

LESSON 6

Read this folktale. Then answer questions about the folktale. Choose the best answer for Numbers 1 to 12.

Mr Billygoat

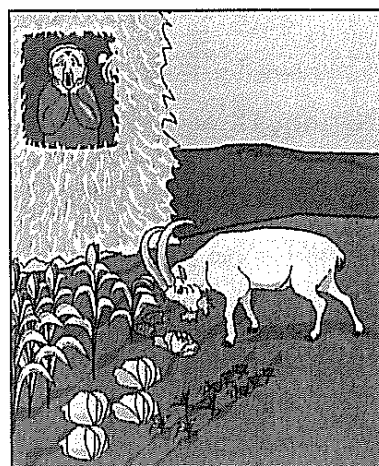
Long ago, there was a little old woman and a little old man. They lived very happily in their hut with its straw roof. They spent many hours in their vegetable garden. They grew lettuce, radishes and corn. In the morning, the husband would go to the window and say, 'Maria! Look at my lettuce. There is nothing in the garden like it.'

Then Maria would say, 'David! Look at my corn and radishes. They are fit for a king!'

One day, Maria went to the window. She saw a billygoat eating the vegetables. 'What should we do?' cried Maria.

'Do not worry,' said David. 'I will make him go away.'

David went out to the garden. Patting the goat, he said, 'Hello, Mr Billygoat. Please do not eat up the garden. You are so young and strong and can find food somewhere else, but we are old and frail. Please go away.' But the billygoat turned and ran after him with horns all set. David ran into the hut just in time.



Suddenly something stung David's ear. It was a little black ant.

'I have come to help you,' the ant whispered.

'You are so small. How can you help, little ant?' asked Maria.

'I can make Mr Billygoat go away,' the ant replied. 'All I ask for in return is a little sack of flour and a little sack of sugar for my family.'

Maria and David agreed.

Then the little black ant went out to the garden. The billygoat was still eating the vegetables. The ant climbed up the goat's leg, crawled to his ear, and bit him. 'Ouch!' cried the billygoat. The ant then crawled to the other ear and stung him again with all of her might. 'Ouch!' cried the billygoat again.

Now the ant crawled up and down the goat's back, stinging as she went along. The billygoat tried to shake off the ant. Faster and faster he shook. At last, the ant jumped off and the goat ran away.

David and Maria gave the ant two little sacks of flour and sugar for her help. Then they went back to working in their garden. There they spent many happy days.

And Mr Billygoat never came back!

<p>Finding Main Idea</p> <p>1. The folktale is mostly about</p> <ul style="list-style-type: none"> Ⓐ the foods that a billygoat likes to eat. Ⓑ an ant that likes to sting other animals. Ⓒ an ant that solves a problem. Ⓓ a husband and wife who grow vegetables. 	<p>Recognising Cause and Effect</p> <p>4. What happened when David asked the billygoat to go away?</p> <ul style="list-style-type: none"> Ⓐ The billygoat chased David. Ⓑ The billygoat left and never returned. Ⓒ The billygoat continued eating the vegetables. Ⓓ The billygoat started to cry.
<p>Recalling Facts and Details</p> <p>2. Which of these could <u>not</u> be found in the vegetable garden?</p> <ul style="list-style-type: none"> Ⓐ radishes Ⓑ lettuce Ⓒ corn Ⓓ tomatoes 	<p>Comparing and Contrasting</p> <p>5. A hut is most like a</p> <ul style="list-style-type: none"> Ⓐ huge shed. Ⓑ tiny farm. Ⓒ small shack. Ⓓ large house.
<p>Understanding Sequence</p> <p>3. The boxes show some things that happened in the folktale.</p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; width: 100px; height: 40px; margin-right: 10px;"></div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">The ant offered to help David and Maria</div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; padding: 5px;">The ant went out to the garden to find the goat.</div> </div> <p>What belongs in the empty box?</p> <ul style="list-style-type: none"> Ⓐ David and Maria gave the ant two sacks of flour and sugar. Ⓑ A little black ant stung David's ear. Ⓒ The ant stung the billygoat's ear. Ⓓ The billygoat tried to shake off the ant. 	<p>Making Predictions</p> <p>6. The next time a billygoat begins to eat their garden, Maria and David will probably</p> <ul style="list-style-type: none"> Ⓐ nicely ask the billygoat to leave. Ⓑ call for the little black ant. Ⓒ bite the billygoat on the ear. Ⓓ give up their garden to the billygoat.

