**Reading Habit Questionnaire**

There are 30 statements. For each statement is followed by five answers:

strongly disagree = sangat tidak setuju (STS)

disagree = tidak setuju (TS)

neutral = netral (N)

agree = setuju (S)

strongly agree = sangat setuju (SS)

**Respondent Identity**

|  |  |
| --- | --- |
| **Name** | **:** |
| **Class** | **:** |

**Direction:**

**There are no right or wrong answer to any items. Please read the statements carefully and give your honest answer, mark (√) an answer for each statement whether it is STS, TS, N, S, or SS!**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Pertanyaan Reading Habit** | **STS** | **TS** | **N** | **S** | **SS** |  |
| **Books Read** | |  |  |  |  |  |  |
| 1 | Saya banyak membaca buku berbagai genre dalam waktu 3 bulan  (*I read a lot of books with various genres within 3 months*) |  |  |  |  |  |  |
| 2 | Saya membaca literatur tentang sains, teknologi, matematika, dan lainnya karena saya suka menemukan hal yang baru.  (*I read science, technology, math, and other literatures because I like discovering new things*) |  |  |  |  |  |  |
| 3 | Ketebalan, ukuran huruf, dan ilustrasi sangat mempengaruhi bacaan yang saya pilih.  (*Thickness, font size, and illustrations greatly influence the reading I choose*) |  |  |  |  |  |  |
| 4 | Banyak membaca buku tidak membantu saya mengekspresikan perasaan saya.  (*Reading a lot of books doesn't help me express my feelings*) |  |  |  |  |  |  |
| 5 | Saya tidak membaca buku ketika waktu luang.  (*I don't read books in my spare time*) |  |  |  |  |  |  |
| **Academic Reading** | |  |  |  |  |  |  |
| 6 | Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca.  (*I underline the important things in the textbook when I read*) |  |  |  |  |  |  |
| 7 | Saya mencatat ketika guru sedang menjelaskan isi buku pelajaran.  (*I take notes when the teacher is explaining the contents of the textbook*) |  |  |  |  |  |  |
| 8 | Saya kembali menulis catatan teks ke dalam bahasa saya.  (*I go back to write notes in my own language*) |  |  |  |  |  |  |
| 9 | Saya tidak melengkapi catatan saya dengan penjelasan yang lebih detail.  (*I don't complete my notes with a more detailed explanation*) |  |  |  |  |  |  |
| 10 | Saya tidak suka membaca sumber yang terkait sebelum pelajaran dimulai.  (*I don't tolerate reading-related resources before class starts*) |  |  |  |  |  |  |
| **Reading Frequency** | |  |  |  |  |  |  |
| 11 | Setiap malam saya belajar literatur minimal satu jam.  (*Every evening I study literature for at least an hour*) |  |  |  |  |  |  |
| 12 | Saya membaca di waktu yang sama dan tempat yang sama.  (*I read at the same time and in the same place*) |  |  |  |  |  |  |
| 13 | Saya membaca di tempat sepi suara dan tidak ada gangguan.  (*I read in a quiet place with no distractions*) |  |  |  |  |  |  |
| 14 | Saya membuat pertanyaan untuk mengecek pemahaman saya.  (*I ask questions to check my understanding*) |  |  |  |  |  |  |
| 15 | Saya tidak menargetkan tujuan ketika belajar.  (*I don't set goals when studying*) |  |  |  |  |  |  |
| **Non-Academic Reading** | |  |  |  |  |  |  |
| 16 | Saya membaca dan menghubungkan informasi baru dengan pemahaman saya.  (*I read and relate new information to my understanding*) |  |  |  |  |  |  |
| 17 | Saya menerjemahkan ide utama ke dalam bahasa saya.  (*I translate the main idea into my language)* |  |  |  |  |  |  |
| 18 | Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya.  (*I read and compare information from one novel to another*) |  |  |  |  |  |  |
| 19 | Saya tidak mempunyai waktu untuk membaca buku pelajaran.  (*I don't have time to read textbooks*) |  |  |  |  |  |  |
| 20 | Saya tidak pernah menyiapkan alat tulis sebelum membaca  (*I never prepare stationery before reading*) |  |  |  |  |  |  |
| **Reading Motivation for Academic Environment** | |  |  |  |  |  |  |
| 21 | Saya membaca untuk kesuksesan akademik saya.  (*I read for academic success*) |  |  |  |  |  |  |
| 22 | Saya banyak membaca untuk menambah pengetahuan saya.  (*I read a lot to increase my knowledge*) |  |  |  |  |  |  |
| 23 | Saya membaca untuk mendapatkan nilai yang baik.  (*I read to get good grades*) |  |  |  |  |  |  |
| 24 | Saya membaca karena perintah dari guru.  (*I read because of the teacher's instruction*) |  |  |  |  |  |  |
| 25 | Saya tidak suka membaca buku pelajaran karena harga buku terlalu mahal.  (*I don't tolerate reading textbooks because books are too expensive*) |  |  |  |  |  |  |
| **Reading Motivation for Family Environment** | |  |  |  |  |  |  |
| 26 | Saya adalah salah satu anak yang gemar membaca di keluarga saya.  (*I am one of the children in my family who like to read*) |  |  |  |  |  |  |
| 27 | Keluarga mendorong saya untuk membaca minimal satu menit per hari dari pada harus bermain di dalam waktu luang saya.  (*My family encourages me to read at least one minute per day instead of having to play in my free time*) |  |  |  |  |  |  |
| 28 | Keluarga memilihkan saya berbagai topik dan genre bacaan.  (*My family chooses a variety of reading topics and genres for me*) |  |  |  |  |  |  |
| 29 | Saya merasa tidak tenang dalam ujian karena saya tidak terbiasa membaca di rumah.  (*I feel uneasy on the test because I am not used to reading at home*) |  |  |  |  |  |  |
| 30 | Saya lebih memilih menonton TV dari pada membaca.  (*I prefer watching TV to reading*) |  |  |  |  |  |  |

