the story?

A. Happy

B. Hungry

C. Tired

Question 24

Which of the following sentences is true?

A. There was only one piece of meat.

B. There were two dogs and two pieces of meat.

C. A dog drank some water and ate a piece of meat.

Read the story. Then answer the questions.

As a child, Alain Robert was afraid of heights. One day, when he was 12, he returned home from school. At the front door of his building, he looked for his keys. He didn't have them. It was 3:50, and his parents worked until 6:00 pm. Robert looked at his apartment on the eighth floor. He saw an open window. He closed his eyes and pictured himself climbing the building. When he opened his eyes, he told himself, "I can do it". Fifteen minutes later, he was in his house, and his fear of heights was gone.

Today, Robert (a native of France) still climbs buildings. In 2004, he climbed Taipei 101 (the tallest building in the world at the time), and in 2011 he climbed the Burj Khalifa tower in

Dubai. To reach the top of a building, Robert usually uses only his hands and special shoes to climb the Burj Khalifa tower, though, he was made to wear safety ropes.

Robert climbs as a hobby. He also does it to make money for charity (for children and the homeless). When he climbs, he wants to send a message to people. If you have a dream - something you really want to do it can become real. But you must be brave and keep trying. If something bad happens, don't give up. Close your eyes and tell yourself, "I can do it."

(Adapted from Active Skills for Reading Intro by Neil J Anderson)

Question 25

What is the main idea of this passage?

- A. Climbing buildings is easy.
- B. Robert is afraid of heights.
- C. You can control your fears.

Question 26

When Robert climbs a building, he usually uses ____.

- A. special tools
- B. his hands and special shoes
- C. his hands only

Question 27

Robert climbs for two reasons. What are they?

- A. for fun and for his health
- B. for charity and for his job
- C. for charity and for fun

Question 28

If you feel afraid of doing something, what is Robert's advice?

- A. Tell yourself: "I can do it."
- B. Practice doing it alone first.

C. Find something else you love to do.

Read the story. Then answer the questions.

It's the week before school starts. Alicia Gonzalez is shopping for clothes with two friends, Nina and Vicki, Alicia puts on a black jacket, turns to her friends, and says, "Hey, what do you think?"

The girls look at her and both start laughing. "No way, Alicia!"

Nina laughs. "That is a guys jacket."

Alicia frowns angrily. "Yeah, well... I like it."

"Yeah," says Vicki, "but what will people at school say?" Alicia thinks for a moment. Then she takes off the jacket. "Yeah, you are right."

Peer pressure, we all know about it. Your friends wear certain clothes or listen to certain music. You don't want to be different. So you do those things, too.

Fifteen minutes later, Alicia is still thinking about the black jacket: "Yeah, there's pressure to follow the crowd," she explains. "If your clothes or hair are different, people make fun of you. You know, they laugh and point."

Vicki agrees. "It's true. You even have to have a certain kind of boyfriend or girlfriend! I think these rules are childish. But when you are different, you feel like an outsider. And that is hard." Alicia walks away. "Hey Alicia," calls Nina. "Where are you going?"

"To get the black jacket. I don't care about what others think, I like it, and I am buying it."

(Adapted from Active Skills for Reading Intro by Neil J Anderson)

Question 29

What do Alicia's friends think of the black jacket?

- A. They like it.
- B. They think it is OK.
- C. They don't like it.

Question 30

Why does Alicia take off the black jacket?

- A. She doesn't like the color.
- B. It's too expensive.
- C. She is worried about her friends' opinions.

Question 31

What is the meaning of **peer pressure**?

- A. You want to be like your friends, so you do what they do.
- B. You want to be different from your friends and classmates.
- C. You want to help your friends.

Question 32

At the end , Alicia _____.

- A. doesn't buy the jacket
- B. buys the jacket
- C. hasn't decided whether to buy the jacket or not

Read the non-fiction passage. Then answer the questions.

Table manners differ around the world. If you visit a friend's home for a meal, it's good to know about the customs they follow.

Morocco

If you are invited to a Moroccan's home, bring a gift of sweet pastries, nuts, figs, dates, or flowers to the hostess. In many traditional homes, people often sit on the floor to eat a meal.

Often, everyone shares food from the same plate. The plate is put in the center of the table. Usually, everyone also drinks water from the same glass. Only eat the food in front of you. Don't reach across someone for food. It is common to use your fingers and small pieces of bread to eat food. Use only your right hand to eat. Don't say "no" to food. If the host of the meal offers you food or drink, take some and try a little. Also remember: In many Moroccan homes, it is common to take off your shoes.

Tanzania

Tanzania is known for its fresh fish and spices. Don't act scared if your meal comes with its head still on the plate. It is polite to try a bite of everything. In many Tanzanian homes, people sit at a table on small stools to eat. It is OK to eat with your right hand, using bread or chapati to pick up food. Everyone may take food from the same plate, but it is not usual for people to share drinks. You may compliment the cook on a delicious meal, but don't exaggerate. In some parts of Tanzania, men and women will sit at different tables. Also remember: It is common to take off your shoes in the home, but it is rude to show the bottom of your foot.

(Adapted from Active Skills for Reading Intro by Neil J Anderson)

Question 33

Which hand do you eat with in Morocco?

- A. your left hand
- B. your right hand
- C. both hands

Question 34

In Tanzania, it is impolite to _____.

- A. share drinks
- B. take off your shoes
- C. show the bottom of your foot

Read the non-fiction passage. Then answer the questions.

When you graduate from high school or university, is learning finished? The answer is no. In many countries, people continue learning all their lives. Why is lifelong learning important? How can it help you?

Life-long learning can be useful in many ways. People who want to change careers often return to study at a university. Some professions require employees to keep learning new ways to do things. For example, doctors and nurses must always learn about new illnesses and treatments. They must also practice the skills they have and keep learning new ones.

Lifelong learning can help people stay healthy and independent. Many older people also feel that lifelong learning helps them stay close to young people. Lots of older people are now learning how to use computers.

"I want to remain active ... for my own health," said Mr. Salinas, a 91-year-old man taking computer classes. "I see my computer learning as... part of an active life and something that I can share ... with my family."

(Adapted from Active Skills for Reading Intro by Neil J Anderson)

Question 35

What does the article say about nurses?

- A. They use the same information for many years.
- B. They must learn new things all the time.
- C. They did not use technology in the past.

Question 36

Life-long learning can help people ____.

- A. be healthy and independent
- B. live be very old
- C. stop being lazy