Solo Female Travelers Club – Global Greeter Network

Looking to enhance your travel experience with a local perspective? Join the Global Greeter Network, a service (1) _____ to connect travelers with friendly locals eager to (2) _____ you around. Whether you're (3) _____ in a guided tour, a scenic walk, or simply being dropped (4) _____ at a spot of interest, this program offering flexible options allows you to explore new destinations without the hassle of finding transportation. Perfect for solo female travelers wanting (5) _____ locals and like-minded explorers, the Global Greeter Network provides access to exclusive travel groups. Share experiences, make friends, and discover hidden gems. This service is designed for those eager to experience (6) _____ in a safe, comfortable way.

Question 1: A. design   **B.** was designed   **C.** designed   **D.** that designed
Question 2: A. go   **B.** see   **C.** show   **D.** look
Question 3: A. interested   **B.** interesting   **C.** interest   **D.** interestingly
Question 4: A. on   **B.** off   **C.** to   **D.** about
Question 5: A. to meet   **B.** meeting   **C.** meet   **D.** meeting
Question 6: A. local authentic culture   **B.** culture authentic local   **C.** authentic culture local   **D.** authentic local culture

EXPLORE CULTURAL DIVERSITY

Culture is the heart of every society, reflecting traditions, values, and creativity. By understanding different cultures, we enrich our perspectives and build connections with **(7)** _____. Whether through art, language, or celebrations, culture **(8)** _____ our identities and offers a window into the lives of others.

Why Embrace Cultural Diversity?
Celebrate Differences: Every culture has unique traditions, from festivals and dances to foods and clothing. **(9)** _____ experiencing these, we gain a deeper appreciation of our global community.
Language as a Key: Learning even a few words in another language can open **(10)** _____ to new friendships and understanding.
Art & Music: Cultural **(11)** _____ in music, paintings, and performances are windows into a community's history and values.

Get Involved!
Attend local cultural festivals.
Try traditional cuisines from around the world.
(12) _____ art and films from different countries.

Celebrating culture brings us closer together.

Question 7:   **A.** others   **B.** another   **C.** other   **D.** the other
Question 8:   **A.** creates   **B.** forms   **C.** establishes   **D.** shapes
Question 9:   **A.** In view of   **B.** On behalf of   **C.** In case of   **D.** By means of
Question 10: A. gates   **B.** doors   **C.** windows   **D.** curtains
Question 11: A. compression   **B.** depression   **C.** expressions   **D.** impressions
Question 12: A. Engage with   **B.** Share with   **C.** Commit to   **D.** Contribute to
Question 13:
a. Sarah: Hey John, how's everything going with your new job?
b. John: Hey Sarah! It's going well, but honestly, it's been pretty overwhelming. There's just so much to learn in such a short amount of time. How about you? How's life?
c. Sarah: Oh, you know, life's always full of ups and downs. I've been trying to find a balance between work and personal life. It's tough sometimes, but I'm managing.

A. c-a-b   **B.** a-c-b   **C.** b-a-c   **D.** a-b-c

Question 14:
a. Tom: I totally get that. High school is already stressful enough without throwing relationships into the mix. But I think it's important to know what you want. If you like him, you shouldn't ignore it, but also make sure it doesn't take over everything else.
b. Tom: Hmm, not at all! Everyone has crushes, especially in high school. It's part of growing up, I guess. Do you have a crush on someone?
c. Lily: Hey Tom, do you think it's weird to have a crush on someone in high school?
d. Lily: Well... I think I might like someone, but I'm not sure if it's just a phase or if it's something more serious. It's just... we're both busy with schoolwork, and I don't want it to interfere with my studies.
e. Lily: Yeah, you're right. I don't want to be too distracted, but when we talk, it just feels different, you know? It's like everything else fades away for a moment.

A. c-d-b-e-a   **B.** d-e-c-a-b   **C.** a-b-c-d-e   **D.** c-b-d-a-e

Question 15:
Dear Anna,
a. I think talking to a teacher might be a good first step. They can address it safely and privately, without making Sarah feel worse.
b. Thanks for reaching out to me. I've noticed the same thing with Sarah, and I'm really upset by it. Bullying is such a serious issue, and I agree that we can't just stay silent.
c. Also, I was thinking—maybe we could approach Sarah in a kind way, just to show her that she has friends who care. Sometimes just knowing someone's on your side can make a big difference.
d. We could also try raising awareness at school, maybe by organizing a campaign or a discussion about bullying. That might help others realize how hurtful it can be.
e. Let me know what you think about that.
Take care, LK