*Source: Samrotul Muawanah (2014)*

**Reading Comprehension Test**

Reading Comprehension Test Specification

1. Fill your identity completely and correctly.
2. This is the multiple-choice questions, students are asked to read the passages carefully and choose the correct answer (a, b, c, d, or e) on the answer sheet.
3. There is no minus point for the wrong answers.

**Direction: Read the following passages and cross (X) your answer on the answer sheet!**

***The following text is for questions no 1-7***

The ﬁrst two decades of this century were dominated by the microbe hunters. These hunters had tracked down one after another of the microbes responsible for the most dreaded scourges of many centuries: tuberculosis, cholera, diphtheria. But there, remained some terrible diseases for which no microbe could be incriminated: scurvy, pellagra, rickets, beriberi. Then it was discovered that these diseases were caused by the lack of vitamins, a trace substance in the diet. The diseases could be prevented or cured by consuming foods that contained the vitamins. And so in the decades of the 1920’s and 1930’s, nutrition became a science and the vitamin hunters replaced the microbe hunters. **(Paragraph 1)**

*Line 45*

*Line 35*

*Line 20*

*Line 15*

*Line 10*

*Line 5*

In the 1940’s and 1950’s, biochemists strived to learn why each of the vitamins was essential for health. They discovered that key enzymes in metabolism depend on one or another of the vitamins as coenzymes to perform the chemistry that provides cells with energy for growth and function. Now, these enzyme hunters occupied center stage. **(Paragraph 2)**

*Line 55*

*Line 60*

*Line 30*

*Line 25*

You are aware that the enzyme hunters have been replaced by a new breed of hunters who are tracking genes-the blueprints for each of the enzymes-and are discovering the defective genes that cause inherited diseases-diabetes, cystic ﬁbrosis. These gene hunters, or genetic engineers, use recombinant DNA technology to identify and clone genes and introduce them into bacterial cells and plants to create factories for the massive production of hormones and vaccines for medicine and for better crops for agriculture. Biotechnology has become a multibillion-dollar industry. **(Paragraph 3)**

*Line 40*

In view of the inexorable progress in science, we can expect that the gene hunters will be replaced in the spotlight. When and by whom? Which kind of hunter will dominate the scene in the last decade of our waning century and in the early decades of the next? I wonder whether the hunters who will occupy the spotlight will be neurobiologists who apply the techniques of the enzyme and gene hunters to the functions of the brain: What to call them? The head hunters. I will return to them later. **(Paragraph 4)**

