

Lined writing area with 25 horizontal lines and a vertical margin line on the left.

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Fill in the blank spaces numbered 1 - 15 with the best alternative.

In my family, there are very few females or males of any age 1 are not exceptional cooks or at least passionate 2 food. We love to get together and cook or compare recipes.

3 I am sure that there are some genetics involved, there is something to be said for 'nurture' in this case. Not only do we all hang around our mothers' kitchens every day, 4 gather several times a year around spreads of food that 5 impress even the world's greatest glutton. Most importantly, however, is that we 6 involved in cooking from a young age.

7 the time when it was safe to assume that their lives were not in danger, my cousins, Adeline and Ann, were required to prepare 8 every Friday evening. Although their first meals were 9 bordering on being inedible, they quickly learnt from the 10 and are now some of the 11 cooks in the family.

You, 12, can get your child interested in cooking. For example, have them 13 in the kitchen as you prepare meal. You can also buy aesthetically pleasing cooking books by Nigella Lawson, or any other publications. You can also 14 a day for your child to cook and 15 him by allowing him to decide the menu for the meal selection. Take note that if your child is very young, give him a safe job like squeezing lemons or tenderizing chicken.

- | | | | |
|--------------------|---------------|--------------|--------------|
| 1. A. whom | B. that | C. who | D. which |
| 2. A. of | B. about | C. for | D. at |
| 3. A. Although | B. Because | C. However | D. Therefore |
| 4. A. and also | B. also | C. but also | D. but |
| 5. A. will | B. could | C. should | D. would |
| 6. A. had been | B. were | C. has been | D. have been |
| 7. A. From | B. At | C. Since | D. About |
| 8. A. lunch | B. super | C. breakfast | D. dinner |
| 9. A. almost | B. certainly | C. obvious | D. surely |
| 10. A. experiences | B. activities | C. events | D. rehearsal |
| 11. A. better | B. good | C. fair | D. best |
| 12. A. also | B. as well | C. too | D. either |
| 13. A. watch | B. look | C. stare | D. gaze |
| 14. A. chose | B. assign | C. allocated | D. give |
| 15. A. gift | B. thank | C. celebrate | D. reward |

For questions 16-18, choose the word that best replaces the underlined phrase.

16. I will call on my ailing grandmother during the holiday.
A. Visit
B. Check
C. Invite
D. Welcome
17. It took him several months to get over the grief.
A. overcome
B. recover
C. forget
D. fight
18. Where will the pupils put up during the three-day trip?
A. dwell
B. live
C. reside
D. sleep

For questions 19-21 choose the word that best fills in the blank space.

19. None of the players _____ awarded.
A. were
B. have been awarded
C. are
D. was
20. Agneta differs _____ Alice in height.
A. with
B. from
C. of
D. over

21. The soldiers were seriously _____ in the battle field.
A. wounded
B. injured
C. hurt
D. damaged

For questions 22 and 23, choose the correct question tag.

22. We need to change strategy, _____?
A. needn't we
B. should we
C. need we
D. don't we
23. My name is not on the list, _____?
A. isn't it
B. doesn't it
C. is it
D. does it

For questions 24 and 25, choose the correct sentence

24. A. The teacher asked Jane to repeat again.
B. She sells sea shells on the seashore.
C. His not my favorite candidate.
D. I prefer tea than juice.
25. A. We shall close tomorrow, won't we?
B. Who's book is this?
C. I enjoy to swim in the river.
D. Both of Sella and Wicky travelled last week.

Read the passage below then answer questions 26 - 38:

Once upon a time there was just one little fire in the world. It belonged to the Great god of Fire who wouldn't let anyone else have it. Nobody had fire to keep themselves warm in their houses or caves. They had no fire to cook their food with until one day, an Indian chief's son named Boy-Who-Shoots-Arrow-Far caught a fox in a deep pit.

The fox told the Indian boy that if he was let out of the pit, he would tell where the Fire god kept his fire. The Indian boy replied that it was no secret because everyone knew the fire was kept in a hollow stone. The problem was no one knew where the stone was. The fox then claimed that he knew exactly where the stone was. It was kept in the Land of The Setting Sun where no Indians ever went.