<p>Finding Word Meaning in Context</p> <p>7. The word <i>frail</i> means</p> <ul style="list-style-type: none"> Ⓐ 'brave'. Ⓑ 'foolish'. Ⓒ 'weak'. Ⓓ 'happy'. 	<p>Identifying Author's Purpose</p> <p>10. The main purpose of the folktale is to</p> <ul style="list-style-type: none"> Ⓐ describe vegetable gardens. Ⓑ explain about billygoats. Ⓒ show that even little friends can be a big help. Ⓓ try to get others to plant gardens.
<p>Drawing Conclusions and Making Inferences</p> <p>8. You can tell that</p> <ul style="list-style-type: none"> Ⓐ Maria and David gave the ant more than she asked for. Ⓑ the ant lived in a crack in the wall. Ⓒ the billygoat caused problems for lots of other people. Ⓓ the billygoat ate all of the vegetables in the garden. 	<p>Interpreting Figurative Language</p> <p>11. The words <i>fit for a king</i> mean that the vegetables were</p> <ul style="list-style-type: none"> Ⓐ grown in a castle. Ⓑ good enough for an important person. Ⓒ ready to harvest. Ⓓ grown especially for a king.
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <ul style="list-style-type: none"> Ⓐ 'I have come to help you.' Ⓑ 'Such beautiful colours!' Ⓒ 'Maria, look at my lettuce.' Ⓓ 'There is a billygoat eating our vegetables!' 	<p>Distinguishing Between Real and Make-believe</p> <p>12. You know that the folktale did <u>not</u> really happen because</p> <ul style="list-style-type: none"> Ⓐ billygoats don't like vegetables. Ⓑ ants don't sting people. Ⓒ people do not live in straw huts. Ⓓ ants cannot talk.

LESSON 7

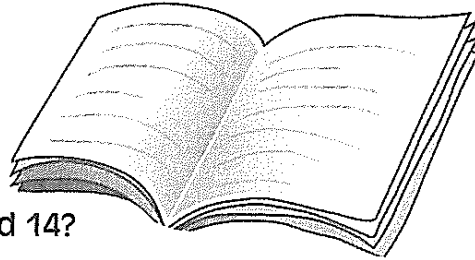
Read the signs for two different clubs. Then answer questions about the signs. Choose the best answer for Numbers 1 to 12.



Reading Rangers



- Do you like to read?
- Do you like to share your ideas about books you have read?
- Do you want to learn more about your favourite authors?
- Are you between the ages of 7 and 14?



If you answered 'yes' to these questions, the Reading Rangers is the club for you!

Reading Rangers meets every Monday at 3.30 pm in Chifley Hall at the local library. To become a club member, you need to sign up at the main desk of the library. Then join us for a club meeting and find out what we're all about. Hope to see you at our next meeting! Bring your favourite book and a smile!

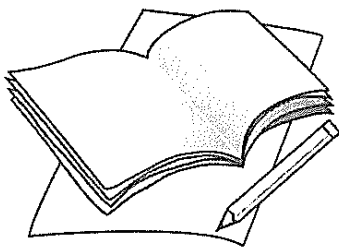


Be a Word Watcher!



Word Watchers is looking for people who like to read a good book, as well as write a good story.

Word Watchers will help you learn how to get the most from your reading. Members share tips and ideas for reading success. You will also hear helpful suggestions about writing. Learn how to make your stories come alive for your readers.



Word Watchers is lots of fun. Meet new people and share ideas. Come and sign up Tuesday at 9.00 am. We'll be waiting for you at the community centre. Don't delay! There won't be another chance this year to become part of our club.