*Line 50*

1. What is the main topic of the text?
2. The microbe hunters
3. The potential of genetic engineering
4. The progress of modem medical research
5. The discovery of enzymes
6. The lack of vitamins
7. The word “incriminated” in line 10 has the closest meaning to…

|  |  |
| --- | --- |
| a. investigated | d. produced |
| b. blamed | e. distributed |
| c. eliminated |  |

1. The following below are diseases that cannot be blamed by microbes, except...

|  |  |
| --- | --- |
| a. Scurvy | d. Rickets |
| b. Pellagra | e. Beriberi |
| c. Cholera |  |

1. When did biochemists try to learn why each vitamin is important for health?

|  |  |
| --- | --- |
| a. 1910-1915 | d. 1930-1937 |
| b. 1915-1920 | e. 1940-1950 |
| c. 1920-1930 |  |

1. Based on paragraph 3, we can conclude that genetic engineers…
2. need vaccines for their healthy life
3. have multibillion-dollar bills for technology needs
4. conscious of the new generation of hunters
5. do not require recombinant DNA
6. work by modifying genes
7. Which of the following is not true about the text?
8. In the metabolism, key enzymes depend on the vitamins
9. Recombinant DNA technology is used by gene hunters
10. Biotechnology has a multibillion-dollar industry
11. Diabetes and cystic fibrosis are not inherited types of disease
12. Scientific progress is inevitable
13. The phrase “occupy the spotlight” in line 55 is closest in meaning to…
14. receive the most attention
15. go the furthest
16. conquer territory
17. lighten the load
18. dazzled by the light

***The following text is for questions no 8-17***

*Line 15*

Basically, robot is a machine. But what makes it special is that robot is a programmable machine by computer to do a series of action which is used for some purpose. The idea of creating robot is to help human to make easy life. **(Paragraph 1)**

*Line 5*

Nowadays, the kinds and the specification of robots are various. There are robots for war, robot to work, robot to secure, and so on. Robot can be used to overcome the limit of human being in doing something and usually it refers to something dangerous. For example, to understand the whole solar system outside the earth, robot can be created and programmed for a specific duty to get any information such as collects the data about any materials in Mars. **(Paragraph 2)**

*Line 25*

*Line 10*

Robot can do this easily and better than human because robot only needs one energy source such as atomic battery while human still need water, food, and oxygen to be survived on the alien lands. Thus, robot is perhaps the most important modern technology creature after machine and computer to help human get better life. Even though, there are still some debates about the existence of some robot in which it is considered as something bad such as soldier robot. **(Paragraph 3)**

*Line 20*

*Line 35*

*Line 30*

Perhaps this case is easy to be understood by watching Robocop movie in which robot has no heart, moral, desire and perspective to understand human as the way human does. **(Paragraph 4)**

1. In the second paragraph, the author told us about…
2. A machine made to help humans
3. Types of robots and their uses
4. Robot is a modern technology
5. Robots can be found on Mars
6. The source of energy is from the battery
7. Based on the text above, robot is basically known as…

|  |  |
| --- | --- |
| a. human | d. electricity |
| b. toys | e. machine |
| c. doll |  |

1. The word “duty” in line 17 can be best replaced by…

|  |  |
| --- | --- |
| a. function | d. program |
| b. purchase | e. job |
| c. purpose |  |

1. According to the text, which statement below is not true?
   1. Robot uses for war
   2. Robot helps human to work
   3. Robot can be used to secure
   4. Robot is something dangerous
   5. Robot collects the data in Mars
2. What is robot energy sources?

|  |  |
| --- | --- |
| a. Water | d. Battery |
| b. Cable | e. Oxygen |
| c. Food |  |

1. “…some debates about the existence.” (Line 27). The underlined word has the closest meaning to…

|  |  |
| --- | --- |
| a. answers | d. news |
| b. questions | e. invitations |
| c. discussions | |

1. The kinds of robot which is considered as something bad namely...

|  |  |
| --- | --- |
| a. Robot mobile | d. Manipulator |
| b. Soldier robot | e. Flying robot |
| c. Humanoid robot | |

1. What does the paragraph 4 tell us about?
   1. The type of soldier robot
   2. The difference between robot and human
   3. Robot is not a human
   4. The existence of Rocobop movie
   5. The trailer of the movie
2. What movie does the author referred to where robot has no heart, moral, and desire as human does?

|  |  |
| --- | --- |
| a. Avengers | d. Star Wars |
| b. Bumblebee | e. Power Rangers |
| c. Robocop |  |