A. a-b-c-d-e   **B.** b-a-d-c-e   **C.** d-c-a-b-e   **D.** e-c-b-d-a

Question 16:

a. To prevent abuse of power, schools must establish clear rules and ensure that all staff members are held accountable for their actions. Students should feel safe and supported in speaking out against unfair treatment. A fair and respectful environment is crucial for students' growth and success.

b. When teachers show favoritism by giving certain students better treatment or grades, it creates an unhealthy and unequal environment. This can make other students feel neglected or demoralized.

c. Abuse of power in schools occurs when those in positions of authority, such as teachers or school administrators, misuse their power to control, intimidate, or unfairly treat students. This can take many forms, including favoritism, unfair punishment, or even bullying.

d. Another form of abuse is when authority figures use their position to bully students, whether emotionally or physically. This type of behavior can have long-lasting negative effects on students, harming their self-esteem and mental health.

e. In conclusion, the abuse of power in schools is a serious issue that must be addressed. Schools must create a safe, fair space where all students are treated equally and with respect.

A. c-b-d-a-e   **B.** a-d-c-b-e   **C.** d-c-b-a-e   **D.** b-a-d-c-e

Question 17:

a. Social media platforms like Facebook, Instagram, and TikTok can create an illusion of connection but often lead to feelings of loneliness, anxiety, and low self-esteem.

b. To address this issue, it's important for both individuals and society to recognize the negative effects of excessive screen time. Setting time limits on device usage and encouraging face-to-face interactions can help people maintain a healthier balance between their online and offline lives.

c. Excessive use of social media can cause students to lose focus on their education, leading to poor academic performance. Moreover, the constant comparison to others online can result in mental health issues such as depression and stress.

d. In today's world, internet and social media addiction have become serious problems, especially among teenagers. With easy access to the internet through smartphones, many people spend hours online, often neglecting their studies, social interactions, and physical health.

e. In conclusion, while the internet and social media have many advantages, it's essential to use them responsibly to avoid addiction and its harmful effects.

A. d-b-c-a-e   **B.** d-e-a-c-b   **C.** d-a-c-b-e   **D.** d-c-e-b-a

Cristiano Ronaldo, one of the greatest football players of all time, **(18)** _____.

Born on February 5, 1985, in Funchal, Madeira, Portugal, he showed exceptional talent from a young age. His journey began at Sporting Lisbon, **(19)** _____. There, he developed into a formidable player, winning multiple Premier League titles and the coveted UEFA Champions League.

During his time at Manchester United, Ronaldo developed into a world-class player, winning three Premier League titles and the UEFA Champions League. He became known for his incredible speed and powerful shots, qualities that made him a formidable opponent on the pitch. In 2009, he transferred to Real Madrid, where he broke numerous records, including becoming the club's all-time leading scorer. **(20)** _____.

Possessing remarkable athleticism and a keen sense of strategy, **(21)** _____. His training regimen, which includes intense workouts and a strict diet, ensures that he remains at peak performance. This dedication has allowed him to adapt his playing style over the years, maintaining his relevance in an ever-evolving sport. Additionally, Ronaldo's ability to lead his teammates has earned him respect both on and off the field.

Beyond his football career, Ronaldo is a philanthropist who uses his platform to give back to the community. **(22)** _____. His influence extends far beyond the pitch, making him a global icon and a role model for aspiring athletes. Ultimately, Cristiano Ronaldo's legacy is defined not only by his records but also by his commitment to making a positive impact in the world.

Question 18.
A. has made a significant impact on the sport
B. impacting significantly on the sport
C. of whom significant impact on the sport
D. that has his significant impact on the sport recognized

Question 19.
A. refining his skills there before making the move to Manchester United in 2003
B. where he honed his skills before moving to Manchester United in 2003
C. aided him in polishing his skills before transferring to Manchester United in 2003
D. of which his skills were honed before signing with Manchester United in 2003

Question 20.
A. Young athletes have inspired Ronaldo to strengthen his relentless drive and work ethic
B. The relentless drive and work ethic of Ronaldo have forced many young fans to become footballers
C. Ronaldo's relentless drive and work ethic have inspired many young athletes who aspire to follow his footsteps
D. Aiming to encourage young athletes to become footballers, Ronaldo trained hard and shared his experiences with them.