<p>Finding Main Idea</p> <p>1. Both signs are mostly about</p> <ul style="list-style-type: none"> Ⓐ people who want to join a new club. Ⓑ how to meet new people who like to read. Ⓒ clubs looking for new members. Ⓓ people trying to start new clubs. 	<p>Recognising Cause and Effect</p> <p>4. Why would people want to become a member of the Reading Rangers?</p> <ul style="list-style-type: none"> Ⓐ because they want to write books Ⓑ because they like to read and write stories Ⓒ because they want to meet their favourite authors Ⓓ because they want to share ideas about books
<p>Recalling Facts and Details</p> <p>2. Where would you sign up to join the Word Watchers?</p> <ul style="list-style-type: none"> Ⓐ Chifley Hall Ⓑ the community centre Ⓒ the local library Ⓓ Curtin Hall 	<p>Comparing and Contrasting</p> <p>5. How are Reading Rangers and Word Watchers alike?</p> <ul style="list-style-type: none"> Ⓐ Both clubs meet at the same time. Ⓑ Both clubs are for children. Ⓒ Both clubs are looking for people who like to read. Ⓓ Both clubs are looking for people who like to write.
<p>Understanding Sequence</p> <p>3. In the sign for Reading Rangers, which of these does a new club member need to do first?</p> <ul style="list-style-type: none"> Ⓐ Sign up at the main desk of the library. Ⓑ Visit the library on weekends. Ⓒ Bring a book to the next meeting. Ⓓ Attend a meeting. 	<p>Making Predictions</p> <p>6. Someone who likes to read stories and write stories would probably</p> <ul style="list-style-type: none"> Ⓐ join the Reading Rangers. Ⓑ think about joining Word Watchers. Ⓒ go to the local library every Monday at 3.30 p.m. Ⓓ look for a different club to join.

<p>Finding Word Meaning in Context</p> <p>7. The best meaning for the word <i>delay</i> is</p> <ul style="list-style-type: none"> Ⓐ 'become a member'. Ⓑ 'wait too long'. Ⓒ 'share your ideas'. Ⓓ 'find out more'. 	<p>Identifying Author's Purpose</p> <p>10. The signs were written mainly to</p> <ul style="list-style-type: none"> Ⓐ show young people how to read. Ⓑ try to get people to join a club. Ⓒ get children of all ages to become better readers. Ⓓ show people how to form a club of their own.
<p>Drawing Conclusions and Making Inferences</p> <p>8. From the signs, you can tell that</p> <ul style="list-style-type: none"> Ⓐ only authors would be interested in joining Word Watchers. Ⓑ Reading Rangers teaches club members how to read. Ⓒ Word Watchers meets once each week. Ⓓ only children can join Reading Rangers. 	<p>Interpreting Figurative Language</p> <p>11. The phrase <i>make your stories come alive</i> means</p> <ul style="list-style-type: none"> Ⓐ 'act out your stories in front of club members'. Ⓑ 'write stories about real people'. Ⓒ 'make your stories seem real to your readers'. Ⓓ 'learn how to write a story about a real event'.
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an <i>opinion</i> about Word Watchers?</p> <ul style="list-style-type: none"> Ⓐ Word Watchers is lots of fun. Ⓑ Learn how to make your stories come alive for your readers. Ⓒ We'll share tips and ideas for reading success. Ⓓ There won't be another chance this year to become part of our club. 	<p>Distinguishing Between Real and Make-believe</p> <p>12. Which of these could <u>not</u> happen at a meeting for either club?</p> <ul style="list-style-type: none"> Ⓐ Club members turn into characters from fairy tales. Ⓑ Club members become better readers. Ⓒ Club members make new friends. Ⓓ Club members learn about their favourite authors.

LESSON 8

Read this article about a famous author. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

Is *The Cat in the Hat* on your bookshelf? Or maybe you have a copy of *Green Eggs and Ham*. These books are full of sneeches, yooks and once-lers. If you know these characters, you may even know what a grinch is. He is a creature made up by author Theodor Geisel. Most people know him better by the name of Dr Seuss.