1. According to the text, we can infer that…
2. Robot can not gather the information in Mars
3. We should watch Rocobop movie
4. Human doesn’t need water, food, and oxygen
5. The existence of robot help human to get better life
6. Robot is dangerous

***The following text is for questions no 18-26***

**An Effective Teaching Techniquep**

The Silent Way is one of the effective language teaching techniques. It is a pedagogical approach to language teaching based on the premise that the teacher should be as silent as possible in the classroom (about 90% of the time). The learners, then, are encouraged to produce as much language as possible. They have much time both to be exposed to the language and to perform practice. **(Paragraph 1)**

*Line 20*

*Line 15*

*Line 10*

*Line 5*

The learning hypothesis behind the Silent Way is that learning is facilitated if the learners discover and create rather than remember and repeat what is to be learned. Also, students learn more effectively through problem solving involving the target language. It views language learning as a creative, problem-solving, and discovering activity in which the learner is a principal actor rather than a bench-bound listener. **(Paragraph 2)**

*Line 30*

Basically, in learning, teachers prepare the students to have problems solving skills. And the Silent Way can be described as a problem-solving approach to language learning, and is summed up nicely in Benjamin Franklin's words: **(Paragraph 3)**

*Line 25*

"Tell me and I forget, teach me and I remember, involve me and I learn."

I conclude that the Silent Way is an appropriate language teaching technique.

1. What is the main idea in the first paragraph?
2. The silent way is one of the effective language teaching learning
3. Silent way is a problem-solving approach
4. Silent Way makes language learning as discovering activity
5. Teachers prepare students to have problem solving skills
6. Students learn more effectively with problem-solving approach
7. “It is a pedagogical approach … as silent as possible in the classroom.”   
   (Line 5)

The synonym of the underlined word is…

|  |  |
| --- | --- |
| a. weak | d. helpful |
| b. patient | e. pleasant |
| c. quiet |  |

1. The word “They” in line 9 refers to…

|  |  |
| --- | --- |
| a. The teachers | d. The readers |
| b. The languages | e. The techniques |
| c. The learners |  |

1. The silent way is an approach for teaching language with the hope that the students will…
2. become principal actors
3. repeat what is to be learned
4. be able to solve their problems
5. remember what has been taught
6. produce as much language as possible
7. “…if the learners discover and create rather than remember and repeat what is to be learned.” (Line 13)

The underlined word has the closest meaning to…

|  |  |
| --- | --- |
| a. throw | d. save |
| b. make | e. solve |
| c. break | |

1. “…rather than a bench-bound listener” (Line 21)

The underlined word can be defined as...

|  |  |
| --- | --- |
| a. passive learner | d. good learner |
| b. active student | e. quiet student |
| c. good listener | |

1. What does the paragraph 3 tell us about?
   1. Silent Way is one of the effective techniques
   2. Silent Way means the teachers are silent
   3. Nicely words from Benjamin Franklin
   4. Learning hypothesis behind Silent Way
   5. Silent Way can be described as problem-solving approach
2. According to the text, the Silent Way can be known as, except…
   1. Language teaching approach
   2. Problem-solving approach
   3. Inappropriate teaching technique
   4. Effective teaching technique
   5. Pedagogical approach
3. Who concluded that the Silent Way is an appropriate language teaching technique?

|  |  |
| --- | --- |
| a. Students | d. The author |
| b. Teachers | e. The actors |
| c. Benjamin Franklin | |

***The following text is for questions no 27-35***

Another positive effect of Internet in education is that it makes possible of the onset of distance education or online education (internet-based training) (IBT) or web-based training (WBT). With this facility, you can take up short-term courses with the course material available online, attend virtual classes, learn, and appear for exams. One of the benefits of online learning is that people from any part of the world can gain knowledge on different subjects, complete courses, etc. **(Paragraph 1)**

*Line 30*

*Line 10*

*Line 5*

Firstly, the use of multimedia on the internet helps the learners in memorizing the material they learn. Arguably, it is believed that visual data has a greater impact on learning and memorizing than plain text. Therefore, images, graphics, animation, pictures, slides, documentaries, etc., have a greater appeal than a plain textbook. Using multimedia and Internet provides an opportunity for children to gain knowledge about a particular subject in depth. Students can now see actual photographs of rare bird species or see animated graphics of a volcanic eruption to understand the concept in detail. **(Paragraph 2)**