Question 21.
A. The label of one of the all-time best players is attributed to Ronaldo
B. Experts consistently regard Ronaldo as one of the greatest players of all time
C. Achieving the title of the best player of all time is a simple feat for Ronaldo
D. Ronaldo consistently demonstrates why he is considered one of the best players of all time

Question 22.
A. Various charities would definitely struggle to support causes like children's hospitals and disaster relief efforts without Ronaldo's contributions
B. His millions of dollars serve as an aid to causes like children's hospitals and disaster relief efforts
C. Spending millions of dollars, various charities can support causes such as children's hospitals and disaster relief efforts on behalf of Ronaldo
D. He has donated millions of dollars to various charities, supporting causes such as children's hospitals and disaster relief efforts

Peer Pressure Among Youth

Peer pressure can be particularly prevalent among teenagers, who are at a vulnerable stage of development and seeking their identity. It is a powerful force that can significantly impact the thoughts, actions, and behaviors of teenagers. During adolescence, individuals strive for acceptance and belonging, making them particularly susceptible to the influence of their peers. Understanding the nature of peer pressure and its effects is essential for supporting teenagers in navigating this challenging aspect of their social lives.

One aspect of peer pressure is the pressure to **conform** to the norms and expectations of a social group. Teenagers may feel compelled to adopt certain behaviors, preferences, or attitudes to fit in and avoid **social rejection**. This conformity can range from relatively harmless choices, such as fashion trends, to more concerning behaviors, such as substance abuse or risky activities.

Peer pressure can manifest in both explicit and implicit ways. Direct peer pressure involves explicit requests, invitations, or demands from peers to engage in specific actions or behaviors. **Indirect or implicit peer pressure, on the other hand, is more subtle and involves observing others' behaviors and feeling pressured to conform without any explicit requests**. This type of pressure can be equally influential and difficult for teenagers to navigate.

It is important to note that peer pressure can have positive or negative implications. Positive peer pressure can motivate teenagers to engage in healthy behaviors, such as participating in sports, pursuing academic goals, or engaging in community service. However, **it** can lead to risky or harmful behaviors, such as substance abuse, delinquency, or academic underachievement.

Parents, educators, and mentors play a crucial role in helping teenagers navigate peer pressure. By fostering open and supportive relationships, adults can provide a safe space for teenagers to discuss their experiences and concerns. Promoting critical thinking, assertiveness skills, and self-confidence can empower teenagers to resist negative peer pressure and make independent, healthy choices.

(Adapted from "Peer Pressure: Its Influence on Teens and Decision Making")

Question 23: The word "**conform**" in paragraph 2 is opposite in meaning to:

A. resist   B. adapt   C. follow   D. imitate

Question 24: Which of the following is NOT mentioned as a potential outcome of peer pressure?

A. Participating in sports   B. Using harmful substances
C. Poor academic performance   D. Developing unique personal interests

Question 25: The phrase "**social rejection**" in paragraph 2 could be best replaced by:

A. social approval   B. social exclusion   C. social interaction   D. social engagement

Question 26: Which of the following best paraphrases the underlined sentence in paragraph 3?

A. Peer pressure can be seen directly through demands made by friends.

B. Friends can influence each other by their actions and behaviors without direct communication.

C. Indirect peer pressure is easier to recognize and avoid than direct requests from peers.

D. Observing the behaviors of those around us to conform in order to avoid being different.

Question 27: The word "**it**" in paragraph 4 refers to:

A. academic performance   B. negative behavior   C. peer pressure   D. social group

Question 28: Which of the following is **TRUE** according to the passage?

A. Peer pressure has only negative effects on teenagers.

B. Positive peer pressure can lead to healthy behaviors.

C. All peer pressure is easy to identify.

D. Teenagers do not seek social acceptance.

Question 29: In which paragraph does the writer discuss the role of adults in addressing peer pressure?

A. Paragraph 2   **B.** Paragraph 3   C. Paragraph 4   D. Paragraph 5

Question 30: In which paragraph does the writer explain the different forms of peer pressure?

A. Paragraph 1   **B.** Paragraph 2   C. Paragraph 3   D. Paragraph 4

Some people look at an equation and see a bunch of complicated numbers and symbols while others see beauty **[I]**. Now, thanks to a new tool created at Carnegie Mellon University, anyone can now translate the abstractions of mathematics into beautiful and instructive illustrations **[II]**. This exciting new tool is named Penrose after the mathematician Roger Penrose, who is famous for using diagrams and other drawings to communicate complicated mathematical ideas **[III]**. Penrose enables users to create diagrams simply by typing mathematical expressions and letting the software do the drawing **[IV]**.

Unlike a graphing calculator, these aren't **restricted** to basic functions, but can be complex relationships from any area of mathematics. "Some mathematicians have a talent for drawing beautiful diagrams by hand, but they vanish as soon as the chalkboard is erased," said Keenan Crane, an assistant professor of computer science and robotics. "We want to make this expressive power available to anyone."