Dr Seuss liked to doodle. As a child, he drew all over his books at school. He wanted each creature he drew to be different, something no one had ever seen before. Soon his drawings and his creatures became better and more interesting. Dr Seuss decided that his creatures would speak, but only in rhyme. That was when he began to write children's books. His first book was called *And to Think I Saw It on Mulberry Street*.

Dr Seuss wrote about silly creatures who did foolish things. He did this because he wanted children to enjoy reading. He thought most books written for children were boring. Sadly, Dr Seuss passed away in 1991. Many people will miss him. But his sneeches, yooks and once-lers will live on forever. Dr Seuss wrote books to make children laugh out loud. He not only made them laugh; Dr Seuss made children love to read.



<p>Finding Main Idea</p> <p>1. What is the article mostly about?</p> <ul style="list-style-type: none"> Ⓐ silly creatures invented by Dr Seuss Ⓑ drawings made by Dr Seuss Ⓒ why Dr Seuss wrote children's books Ⓓ a book called <i>The Cat in the Hat</i> 	<p>Recognising Cause and Effect</p> <p>4. Why did Dr Seuss write children's books?</p> <ul style="list-style-type: none"> Ⓐ so that people could see his drawings Ⓑ to make reading fun Ⓒ to become famous Ⓓ to sell lots of books
<p>Recalling Facts and Details</p> <p>2. The real name of Dr Seuss is</p> <ul style="list-style-type: none"> Ⓐ Theodor Seuss Ⓑ Dr Seuss Ⓒ Theodor Geisel Ⓓ Doctor Geisel 	<p>Comparing and Contrasting</p> <p>5. How are books written by Dr Seuss different from most other books?</p> <ul style="list-style-type: none"> Ⓐ His books are only for children. Ⓑ His books are written in rhyme. Ⓒ His books are bigger than other books. Ⓓ His books have no words.
<p>Understanding Sequence</p> <p>3. What was the first book Dr Seuss wrote?</p> <ul style="list-style-type: none"> Ⓐ <i>Green Eggs and Ham</i> Ⓑ <i>The Cat in the Hat</i> Ⓒ <i>And to Think That I Saw It on Mulberry Street</i> Ⓓ <i>The Cat in the Hat Comes Back</i> 	<p>Making Predictions</p> <p>6. Predict which of these books might have been written by Dr Seuss.</p> <ul style="list-style-type: none"> Ⓐ <i>How to Draw Silly Creatures</i> Ⓑ <i>Wild Animals</i> Ⓒ <i>Favourite Poems of Children</i> Ⓓ <i>The Cow on the Plough</i>

<p>Finding Word Meaning in Context</p> <p>7. The word <i>doodle</i> means</p> <ul style="list-style-type: none"> Ⓐ 'write a short note'. Ⓑ 'make a drawing'. Ⓒ 'colour a picture'. Ⓓ 'take one's time'. 	<p>Identifying Author's Purpose</p> <p>10. The author probably wrote the article to</p> <ul style="list-style-type: none"> Ⓐ describe how books are written. Ⓑ show others how to read for fun. Ⓒ tell others about a famous writer. Ⓓ try to get adults to buy books by Dr Seuss.
<p>Drawing Conclusions and Making Inferences</p> <p>8. Why do you think Dr Seuss made reading fun for many children?</p> <ul style="list-style-type: none"> Ⓐ because his stories were easy to read Ⓑ because his stories were about animals Ⓒ because his stories were silly Ⓓ because his stories were new 	<p>Interpreting Figurative Language</p> <p>11. In this article, the phrase <i>will live on forever</i> tells you that</p> <ul style="list-style-type: none"> Ⓐ the stories and creatures of Dr Seuss will never be forgotten. Ⓑ the creatures once drawn by Dr Seuss are now drawn by someone else. Ⓒ many people will probably write stories about Dr Seuss. Ⓓ the friends of Dr Seuss will continue to write stories for him.
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an opinion?</p> <ul style="list-style-type: none"> Ⓐ Dr Seuss wrote <i>The Cat in the Hat</i>. Ⓑ Dr Seuss is the greatest children's writer. Ⓒ Dr Seuss enjoyed drawing pictures. Ⓓ Dr Seuss wanted children to have fun reading. 	<p>Distinguishing Between Real and Make-believe</p> <p>12. Which of these is a real creature?</p> <ul style="list-style-type: none"> Ⓐ a sneech Ⓑ a yook Ⓒ a grinch Ⓓ a cat