*Line 40*

*Line 25*

*Line 20*

*Line 15*

The fast and relatively low-cost access is one of the major benefits of Internet to people and students all over the world, as getting an Internet connection is easy. Communication and information are the two basic uses of the Internet. Information available on websites can be updated or modified at any time and for any number of times, which helps in learning and better understanding. **(Paragraph 3)**

*Line 35*

Furthermore, students can contact other students or their teachers via the e-mail if they have queries about any information. Sharing of information, discussions on a particular subject, etc., can be easily carried out using the Internet. At the same time, teachers can also contact parents and guardian easily using Internet. **(Paragraph 4)**

*Line 45*

1. What does the first paragraph tell us about?
   1. Positive effect of internet in education
   2. The facilities of learning
   3. The explanation of IBT
   4. The meaning of web based training
   5. Benefits of education
2. These are the benefits of online learning, except…
3. attend virtual classes
4. appear for exams
5. course materials are available online
6. learn the materials
7. meeting friends face to face
8. What is the main idea of paragraph 2?
9. Positive effect of the internet in education
10. Visual data has a greater impact on learning
11. Information can be updated or modified
12. The main benefit of the internet
13. The use of multimedia on internet
14. “…a particular subject in depth.” (Line 26). The underlined words have the opposite meaning to…

|  |  |
| --- | --- |
| a. overall | d. in general |
| b. in detail | e. extensively |
| c. as much as possible | |

1. Which of the following is not the visual data?

|  |  |
| --- | --- |
| a. Images | d. Slide |
| b. Graphic | e. Textbook |
| c. Animation |  |

1. “The fast and relatively low-cost access…” (Line 30)

What does the underlined words mean?

|  |  |
| --- | --- |
| a. expensive | d. splendid |
| b. luxury | e. slow |
| c. cheap |  |

1. The word “queries” in line 42 has the closest meaning to…

|  |  |
| --- | --- |
| a. worries | d. responses |
| b. questions | e. comments |
| c. answers |  |

1. How do students ask about any information?
2. Contact their teacher via email
3. Call their parents
4. Using visual data to understand
5. Read the textbook
6. Appear in exams
7. What can we conclude from the text above?
   1. There are not IBT and WBT
   2. Multimedia of the internet can not help the students in memorizing materials
   3. Communication and information are not important on the internet
   4. The use of the internet in education provides many benefits
   5. Understanding material from the textbook does not have the impact

.

***The following text is for questions no 36-43***

Tsunami is a Japanese word; 'tsu' means harbor and 'nami' means wave. The phenomenon is usually associated with earthquakes, landslides, or volcanic eruptions in or adjacent to oceans which results in a sudden movement of a water column. Until recently, tsunamis were called tidal waves, even though the event has nothing to do with tides.   
**(Paragraph 1)**

*Line 10*

*Line 5*

A tsunami is different from a wind-generated surface wave on the ocean. The passage of a tsunami involves the movement of water, from the surface the seafloor which means its speed is controlled by the water depth. Consequently, as the wave approaches land and reaches increasingly shallow water, it slows. However, the water column that is still in deeper water is moving slightly faster and catches up, resulting in the wave bunching up and becoming much higher. A tsunami is often a series of waves and the first may not necessarily be the largest. **(Paragraph 2)**

*Line 30*

*Line 15*

*Line 35*

*Line 20*

*Line 40*

*Line 25*

When a tsunami travels over a long and gradual slope, it allows time for the tsunami to grow in wave height. This is called "shoaling" and typically occurs in shallow water that is less than 100 meters deep. The successive peaks can be anywhere from five to 90 minutes apart. In the open ocean, even the largest tsunamis are relatively small with wave heights of less than one meter. The shoaling effect can increase this wave height to a degree such that the tsunami could potentially reach an onshore height of up to 30 meters above sea level. However, depending on the nature of a tsunami and the near-shore surroundings, a tsunami may also sometimes create only barely noticeable ripples. **(Paragraph 3)**

1. What is the main idea of the first paragraph?
   1. Tsunami is a Japanese word which means tidal waves
   2. Tsunami is a series of waves
   3. Tsunami travels over a long and gradual slope
   4. Tsunami is not caused by wind
   5. The shoaling effect can increase the wave
2. According to the text, tsunami until today is known as…

|  |  |
| --- | --- |
| a. Flooding | d. Earthquakes |
| b. Sinking waves | e. Flash waves |
| c. Tidal waves |  |