A new problem then surfaced. They could still not get the fire because it was guarded by two old women who never sleep. They had magical powers that enabled them to run faster than any Indian or any animal. The desperate fox then devised a plan which the boy thought was a good one. The boy released the fox and they called all the animals together. All the animals from the woods came.

The fox told the gathering his plan. They agreed to help. The squirrel and the frog were very eager to help too. But the fox told the squirrel, "You can't run fast enough." And he told the frog, "You can't run at all. You can only hop." So the poor squirrel and the frog had to stay at home while the other animals hurried away and took their places in a long line that reached over the mountains and through the woods all the way to the Land of The Setting Sun.

The trick worked exactly the way the fox had planned. The Indian boy shot an arrow at the door to the old women's cave. The old women ran out to see what was happening, and the fox grabbed a burning stick from the fire and ran away with it. The two old women ran after him. The fox was a fast runner, but with their magic steps, the old women came closer and closer. The tired fox reached the Indian boy just in time and put the burning stick into his hand. The boy ran fast, but the old women ran faster. Just in time the Indian boy reached the bear who was waiting for him over the next hill. The bear put the burning stick into his mouth and ran. He passed it on to the waiting buffalo. The buffalo to the wolf, the wolf to the coyote, the coyote to the deer, the deer to the elk, and to all the other animals, one after another, with the two old women running after them.

Finally it was the rabbit's turn to take the stick. Being the last one in the long animal chain, the rabbit was supposed to run the rest of the way and give the burning stick to the Indians. The Indians could quickly start so many fires that even if the old women took back their burning stick, the Indians would still have fire. But the rabbit had run so fast that he became tired before he reached the Indians. He came to the squirrel who was not supposed to be in the race at all because he couldn't run fast enough. The squirrel grabbed the stick and jumped into a tree. He leaped from tree to tree, but the burning stick caught his tail on fire. He bent his tail over his back and thumped it so hard to put the fire out that even today the squirrel's tail is still bent.

The two old women on the ground stayed right under the squirrel, and when he became too tired to leap any longer in the trees, the squirrel tossed the burning stick to the frog. The frog took two great hops, opened his big mouth and swallowed the fire, stick and all. The two old women were now so close that one of them grabbed the frog's tail and pulled it off. Before the old women could touch him again, the frog jumped into a pond. The old women jumped in after him. But they couldn't swim so fast as they could run. The frog swam across the pond and coughed up the fire into the hands of the waiting Indians. And ever since that day, the Indians have had fire.

26. Which of the following sentences is true according to the first paragraph?
- The god of fire was selfish
 - The houses and caves needed no fire to keep them warm.
 - The fox lived in a deep pit.
 - The people and the animals enjoyed raw food.
27. The phrase 'wouldn't let anyone' as used in the passage means
- he was not able to share the fire.
 - he lacked the ability to share the fire
 - he was not willing to share the fire
 - the fire was too little to share
28. How did the fox get into the deep pit?
- Intentionally
 - Accidentally
 - He was pushed in
 - He was hiding
29. What shows that the fox was desperate?
- He gave details on where the stone was.
 - He was willing to take a risk.
 - He did not fear the fire.
 - He had to make a promise.
30. The word 'eager' as used in the passage would be replaced by
- reluctant
 - afraid
 - anxious
 - greedy
31. The two old women ran out of the cave because
- they were terrified
 - of out of curiosity.
 - they wanted to save their lives.
 - they knew fox was very dangerous.
32. Which was the third animal to receive the burning stick?
- Bear
 - Buffalo
 - Coyote
 - Wolf
33. Hop is to frog as _____ is to elephant.
- hobble
 - lumber
 - plod
 - trot
34. Had the squirrel kept off as he had been instructed,
- the rabbit would have delivered the stick later.
 - the guards would have climbed the trees
 - his tail would still have been pulled off.
 - the Indians would not have got the fire.
35. The phrasal verb put the fire out means?
- To remove the fire.
 - To stop the fire from burning.
 - To reduce the effect of the fire.
 - To start the fire.
36. What is odd about the fire in the story?
- It only burnt the squirrel
 - It did not burn out as it changed hands
 - It neither burnt out nor burnt the frog who had swallowed it
 - It had no flame.
37. The squirrel and the frog can best be described as
- determined and wise
 - fast and cooperative
 - inactive and uninterested
 - slow and lazy
38. The best title for the passage could be
- The cunning fox
 - How Indians got fire
 - Why the squirrel's tail is bent
 - The squirrel and the frog

Read the passage below then answer the questions 39 - 50.