LESSON 9

Read this science experiment you can do at home. Then answer questions about the experiment. Choose the best answer for Numbers 1 to 12.

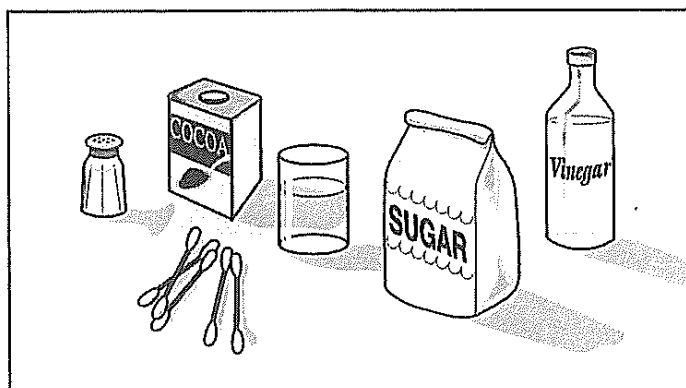
Look at your tongue and you will see many small bumps. These bumps are called tastebuds. Scientists believe that tastebuds tell you whether something is sweet, sour, salty or bitter. Each kind of tastebud is found in a group. That means that different areas of your tongue can taste only sweet, sour, salty or bitter things. Do you know where your different kinds of tastebuds are? Find out by doing this experiment, which is as easy as pie!

What you need:

- 5 cottonbuds
- water
- sugar
- vinegar
- a few grains of salt
- cocoa

What you do:

1. First, test your sweet tastebuds. Dip a cottonbud into the water and then into the sugar. Dot different parts of your tongue. See where you can taste the sugar. That is where your sweet tastebuds are. Use a mirror to help you 'see' where your sweet tastebuds are found.



2. Now test your sour tastebuds. Rinse your mouth with the water. This will wash away any taste that may be on your tastebuds. Use a new cottonbud. Dip it into the water and then into the vinegar. See where you can taste the vinegar. That is where your sour tastebuds are.
3. To test your salty tastebuds, use salt and repeat step 2.
4. To test your bitter tastebuds, use cocoa and repeat step 2.

Now you've found your tastebuds! If you want, draw a map of your tongue and show where your different tastebuds are.

Finding Main Idea

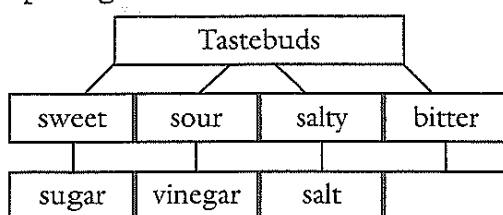
1. A good title for the experiment is
- Ⓐ 'Why You Have Tastebuds'
 - Ⓑ 'How Your Tastebuds Work'
 - Ⓒ 'Find Your Tastebuds'
 - Ⓓ 'Making a Map'

Recognising Cause and Effect

4. Why do you rinse your mouth with water before each test?
- Ⓐ because the testing makes you thirsty
 - Ⓑ because the water washes away any tastes in your mouth
 - Ⓒ because the water helps you find where your different taste buds are
 - Ⓓ because your tongue must be wet for the test to work

Recalling Facts and Details

2. The boxes tell about the ideas in the passage.



Which of these goes in the empty box?