1. “…and reaches increasingly shallow water, it slows.” (Line 18)

The word “it” refers to…

|  |  |
| --- | --- |
| a. the wave | d. the surface |
| b. the land | e. the seafloor |
| c. the water |  |

1. What will happen as the wave approaches land and reaches increasingly shallow water?
   1. The water may touch the feet
   2. The water moves quickly
   3. The occurrence of strong winds
   4. Increasing speed of water movement
   5. The speed of water movement slows down
2. From the text above, what can we infer about "shoaling"?
   1. A sudden movement of water column
   2. The approach in tsunami to grow in wave height
   3. The nature of a tsunami
   4. The phenomenon which associated with tsunami
   5. The speed of water movement
3. The phrase “travels over” in line 25 has the closest meaning to…

|  |  |
| --- | --- |
| a. shrug off | d. look forward |
| b. pass through | e. leave off |
| c. stay here |  |

1. The successive peaks can be anywhere from…
   1. less than five minutes apart
   2. five to nineteen minutes apart
   3. five to fifteen minutes apart
   4. five to ninety minutes apart
   5. more than ninety minutes apart
2. How high will the tsunami be due to the shoaling effect?
   1. > 5 meters above sea level
   2. > 30 meters above sea level
   3. > 50 meters above sea level
   4. > 90 meters above sea level
   5. > 100 meters above sea level

***The following text is for questions no 44-53***

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming. **(Paragraph 1)**

*Line 30*

*Line 25*

*Line 10*

*Line 5*

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming. **(Paragraph 2)**

*Line 15*

Secondly, according to research by greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world.

*Line 45*

*Line 20*

These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well. **(Paragraph 3)**

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007). **(Paragraph 4)**

*Line 35*

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generation to follow. **(Paragraph 5)**

*Line 40*

1. What is the main idea of the second paragraph?
2. Definition of global warming
3. The impact of climate change is noticeable throughout Asia-Pacific
4. Unpredictable weather patterns
5. Global warming is not a new problem
6. The evidence of human activities causes the global warming
7. What is the meaning of “irrefutable evidence” in line 12?
8. There is no proof about human activities
9. The proof has been refuted
10. It doesn’t change the atmosphere of the earth
11. People couldn’t dodge the fact anymore
12. People could make any reasons
13. “This has started to affect the economy as well.” (Line 31)

The word “this” refers to…

|  |  |
| --- | --- |
| a. Hot days | d. Thunderstorm |
| b. Asia-Pasific | e. Tropical country |
| c. Climate change | |

1. According to the text, what is the most common cause of failed crops?
2. Hot weather all day
3. Industrial waste
4. Has a lack of fertilizer
5. There is pest attack
6. Unpredictable weather patterns
7. “Furthermore, the shifting weather…” (Line 33). The underlined word can be best replaced by…

|  |  |
| --- | --- |
| a. staying | d. enjoying |
| b. changing | e. keeping |
| c. still |  |

1. Which of the following based on the text is not true?
2. Unpredictable weather caused many failed crops
3. The effect of climate change can be seen throughout Asia-Pacific
4. Polluting water and air can contribute to global warming
5. Climate change affected the economic field as well
6. Greenpeace is used to grow crops like palm sugar, palm oil and coffee-the lifeline
7. As the citizens, how do we take action to help overcoming the global warming?
8. Starting to pollute out waters and air
9. Maintaining environmental sustainability
10. Throwing garbage carelessly
11. Burn down the forest
12. Using greenhouse gases
13. What is the main idea of paragraph 5…
    1. The explanation of global warming
    2. The irrefutable evidence of human activities
    3. The research by greenpeace organization
    4. The shifting weather patterns
    5. The conclusion of the global warming problem
14. “…we have to take every possible action…” (Line 42)

The word “we” refers to…

|  |  |
| --- | --- |
| a. citizens | d. organizations |
| b. problems | e. forests |
| c. issues |  |

1. Based on the text above, we can conclude that…
2. global warming is not a phenomenon
3. human activities are not the problems
4. greenpeace organization used to grow crops
5. climate change does not have so many effects

we have to take care of our earth