We wear shoes nearly every day. We walk, run, jump, climb, and stand in them for hours on end. Yet we hardly think about them because they are such an ordinary part of our daily lives. Shoes were not always an important part of people's wardrobes. The ancient Greeks, Egyptians and Persians made and wore sandals, but actually went barefoot most of the time. These people lived in regions where the weather was temperate, and shoes were not needed to keep their feet warm. Archaeologists have found shoes in the ruins of these civilizations, but they seem to have been worn mainly by royalty, who could afford to employ tailors and shoemakers.

As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets.

Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots-but with bare toes!

Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe-whether or not it used fur-was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork.

The shoemaking process as the centuries passed, the primary material for shoes continued to be leather, and the process of making shoes did not change quickly. A wood and metal framework called a "last" was wrapped with pieces of leather that were then sewn together. As late as the mid-1800s, lasts were straight on both sides; this meant that there was no difference in shape between left and right shoes. It also meant that shoes were uncomfortable and that breaking them in was not easy. The lasts were made in different sizes, but for a long time only two widths were available - thin and stout.

For centuries, shoes were sewn by hand, just as they had been by the ancient Egyptians. Machines to assist shoemakers were not used until the rolling machine was invented in 1845. This device was used to pound pieces of leather into thin strips. About the same time, Elias Howe invented the sewing machine, and pieces of shoe leather could now be sewn together more quickly. Another inventor, Lyman Reed Blake, created a machine for sewing the soles of shoes to the upper parts. Because shoes could be made faster and more cheaply, people who had never owned shoes before could now afford to buy and wear them.

39. From the first paragraph, we can say that
- shoes feature a lot in our daily lives.
 - we hardly think of using shoes nowadays.
 - most people now only wear sandals.
 - shoes make standing for hours easier.
40. The word **'temperate'** has been used to mean
- restrained
 - pleasant
 - harsh
 - tolerable
41. Why were shoes mostly worn by royalty in ancient Greece, Persia and Egypt?
- They were pampered and could not walk barefoot.
 - Sandals were too expensive for commoners to afford.
 - They were a symbol of royal status.
 - Shoemakers and tailors only served kings.
42. According to the second paragraph, earlier versions of sandals were made from
- tree bark, grass, leaves.
 - wood, leather, dye.
 - strings, wood, hollows.
 - grasses, fur, leather.
43. The word **'wound'** as used in the passage could best be replaced by
- tie
 - turned
 - surrounded
 - wrapped
44. According to the third paragraph we can conclude all the following except
- ancient civilizations were vain.
 - shoes could be both functional and decorative.
 - everyone was considered equal in Rome.
 - you could tell a person's rank by looking at their shoes.
45. When did shoes become affordable for common folk according to the last paragraph?
- When shoe makers shifted to working with leather
 - When lasts became available in more than two sizes
 - When Lyman Blake invented a machine for joining soles and upper parts of shoes.
 - When they stopped using metal and wood to make shoes.
46. What is a moccasin according to the passage?
- A shoe made of soft leather sole.
 - A shoe made of fur and beads.
 - An item made by a northern dweller.
 - A soft furry shoe.
47. The primary material for making shoes was leather. The word primary has been used to mean
- the first
 - the most common
 - the best
 - the least important
48. Why do you think shoemakers decided to keep using leather instead of the other materials?
- Leather was cheaper than the rest.
 - Animals were plenty in supply.
 - Leather was an easier material to work with.
 - Leather was easier to dye and decorate.
49. The following are flaws of the lasts in the 1800s according to the second last paragraph except
- they were identical on both sides.
 - they made shoes uncomfortable to wear.
 - they made it difficult to break shoes in.
 - they had a wide range of sizes.
50. The best title for the passage would be
- The perfection of shoes.
 - The evolution of shoes.
 - How to make shoes.
 - Ancient shoes.