- Ⓐ cocoa
- Ⓑ water
- Ⓒ salt
- Ⓓ vinegar

Comparing and Contrasting

5. Taste buds look most like
- Ⓐ small groups.
 - Ⓑ lumps of sugar.
 - Ⓒ grains of salt.
 - Ⓓ small bumps.

Understanding Sequence

3. If you are testing for sour taste buds, which of these should you do first?
- Ⓐ Dip a cotton bud into vinegar.
 - Ⓑ Rinse your mouth with water.
 - Ⓒ Dip a cotton bud into water.
 - Ⓓ See where you can taste the vinegar.

Making Predictions

6. Predict which taste buds could be tested by using lemon juice.
- Ⓐ bitter
 - Ⓑ salty
 - Ⓒ sour
 - Ⓓ sweet

<p>Finding Word Meaning in Context</p> <p>7. In the experiment, the word dot means</p> <ul style="list-style-type: none"> Ⓐ 'to make a small, round point'. Ⓑ 'to place here and there'. Ⓒ 'to touch the surface of'. Ⓓ 'to arrange in a circle'. 	<p>Identifying Author's Purpose</p> <p>10. The experiment was written to</p> <ul style="list-style-type: none"> Ⓐ describe what tastebuds look like. Ⓑ explain what scientists have learned about tastebuds. Ⓒ show that experiments are easy and fun. Ⓓ teach how to locate tastebuds.
<p>Drawing Conclusions and Making Inferences</p> <p>8. What probably happens when you place a cotton swab dipped into sugar on a sour tastebud?</p> <ul style="list-style-type: none"> Ⓐ You taste sour. Ⓑ You taste nothing. Ⓒ You taste sweet. Ⓓ You taste both sweet and sour. 	<p>Interpreting Figurative Language</p> <p>11. What is the meaning of the phrase <i>easy as pie</i>?</p> <ul style="list-style-type: none"> Ⓐ 'needs to be baked' Ⓑ 'not hard to do' Ⓒ 'tastes sweet' Ⓓ 'not easy to do'
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is not a fact?</p> <ul style="list-style-type: none"> Ⓐ Whole areas of your tongue can taste only sweet, sour, salty or bitter things. Ⓑ Tastebuds are found in groups on your tongue. Ⓒ The bumps on your tongue are tastebuds. Ⓓ The experiment is so easy that a child could do it. 	<p>Distinguishing Between Real and Make-believe</p> <p>12. Which newspaper headline would probably never be written?</p> <ul style="list-style-type: none"> Ⓐ Scientists Find Tenth Tastebud Ⓑ Tongue Important for Speaking Ⓒ Students Identify Tastebuds Ⓓ Students Complete Experiment

LESSON 10

Read this article about shoes. Then answer questions about the article.
Choose the best answer for Numbers 1 to 12.

All around the world, people wear different kinds of shoes. People wear different kinds of shoes for different kinds of weather.

Native Americans made moccasins from animal skins. The moccasins kept feet warm during cold winter months.

The weather is often hot in Mexico. People like to wear open shoes. One popular kind are called huaraches. The loose weave of the huarache leaves the foot open to the air.

Some people in Colombia wear shoes called alpargatas. The sole is made of jute, and the top is made of cloth. The cloth keeps the foot cool. The sole bends for easy walking in the hills and mountains.

The weather is good for raising cattle in the wide open plains of Argentina. The gauchos, or cowhands, wear boots of heavy leather. The boots protect their feet when they work.

Morocco is a desert country. The people don't need to worry about snow or rain, so they can wear fancy shoes. People like to wear leather slippers called babouches. Babouches are sometimes decorated in bright colours.

In the Netherlands, the weather can be rainy all year. Some people wear wooden shoes called klompen. Water cannot soak through the wood. Mud can be washed off without hurting the shoe.

Some people in Finland wear fur boots made from reindeer skin. During the long, snowy winters, the boots keep feet warm and dry. These boots are sometimes called reindeer boots, and they fit like a glove.

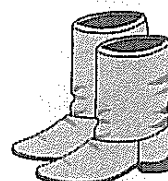
In parts of Japan, summers are rainy. Many people wear clogs. The clogs are called geta. Geta keep the feet dry and clean.