Diagrams are often underused in mathematical communication, since producing high-quality illustrations is beyond the skill of many researchers and requires a great deal of time and effort. Penrose addresses these challenges by letting diagram-drawing experts turn their knowledge about creating diagrams into computer codes so that other users can access this capability using familiar mathematical language and a computer. "We started off by asking: 'How do people translate mathematical ideas into pictures in their head?'" said Katherine Ye, a Ph. D. student in the Computer Science Department who is involved in the development of Penrose. "The **secret sauce** of our system is to empower people to easily 'explain' this translation process to the computer, so the computer can do all the hard work of actually making the picture."

Once the computer learns how the user wants to see a mathematical object visualized – a vector represented by a little arrow, for instance, or a point represented as a dot – it uses these rules to draw several candidate diagrams. **Users can then select and edit the diagrams they want from a gallery of possibilities**. A special, simple-to-learn programming language was also developed so

that **they** can easily convey the ideas in their minds to the Penrose system, Crane said. "Mathematicians can get very picky about notations," he explained. "We let them define whatever notation they want, so they can express themselves naturally."

The researchers will present Penrose at the SIGGRAPH 2020 Conference on Computer Graphics and Interactive Techniques, which will be held this July. "Our vision is to be able to dust off an old math textbook from the library, drop it into the computer and get a beautifully illustrated book - that way more people understand," Crane said, noting that Penrose is a first step toward this goal.

(Adapted from sciencedaily.com)

Question 31: Where in paragraph 1 does the following sentence best fit?
For many, the elegance of mathematical concepts often goes unnoticed amidst the complexity.
A. [I]   **B.** [II]   **C.** [III]   **D.** [IV]

Question 32: The word "restricted" in paragraph 2 is OPPOSITE in meaning to _____.
A. contained   **B.** expanded   **C.** confined   **D.** enclosed

Question 33: The phrase "secret sauce" in paragraph 3 could be best replaced by _____.
A. unexpected benefit   **B.** mysterious feature   **C.** unnatural ability   **D.** special element

Question 34: According to the passage, which of the following is NOT mentioned as a feature or benefit of the Penrose tool?
A. It allows users to create diagrams from mathematical expressions.
B. It can produce high-quality illustrations without requiring advanced drawing skills.
C. It enables users to communicate mathematical ideas using a programming language.
D. It can automatically generate solutions to complex mathematical problems.

Question 35: The word "they" in paragraph 4 refers to _____.
A. users   **B.** diagrams   **C.** possibilities   **D.** ideas

Question 36: Which of the following best summarizes paragraph 3?
A. Penrose allows users to create high-quality diagrams quickly without needing artistic skills.
B. Diagrams in mathematics are often underused due to the time required to create them.
C. Penrose enables users to translate mathematical ideas into diagrams using expert knowledge and computer codes.
D. Katherine Ye discusses the challenges mathematicians face when trying to visualize complex ideas.

Question 37: Which of the following is NOT TRUE according to the passage?
A. Mathematical diagrams that are drawn by hand on chalkboards are not long-lasting.
B. Diagrams are usually not widely used to illustrate or communicate mathematical ideas.
C. Penrose uses common mathematical rules to draw diagrams for a mathematical object.
D. Penrose's developers want to make math easier to understand by using illustrations.

Question 38: Which of the following best paraphrases the underlined sentence in paragraph 4?
A. Users can browse and alter the diagrams they like from a variety of choices.
B. Users can create and adjust the diagrams they desire from a selection of examples.
C. Users can choose and modify the diagrams they prefer from a collection of options.
D. Users can view and customize the diagrams they wish to use from an assortment of images.

Question 39: Which of the following can be inferred from the passage?
A. Hand-drawn diagrams are not as beautiful and easy to understand as digital diagrams.
B. In general, mathematicians are not very good at remembering and defining notations.
C. How a mathematical object should be visualized varies from person to person.
D. Almost all people consider traditional math textbooks to be extremely boring.

Question 40: Which of the following best summaries the passage?
A. The development of Penrose by Carnegie Mellon University aims to replace traditional graphing calculators with a tool that can only produce basic mathematical functions.
B. Penrose enables mathematicians to draw by hand and provides them with a programming language to express their ideas naturally.
C. Penrose is a new tool that allows users to create complex mathematical diagrams easily, enhancing mathematical communication and understanding.
D. The researchers at Carnegie Mellon University are focusing on the history of mathematical diagrams and their importance in education.