Most of India has hot weather. Many people wear sandals called chapli. Chapli are very open to let air cool the feet. One strap around the big toe and one around the foot keep the sandal on.

All around the world, people wear shoes for different reasons. People wear shoes for dancing. People wear special shoes for working. People wear special shoes to celebrate the ways of their people. People wear shoes for playing sport. And sometimes people wear shoes just because they like them.



alpargatas



boots



babouches



klompen



reindeer
boots



geta



chapli

Finding Main Idea

1. What is the article mostly about?
- Ⓐ why people wear bright colours
 - Ⓑ why people wear the shoes they do
 - Ⓒ why people wear open shoes
 - Ⓓ why people wear ankle jewellery

Recognising Cause and Effect

4. Why do people of the Netherlands wear wooden shoes?
- Ⓐ because the air is always cool
 - Ⓑ because the weather can be rainy
 - Ⓒ because the land is always hot
 - Ⓓ because the air is so dry

Recalling Facts and Details

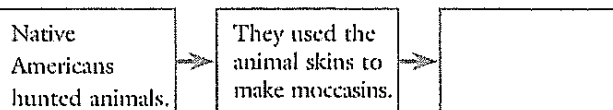
2. Another name for clogs is
- Ⓐ chapli.
 - Ⓑ alpargata.
 - Ⓒ huarache.
 - Ⓓ geta.

Comparing and Contrasting

5. How are the shoes worn by gauchos like the shoes worn by the desert people of Morocco?
- Ⓐ Both are made of wood.
 - Ⓑ Both are made of leather.
 - Ⓒ Both are made of fur.
 - Ⓓ Both are made of cloth.

Understanding Sequence

3. The boxes tell some things about moccasins.



What belongs in box 3?

- Ⓐ Some people wear leather slippers called babouches.
- Ⓑ Native Americans also used reindeer skins for boots.
- Ⓒ Native Americans wore moccasins to keep their feet warm.
- Ⓓ Geta keep feet warm in cold months.

Making Predictions

6. Predict what kind of shoes would be used to walk in the water along a rocky coast.
- Ⓐ rubber sandals
 - Ⓑ fur boots
 - Ⓒ cloth slippers
 - Ⓓ plastic flippers

Finding Word Meaning in Context

7. In Argentina, the word *gaucho* means
- Ⓐ 'climber'.
 - Ⓑ 'worker'.
 - Ⓒ 'cowhand'.
 - Ⓓ 'dancer'.

Identifying Author's Purpose

10. The main purpose of the article is to explain
- Ⓐ why people all over the world wear different kinds of shoes.
 - Ⓑ how different kinds of shoes are made.
 - Ⓒ what kind of shoes people wear in the Netherlands.
 - Ⓓ what the weather is like in Mexico.

Drawing Conclusions and Making Inferences

8. You can tell that people who live in warm climates
- Ⓐ make their own shoes.
 - Ⓑ usually don't wear shoes.
 - Ⓒ like to wear shoes made of animal skin.
 - Ⓓ wear shoes that keep their feet cool.

Interpreting Figurative Language

11. The words *fit like a glove* tell you that boots worn by people in Finland
- Ⓐ are loose and floppy.
 - Ⓑ have a place for each toe.
 - Ⓒ are made of leather.
 - Ⓓ are very snug.

Distinguishing Between Fact and Opinion

9. Which of these is an *opinion*?
- Ⓐ People wear special shoes for working.
 - Ⓑ People in Mexico like to wear open shoes.
 - Ⓒ Clogs are worn by people in Japan.
 - Ⓓ Wooden shoes are the most comfortable shoes of all.

Distinguishing Between Real and Make-believe

12. Which of these would probably not happen?
- Ⓐ Wooden shoes are worn on rainy days.
 - Ⓑ Some gauchos wear a kind of shoe on their hands.
 - Ⓒ Special shoes are worn by some dancers.
 - Ⓓ A soccer player wears shoes with spikes.

You have now completed Lessons 6–10.
Go to page 32. Complete Self-assessment 2.